YORK CATHOLIC DISTRICT SCHOOL BOARD

AGENDA

REGULAR BOARD MEETING Tuesday, March 29, 2022

REVISED AGENDA New Item 18g **Revised 18c**

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.

1.	OPENING PRAYER / LAND ACKNOWLEDGEMENT Religious Ed	ucation Team / Faith Ambassadors	
2.	ROLL CALL	D. Scuglia	
3.	APPROVAL OF NEW MATERIAL	E. Crowe	
4.	APPROVAL OF THE AGENDA	E. Crowe	
5.	DECLARATIONS OF CONFLICT OF INTEREST FOR CURRENT MEET	TING E. Crowe	
6.	DECLARATIONS OF CONFLICT OF INTEREST FROM PREVIOUS ME	ETING E. Crowe	
7.	 APPROVAL OF THE PREVIOUS MINUTES a) Regular Board Meeting of February 22, 2022 b) Special Board Meeting of March 8, 2022 c) Special Board Meeting of March 24, 2022 	E. Crowe	
8.	BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING		
9.	CHAIR'S REPORT / UPDATE / INSPIRATIONAL MESSAGES	E. Crowe	3
10.	OCSTA BOARD OF DIRECTOR'S UPDATE: N/A		
11.	DIRECTOR'S REPORT / UPDATE	D. Scuglia	7
12.	STUDENT TRUSTEES' REPORT	A. Casbarro / A. Peta-Dragos	
13.	RECOGNITIONS / OUTSIDE PRESENTATIONS		
14.	 DELEGATIONS a) Flying the Pride Flag at YCDSB b) Introducing Adult Continuing Education ESL Classes at St. Julia Billiar c) Pope Francis CES Community 	Paolo De Buono t CES Irene Beninato Valerie Naccarato	7 8 9
15.	JOURNEY TOWARDS OUR VISION – STAFF PRESENTATIONS a) Police and School Boards Protocol and Anti-Human Trafficking b) Budget Development Process and Timelines for 2022-2023 School Ye	J. Sarna, S. Wright ear C. McNeil	11 20
16.	ACTION ITEM(S) (including Committee Reports) a) Long-Term Accommodation Plan Continuing Education Facility Partners b) Trustee Determination and Distribution for the 2022 Municipal Election c) Metrolinx Permission to Enter Agreement – St. Anthony CES d) Ad-Hoc Committee for Naming of Virtual School e) Receipt of Report No. 2022:02 Transportation Review Committee (Feff) Receipt of Report No. 2022:01 Joint Board Consortium (Mar 2) g) Approval of Report No. 2022:04 Special Education Advisory Committe h) Approval of Report No. 2022:03 Policy Review Committee (Mar 8) i) Receipt of Report No. 2022:02 Student Success & Pathways Commit j) Approval of Report No. 2022:14 Committee of the Whole (Mar 29)	T. Pechkovsky T. Pechkovsky E. Pivato bb 27) D. Giuliani T. McNicol ee (Mar 7) J. Wigston F. Alexander	32 104 167 175 176 177 178 182

17. DISCUSSION ITEM(S):

a)	TRUSTEE MOTION:	Transportation to St. Joan of Arc CHS	R. Cantisano	251
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FORMATION ITEM(3)		
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	TCH 36 – Grade 8 to 9 Movement Pope Francis CES – Historical Boundaries TRUSTEE MOTION: Keeping Our Children and Staff Safe (Revised) Special Education Centre Update 2022-2023 Proposed Revision to PPM 81 and Implications April 2022 Calendar Acknowledging the Haudenosaunee in YCDSB Land Acknowledgement	TCH 36 – Grade 8 to 9 Movement Pope Francis CES – Historical Boundaries T. Pechkovsky TRUSTEE MOTION: Keeping Our Children and Staff Safe (Revised) Special Education Centre Update 2022-2023 D. Candido Proposed Revision to PPM 81 and Implications April 2022 Calendar T. Pechkovsky D. Giuliani D. Candido

19. NOTICES OF MOTION

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

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

21. ADJOURNMENT

REGULAR BOARD MEETING

Tuesday, April 26, 2022 7:30 PM



York Catholic District School Board Chair's Report

Memo To: Board of Trustees

From: Elizabeth Crowe, Board Chair

Date: March 29, 2022

Re: Chair's Report

This Report including the following Updates from the Chair:

Ash Wednesday in Schools

Ash Wednesday is an important day in our Catholic liturgical calendar; a day on which we take time to recommit ourselves to God and the teachings of Jesus, as we begin our Lenten journey. Ash Wednesday services were held in all our schools, and at the Catholic Education Center, and included the distribution of ashes, while following COVID protocols. The ashes symbolize the dust from which God made us as well as the grief that we have sinned. The ashes are made from blessed palm branches, taken from the previous year's Palm Sunday Mass.

YCDSB Mass with Bishop Boissonneau

On March 24, 2022, a Mass was held at the Catholic Education Centre (CEC) and broadcast via livestream to all of our schools. This is the first time ever that the entire York Catholic DSB gathered as a community of faith to celebrate Mass. Thank you to Trustee Alexander for bringing forward the motion to annually have a Day of Reconciliation and Renewal during the Lenten season and thank you to my fellow trustees for supporting it unanimously. Also, thank you to his Excellency Bishop John Boissonneau, Auxiliary Bishop of Toronto for celebrating this Mass and for his homily. Our religious consultants did a fabulous job organizing the day. A special thanks to the choir, consisting of staff as well as students from Cardinal Carter CHS and St. Brother Andre CHS, who filled the Board room and all our schools with the gift of music. I was so moved spiritually when I realized that over 50000 students and staff were saying the Lord's Prayer at the same time. I have to honestly say that Thursday's Mass is a highlight of my many years as a Trustee.

STREAM Centres for Excellence Official Opening

After a couple of years of planning and preparation, and delays caused by the COVID-19 pandemic, the Board of Trustees is pleased to announce that the six YCDSB STREAM Centres for Excellence will officially open for learning at a ceremony to be held on March 31, 2022 at St. Agnes of Assisi CES. These Centres bring to life a unique, faith-filled integration of Science, Technology, Religion, Engineering, Arts and Mathematics. Not seen as mutually exclusive, these disciplines form an integrated, powerful framework for 21st century learning and innovation that is guided by Gospel Values and Catholic Virtues.

It is this faith-based approach that differentiates STREAM from any other tech-based learning or alternative educational offerings in Canada. Open to students from Kindergarten to Grade 12, the Centres' programming looks broadly at enriching society and humanity using STREAM disciplines as practical access points for guiding inquiry, dialogue and critical thinking. Schools will be able to book visits and transportation will be funded centrally so as to ensure equity of access.

Schools Continue to be Safe and Welcoming

With the recent lifting of many COVID-19 restrictions by the Provincial government, parents, students, staff and community members can be assured that all YCDSB schools continue to operate in a safe and welcoming environment. The decision to wear a mask, or not, is a personal choice and one that is respected and supported in our schools and Board office. As well, we are working to install HEPA filters in all classrooms across the Board, as we receive them from the Ministry of Education. We received our first shipment last week and they are being rolled out.

2022-2023 Virtual School Registration

Earlier this year the Ministry of Education mandated that Boards offer the option of virtual learning to students for the 2022-23 school year. Earlier this month, a Virtual School registration form was circulated to all YCDSB families to fill out if they want to request remote learning for their children next year. Thank you to all those families who filled out the registration form by the March 23 deadline. Capturing registrations at this time is necessary because the class staffing process for the next school year starts in early April. This will ensure the correct number of classes are allocated from our overall student enrollment. A total of 421 students from FDK to grade 12 have registered to attend our Virtual School in 2022-2023. This evening Trustees will be passing a motion to start the naming process for this new YCDSB school.



York Catholic District School Board Director's Report

Memo To: Board of Trustees

From: Domenic Scuglia, Director of Education

Date: March 29, 2022

Re: Director's Report

This Report including the following Director Updates:

St. Maximilian Kolbe Students Compete at Humber College FRC Event

On March 5 & 6, 2022, two teams of students competed in the FIRST Robotics Canada district competition at Humber College. Each team built and programmed a 140 pound robotic vehicle to compete in high-intensity robo-sports that combine the excitement of sport with the rigors of science and technology. Both teams (914 NextGen and 4343 MaxTech) did well and earned substantial points towards the provincial event. After struggling a bit in their preliminary matches due to limited practice time, 914 NextGen (Grade 9 & 10) made it to the finals, while their counterparts on 4343 MaxTech (Grade 11 & 12) were unfortunately eliminated in the semi-finals. However, both teams also won additional awards. Despite the challenges, the teams were excited to compete in-person again and are looking forward to upcoming competitions at York University and in Hamilton next month.

Support for Ukraine

On March 1, 2022, the Archdiocese of Toronto announced it would be accepting donations for humanitarian relief in response to the tragedy unfolding in Ukraine. Funds collected by the Archdiocese will be channelled to the Catholic Near East Welfare Association (CNEWA) and the Office for Refugees, Archdiocese of Toronto (ORAT). As Catholic faith communities, York Catholic schools supported this fundraising initiative by holding Loonie/Toonie or Civvies Days between March 7 - 11. Funds are still being counted and we are on track to make a significant contribution to help the millions of people in need.

Some schools, like Our Lady of the Lake Catholic Academy (OLLCA), also took additional actions to support the people of Ukraine. From March 2-9 OLLCA students and staff collected dried/canned food, personal hygiene products, clothing, sleeping bags, blankets, etc. which were shipped to Ukraine through the international shipping company Meest.

Board Retirement Celebration in June

Due to the pandemic, the annual Board Retirement Evening did not take place in 2020 and 2021. On March 2, 2022, the YCDSB Board Retirement Celebration Committee met to review survey data and confirm next steps. A survey of 2020-2021 retirees was conducted in December and January and the response was overwhelming - the majority of retirees would attend an in-person celebration if one was held. As a result, a YCDSB Retirement Evening similar to past events has been booked for Wednesday, June 8, 2022. Details are being confirmed and invitations will be distributed soon.

Land Acknowledgement Plague Dedication Ceremonies for Schools and CEC

Following the unveiling of the YCDSB Land Acknowledgement plaque and dedication ceremony at the February Board Meeting, similar ceremonies were held this month to dedicate plaques for all 101 schools and the Catholic Education Centre (CEC). The school ceremony was held at the March 9, 2022 Director's Council meeting and the CEC ceremony on March 24, before the Board-wide Mass. Community Partners Mim Harder and Todd Jamieson once again reminded us through their words and artwork that we are ALL called to be caretakers of the land, and challenged us to learn from our hearts as we continue our journey toward truth and reconciliation.

Shared Reading (28 days): Me and White Supremacy

Led by our Human Rights and Equity Advisor, Michelle Farrell, YCDSB staff spent several weeks in February and March exploring unconscious racial biases and systemic racism in their personal and professional lives through a 28-day shared reading exercise using the book *Me and White Supremacy* by Layla Saad. These 10-minute video sessions were offered so that staff could take a moment together to engage in this necessary work and participate in celebrations of Black history and Black heritage. Each session had a different topic from the book and a different YCDSB staff cohost. Hundreds of staff from across our Board viewed the 28 videos and co-hosts included superintendents, school administrators and CEC staff. Next steps in our journey towards addressing unconscious biases and removing systemic racism will be shared in the coming weeks and months.

CBENY Launches at YCDSB

The Catholic Black Educators Network at YCDSB (CBENY) launched this month. CBENY is York Catholic's first-ever Employee Resource Group and it is for Black employees and their allies. Employee Resource Groups are often organized around a shared identity, such as race, gender, age, or mental health, and serve as a haven of belonging. The primary goal is to provide a safe space for networking, building connections and affirming experiences. CBENY will be a template for future employee groups. All YCDSB employees are welcome and are encouraged to join. Participation in CBENY is intended to be inclusive of all staff.

Twitter Break with Director Dom

In late January I launched a new video series of short episodes called "Twitter Break with Director Dom." Every two weeks we share a new video where, along with a different co-host each time, I read and react to recent Tweets posted by our schools. This series is meant to provide a light-hearted update on some of the good things happening across our Board, and offers our York Catholic community a chance to take a quick Twitter Break! We have aired five episodes so far and thousands of York Catholic staff and community members have tuned in to watch. More episodes are planned through until the end of the school year so it's not too late to check it out. A link is posted on the Board's Twitter account (@YCDSB) every other Friday and emailed to all staff.

School Visits Continue

My goal to visit as many schools as possible before the end of June is ongoing. Visiting schools provides an invaluable perspective and connection that one cannot get any other way. During these visits I am privileged to join classrooms, meet with staff and students, discuss topics of interest or concern to the school community, and witness excellence in all forms of learning including science, math, art and music, among others. So far this year, I have visited 25 elementary and secondary schools. I'm looking forward to continuing these visits in the months to come.

YCDSB Recognized by The Terry Fox Foundation

On behalf of Trustees and YCDSB staff, students and families, I was pleased to learn that York Catholic schools have made it to The Terry Fox Foundation Top List of Fundraisers again this year! Despite the continuing challenges brought on by the pandemic and associated restrictions, our school communities never wavered and demonstrated their determination to make a difference in the lives of cancer patients. Two YCDSB schools are on the list of Top 50 schools of 2021. Congratulations to St. Theresa of Lisieux Catholic High School (ranked 11th) and St. Augustine Catholic High School (ranked 24th).

YCPIC Event

On March 9, the York Catholic Parent Involvement Committee (YCPIC) hosted a keynote speaker, Dr. Andrew B. Campbell (affectionately known as Dr. ABC) who addressed the parents attending on understanding and building equitable, inclusive and tolerant homes. The talk was titled - "It All Starts at Home" and centred on what parents can do to instil knowledge and skills that support celebrating the joy associated with accepting ALL people regardless of any difference. The feedback was overwhelmingly positive and each parent received a copy of Dr. ABC's book - *Teachable Moments With Dr. ABC*.

Public Request to Make a Presentation or Present Petition

Inbox

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

to board.delegations

Name	Paolo De Buono
Email Address	
Home Address	
Home Telephone	
Are you a York Catholic District School Board employee?	No
Is this request related to a Motion and/or decision of the Board?	Canada
Spokesperson 1 Address	Canada
Spokesperson 2 Address	Canada

Presentation/Petition Details

Date of Board Meeting	Mar 29, 2022
Date of Board Meeting	IVIAI 23, 2022

Specific Statement of Issue

Delegation Title: Flying the Pride Flag at YCDSB Schools

The York Catholic District School Board (YCDSB) should fully recognize Pride Month by flying the Pride flag this June and every June at its head office and at every school.

Summary of key presentation points:

- 1. Celebrating Pride Month including flying the Pride flag is an important step towards the real inclusion that YCDSB's 2SLGBTQ+ students deserve.
- 2. YCDSB was recently considered a leader in the GTA among Catholic boards in 2SLGBTQ+ inclusion. As a current YCDSB parent, I used to be proud of how other GTA Catholic boards followed the leadership of the YCDSB. I am a teacher in another GTA Catholic board. Today, YCDSB is the only GTA board that is not flying the Pride flag.

If Applicable, your key recommendations/suggestions to address the problem/issue:

- 1. YCDSB should fully recognize Pride Month this June and every June thereafter by flying the Pride flag at its head office and at each of its schools.
- 2. Notwithstanding the importance of Pride Month and flying the Pride flag, YCDSB should understand that this is only a small step towards the real inclusion that its 2SLGBTQ+ deserve.

4) Electronic Presentation Details

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

Is your presentation in an electronic format?	Yes
Type of Presentation	Presentation (Powerpoint, Google Slide, Keynote) with no audio and video embedded
Technology Requirements	I plan on using my own device (Macbook, PC or iPad)
Please indicate type of device	Apple MacBook
Acknowledgement	- I am aware that my delegation presentation will be livestreamed during the Board Meeting.
Form prepared by:	Paolo De Buono
Date:	March 7, 2022

Public Request to Make a Presentation or Present Petition

Inhox

Irene Beninato <ycdsb.forms@ycdsb.ca>

10:13 AM

to board.delegations

Name	Irene Beninato
Email Address	
Home Address	
Home Telephone	
Name of Group Being Represented (if Applicable)	Irene Beninato
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	Irene Beninato
Spokesperson 1 Email Address	
Spokesperson 1 Address	
Spokesperson 1 Home Telephone	
Spokesperson 2 Address	
3) Presentation/Petition Details	
Date of Board Meeting	Mar 29, 2022
Specific Statement of Issue Introduce Adult Continuing Education ESL classes in St. Julia B	lliart CES during the day

Summary of key presentation points:

The Parent Community of St. Julia Billiart CES is strongly opposed to bringing adult learners into the school community during the hours of 9 to 4p. Especially, given that these classes would be in close proximity, both inside and outside, to the kindergarten children. The safety of these children, and all children at the school, is being comprised.

If Applicable, your key recommendations/suggestions to address the problem/issue:

- hold the classes in the evening; after 4:30p

4) Electronic Presentation Details

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

Is your presentation in an electronic format?	Yes
Type of Presentation	Presentation (Powerpoint, Google Slide, Keynote) with no audio and video embedded
Technology Requirements	Microsoft Windows Laptop
Acknowledgement	 I am aware that my delegation presentation will be livestreamed during the Board Meeting.
Form prepared by:	Irene Beninato
Date	Mar 21, 2022



YORK CATHOLIC DISTRICT SCHOOL BOARD

PUBLIC REQUEST TO MAKE A PRESENTATION OR PRESENT A PETITION

Please Note:

Each individual/group is allowed a maximum of 10 minutes to make a presentation and to answer questions from Trustees.

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

1) INDIVIDUAL MAKING THE THE REQUEST:

Name:	Valerie	Naccarato	
Home Address:		Email Address:	
Home Telephone:		Business Telephone:	
Name of Group Being Represented (if Applicable):			
Name of Home School being represented: Ontario			
Are you a York Catholic District School Board employee? Yes No x			
Is this request related to a Motion and/or decision of the Board? Yes X No			

2) SPOKESPERSON (No more than three people)

Name:	Valerie Naccarato	Name:	
Address:		Address:	
Home Tel:		Home Tel:	
Bus Tel:		Bus Tel:	
Email:		Email:	

3) SPECIFIC STATEMENT OF ISSUE:

As a community, we are asking the YCDSB and its Trustees, to:

- 1.Immediately reverse the Board's February 22, 2022, decision to implement Option 5, and
- 2. Add a Motion to the March 29, 2022, Board meeting for immediate approval and implementation of Option 4.

{Please see reverse}

Admin. 29(a) cont'd.

4) SUMMARY OF KEY PRESENTATION POINTS:

Enrolment to Pope Francis Catholic Elementary School should be made available to the geographic communities directly surrounding the school (Areas A & B). The Board/ Trustees erred in approving option 5 for the Boundary review/ and concerns affecting Pope Francis CES. All evidence, projections, and feedback gathered by the Board supporting a finding that Option 4 was the best option for both long and short term benefits to the school and community. Option 4 it the preferred option of the community directly affected.

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

The Boards evidence and projections supported a finding that Option 4 was the only option that was suitable in the short and long-term because:

- (1) Not as many portables would be required (2) Provides immediate enrolment relief in the short term (3) Most sustainable option in the long term
- (4) Satisfies the LTAP scope and objective far better than Option 5.

As such, the Community is asking that the decision to implement Option 5 be immediately reversed. In the alternative, we would accept a modified Option 4 which caps and limited enrolment from Area C to the 65 Area C currently enrolled students, on the condition that the board immediately obtain funding to

(a) install a Port-a-pack on site (rather than portables) and (b) add an extension to the school within the next two years.

Form prepared by: Stefania Campoli Toniolo and Valerie Naccarato

Date: March 18, 2022

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

EQUIPMENT REQUIREMENT

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

Please specify technology requirements needed:

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

Other: Community Petition and results

HIGHLIGHTS OF POLICY 106 - DELEGATIONS TO THE BOARD:

Presenters should ensure that a completed Admin. 29(a) form is received by the Administrator to the Director and Trustee Services Office at the Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario, L4G 0M1 by mail or fax (905) 713-1272 at least 7 days in advance of the meeting for a Public Presentation and at least 15 minutes prior to the start of the Board Meeting for a Presentation of a Petition.

Written material in support of the presentation, including PowerPoint, shall be provided to Trustees by the Friday 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.

Presenters who are requesting the development of a proposed policy or the revision of an existing policy as part of their delegation to the Board must also complete and submit Appendix 4 (Rationale for the Development of a Proposed Policy or Revision of an Existing Policy) of Policy 101: Meta Policy: Policy Management and Governance.

Presenters who use the name/title/position of a person in a negative, critical or derogatory manner shall have their presentation terminated. The Chair will direct the presentation to a private meeting of the Board. The presentation shall be processed as per Policy No. 424: Disposition of Complaints About Board Employees.

Safe and Caring School Protocols



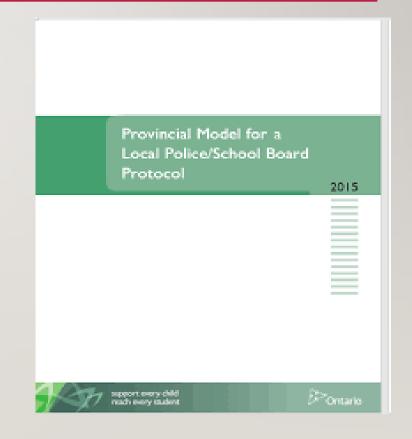




Police and School Boards Protocol Anti-Human Trafficking Protocol

Police and School Boards Protocol

The direction from the Ministry of Education and the Ministry of Community Safety and Correctional Services is that school boards and police services establish and follow a protocol for the investigation of school-related occurrences.

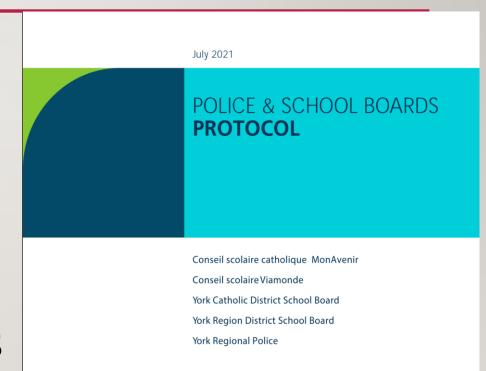


Police and School Boards Protocol

Updated from 2016

Reviewed

Continued Partnerships



Anti-SexTrafficking School Board Protocol



YORK CATHOLIC DISTRICT SCHOOL BOARD

Keeping Students Safe

Anti-Sex Trafficking School Board Protocol

What is Sex Trafficking?

- Sex trafficking is a form of sexual exploitation and it is a crime under the Criminal Code of Canada.
- It can include recruiting, harbouring, transporting, obtaining or providing a person for the purpose of sex. It involves the use of force, physical or psychological coercion or deception.
- Most individuals who are trafficked for the purpose of sexual exploitation are women and girls, but all people may be targeted.

Anti-Sex Trafficking School Board Protocol

A response to the Ministry of Education's PPM 166

Specific requirements:

- The protocol be publicly available and accessible on school board websites by Jan. 31, 2022
- A process for training staff (senior staff, administrators, teachers, support staff....)
- A process to raise awareness among parents and caregivers
- A process to raise awareness among students on the signs a student is being targeted, lured or groomed

Anti-Sex Trafficking School Board Protocol

The average age of recruitment into sex trafficking in Canada is 13
years of age making school-aged children and youth prime targets
for traffickers for the purposes of sexual exploitation.

 Due to almost daily contact with students, teachers and other education staff are well placed to educate on prevention and promote healthy relationships, notice troubling changes in behaviour, and connect with students as caring adults.

Anti-Sex Trafficking School Board Protocol

Public document - YCDSB - Anti Human Trafficking Protocol Next Steps:

- Community outreach
- Training Staff, Parents, Students

York Regional Police are key contributors to the development and implementation of the protocol

- Staff Sergeant Gary McBride Human Trafficking Division
- Sergeant Gary Sangha Community Services

Training and Resource Guides

Training staff to recognize the signs of sex trafficking will better equip staff to identify the cues and safely intervene if they suspect a student is being trafficked or involved in trafficking.

Response Guides provide educational staff and administrators with concrete strategies for intervention.

Response Guide - STAFF



YCDSB Response Guide to Human Trafficking Situations STAFF Response Requirements in Schools

If ANY STAFF MEMBER has a suspicion of trafficking or a student comes forward with a disclosure:

- Listen to the student without judgement.
- Be aware of your bias: it may be hard to understand or empathize with some of the choices students make, or the barriers they experience.
- Be aware of and soften your body language.
- Mirror their language e.g. if they say "boyfriend," use this term.
- Let them take the lead in sharing, avoid leading the conversation (do not probe for their story, instead connect the student with support).
- Avoid making promises you aren't able to keep (e.g. no confidentiality).

If any EDUCATOR/STAFF member receives a disclosure or suspects human trafficking		
*Always make the student aware that you are obliged to disclose any information regarding illegal activity with your administrator and possibly the Police and a Child Protection Agency		
	 Be aware that a threat to their safety may be imminent and an immediate response and intervention is required. Do not leave the student alone. 	
Explain your role	Explain that your role in supporting the student is to connect them with professionals who can help respond to the concern they have shared with you. These include: a. reporting to the school Administration; b. the duty to report child protection concerns; c. Offering to be present in subsequent conversations between the student, administration, school behavioural counsellor and community partners engaged in the response IF the student identifies you as a key support, and the administrator determines this is appropriate.	

Response Guide - ADMINISTRATORS



YCDSB Response Guide to Human Trafficking Situations ADMINISTRATOR Response Requirements in Schools

Contact Police	Full Disclosure - Response Requirements Administrators MUST follow the Police and School Boards Protocol. ○ Call YRP Non-Emergency Communications 1-866-876-5423 ext. 7008 to log the incident and have police dispatched. ○ Meet with police first to outline known information before the police meet with the student. Suspected Case - Consultation Options ● Human Trafficking Specific Support: follow steps below until contact is made: 1. Call directly to YRP Human Trafficking Investigators: 1-866-876-5423 Ext:6800. 2. Email: ht@yrp.ca i. This email will message all Investigators tasked with investigating reports of human trafficking; the most available investigator will respond to the email. 3. Call Officer in charge of HT case assignments: Det/Sgt McBride 1021@yrp.ca ext 1808
Contact Parent/Guardian, except	 Call parent/guardian AFTER you have spoken to police and developed a plan BUT BEFORE the police meet with the student
	EXCEPT IF: O Directed not to contact parent/guardian by Child Protection Agency or YRP (Document this instruction including the name and/or badge number of the individual giving this order) OStudent is 18 years or older; Student is 16 or 17 and has withdrawn from parental control.

If you are company you know may be a victim you may call arrefer tham to the

Budget Development Process and Timelines for 2022-23 School Year

Regular Board Meeting

March 29, 2022

Presented by:

Calum McNeil, CFO & Treasurer of the Board

Prepared by: Submitted by: Endorsed by:

William Kwon, Specialist - Senior Budget

Calum McNeil, CFO & Treasurer of the Board **20**Domenic Scuglia, Director of Education and Secretary of the Board





Key Budget Development Dates

Dates	Meeting	Agenda	
Mar 30 th to Apr 13 th	h Public Consultation Survey Period		
Apr 26 th	Regular Board	 GSN & PPF Funding Highlights & Revenue Projections Budget Consultation Survey Results Department Expenditures 	
May 31 st	Regular Board	Preliminary Financial Position Final Enrolment Numbers	
Jun 14 th	Corporate Services	TBD	
Jun 21 st	Regular Board	Approval of Estimates	
Jun 30 th	Special Board	* If required	



Budget Consultation Process

- ☐ Stakeholders input via Qualtrics
 - Open for public input: March 30 to April 13
 - Invite YCDSB families via system email
 - Inform general public via posting on local York Region newspapers website
- ☐ Delegations at following Board meetings
 - April 26, 2022
 - May 31, 2022



Budget Considerations

- ☐ Grants for Student Needs Funding (GSN) and Priorities and Partnerships Funding (PPF) details (Technical Paper and TPAs')
- □ Continued Key Funding Items
 - Covid-19 Funding
 - Support for Students Funding (SSF)
 - Recent Immigrant Supplement
 - Indigenous Education
- ☐ Collective Agreements Negotiation
- ☐ Declining Enrolment
- ☐ Virtual School (Remote Hub)
- □ Online Learning
- □ De-Streaming



APPENDICES



Appendix A: Preliminary Enrolment Projections

Enrolment	2020-21 Actual	2021-22 RE	2022-23 Projection
Elementary			
Pupils of the Board	33,437	32,184	30,958
International Students	32	23	50
Total - Elementary	33,469	32,207	31,008
Elementary Change		(1,263)	(1,198)
Secondary Pupils of the Board International Students Total - Secondary	17,811 168 17,979	18,139 104 18,243	18,269 150 18,419
Secondary Change		264	176
Total Enrolment	51,448	50,450	49,428
Pupils of the Board Change		(925)	(1,096)
International Students Change		(73)	74
Total Change		(998)	(1,022)



Appendix B: Advertisement

PUBLIC INPUT INTO THE 2022-2023 YCDSB OPERATING BUDGET

York Catholic District School Board invites all members of our Catholic school communities to provide input into the budget process either through participating in the Board's stakeholders' consultation survey or via a presentation/delegation at a Board meeting.

WHEN: Tuesday, April 26, 2022 at 7:30 p.m. OR Tuesday, May 31, 2022 at 7:30 p.m.

WHERE: YCDSB, 320 Bloomington Road West, Aurora, ON L4G 3V4

HOW: To register to speak or to submit a written delegation, please email: budget.department@ycdsb.ca

Submission to the <u>budget survey</u> closes on April 13, 2022.

Elizabeth Crowe Chair of the Board Domenic Scuglia Director of Education



Appendix C: Letter to Stakeholders (1/2)

2022-23 York Catholic District School Board Budget Consultation Process

Dear Parents/Guardians, Students, Staff and Community Members,

As elected officials, the Board of Trustees is committed to the effective and efficient management of resources. Our goal is to ensure fiscal accountability while minimizing impacts on our classrooms and continuing to support student success and well-being in a Catholic learning environment. The York Catholic District School Board (YCDSB), in conjunction with funding provided by the provincial and federal governments, has made significant investments in the 2021-22 school year to promote a safe and healthy learning environment for our students during the pandemic. As we plan for the upcoming school year's Board budget, YCDSB remains committed to providing quality Catholic education for our students. We would like to hear what is important to you as we begin the budget development process.

This budget consultation seeks input from our stakeholders about ideas regarding budget priorities to better support student achievement and well-being in a faith-filled environment. In addition, we would like to hear your suggestions about programs or resources that the Board can further invest in the budget to promote equitable experiences and outcomes for our students.

While we may not be able to accommodate all suggestions for the Board's budget, your feedback will guide and inform decisions in support of the achievement of the Board's strategic commitments in our Multi-Year Strategic Plan:

- · Integration of Our Catholic Faith
- Continuous Improvement of Student Achievement
- Effective Use of Our Resources
- Engaging Our Communities.



Appendix C: Letter to Stakeholders (2/2)

Please click on the <u>survey link</u> to provide your input. The Budget Consultation is open for your participation until April 13, 2022.

In addition, our stakeholders can provide input through delegations/presentations to the Board of Trustees at the following Board/Committee meetings:

- Tuesday, Apr 26, 2022 at 7:30 p.m.
- Tuesday, May 31, 2022 at 7:30 p.m.

Please click on this <u>link</u> to access meeting information. To register to speak or to submit a written delegation, please email: <u>budget.department@ycdsb.ca</u>

Thank you for supporting York Catholic as we continue to foster a culture of continuous improvement of student achievement, well-being and equity in everything that we do.

Sincerely,

Elizabeth Crowe Chair of the Board Domenic Scuglia Director of Education



Appendix D: Public Budget Consultation Survey (1/3)

2022-23 YORK CATHOLIC DISTRICT SCHOOL BOARD BUDGET SURVEY

The York Catholic District School Board remains committed to providing quality Catholic education and maximizing opportunities in support of equity, student achievement and well-being. At this time, we want to hear what is important to you and what we should prioritize within our budget.

The 2022 YCDSB Budget Survey should take 5 minutes to complete as there are three questions in the survey. The survey will remain open until 13 April 2022. Please be assured that participation in the survey is voluntary, and all responses will be kept confidential. We will not share any information that has the potential to identify individuals and will only publish summary information for the Board.

Thank you for taking the time to participate in the Board's budget consultation process and for your continued commitment to Catholic Education. If you have any questions regarding the collection of this information, please forward your inquiries to budget.department@ycdsb.ca

1. What is your relationship(s) with the York Catholic District School Board?

Please click "Next" if you agree to participate in the survey.

Please	select all that apply.
	Parent/Guardian/Caregiver
	Student
	Staff
	Staff & Parent
	Alumni
	Trustee
	Clergy
	Resident of York Region
	Community Member
	Board Partner
	I prefer not to say
	Other (please describe):



Appendix D: Public Budget Consultation Survey (2/3)

In your opinion, should the Board increase, maintain or decrease its existing investments in the following areas to foster Catholic well-being, support equitable outcomes and experiences, and deliver quality education?

	Increase resources and supports	Maintain existing resources and supports	Decrease resources and supports
Catholic faith formation to enrich the educational experience			
Programs and resources to support student mental health and well-being			
Programs and resources to support closing equity, opportunity and achievement gaps to ensure that all students thrive and achieve their full potential			
Implementation of new curriculum			
Supporting STREAM (Science, Technology, Religion, Engineering, Arts, and Mathematics) achievement			
Specialty and enrichment programs			
Programs and resources to support students with special education needs			
Programs and resources to support English language learners			
Technology devices, infrastructure and connectivity			
Digital learning and supplementary resources to support student, classroom and teacher needs			
Leadership and Professional development training for staff			
Potential COVID restrictions including Personal Protective Equipment (PPE) and enhanced health and safety processes			
Maintaining school facilities, grounds and building efficiencies			



Appendix D: Public Budget Consultation Survey (3/3)

٥,	students, and nurture academic excellen resources that the Board should consider?	ce, are there any oth	

Thank you for completing the 2022-2023 YCDSB Budget Consultation Survey.

Your feedback and participation are greatly appreciated.

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: March 29, 2022

RE: Long-Term Accommodation Plan – Continuing Education Facility

Partnerships (Elem)

EXECUTIVE SUMMARY

The purpose of this report is to provide Trustees with a recommendation regarding accommodating Continuing Education programs within the St. Joseph CES (Richmond Hill), Father John Kelly CES and St. Julia Billiart CES school facilities.

Consistent with the Board's recommendation from December 2021, Administration consulted with each of the three school communities between February and March 2022. Included in this report are a summary of consultation, feedback received from respondents as part of the public consultation meetings, additional context with respect to the facility partnerships and the Continuing Education program, and analysis for the Board's consideration.

BACKGROUND

As part of the <u>2019-2024 Long Term Accommodation Plan</u>, the Board provided direction to explore community partnerships to utilize excess space in schools. This supports the Board's strategic commitment of, *Effective use of our resources*, and also aligns with the provincial government's Community Planning and Partnerships initiative.

At the <u>December 7, 2021 Corporate Services Committee</u> meeting, Trustees approved motions for staff to conduct consultation with the St. Joseph CES (Richmond Hill), Father John Kelly CES and St. Julia Billiart CES school communities regarding accommodating a YCDSB Continuing Education (Continuing Ed) program, within their school facility, similar to other program partnerships.

CONSULTATION

Administration conducted a multi-step approach to consultation with each of the three school communities which consisted of two rounds of meetings for each of the three (3) schools, for a total of six meetings. Administration provided information to each community and requested feedback. The following is a summary of the steps taken:

- 1. Posting a notice/project web page on the YCDSB and school websites with information on the proposal and links to learn more
- 2. Hosting a virtual meeting with the Catholic School Council Chair and Vice Chair of each school
- 3. Providing three (3) email communications out to each of the three (3) school communities via School Messenger regarding the proposal and ways to participate and provide feedback, including:
 - Email 1- an invitation to virtually attend a public information session with links to the notice/project webpage;
 - Email 2 a reminder sent one day prior to the public information session with links to the notice/project webpage, a Youtube Channel link to view the session, Q and A form and feedback form; and
 - Email 3 thanking participants and providing the links again from Email 2
- 4. Hosting a virtual public information session via Youtube for the school community to view during and after the session providing participants with a Q and A form to ask questions during the session
- 5. Providing a feedback form for each of the school communities to share comments/concerns with the proposal

A presentation has been compiled based on the presentations made to each school community providing details of the proposal at each of the three schools including the identified classrooms (Appendix 1: Combined Continuing Ed - Public Information Session Presentation).

FEEDBACK AND ANALYSIS

In total, Administration received over 400 distinct forms of feedback from all three school communities as part of the consultation process. As detailed in Table 1 and as attached in Appendix 2 (Summary of Feedback - St. Joseph CES (Richmond Hill), Father John Kelly CES and St. Julia Billiart CES) the amount of feedback received from the public information sessions varied significantly by school community. Administration, also acknowledges the receipt of a number of phone calls and emails from school community members with similar concerns and questions, volume of these calls and emails have not been included in Table 1.

Table 1: Summary of Public Information Sessions

School	*Youtube channel views	No. of questions from public session	No. of feedback form responses
St. Joseph CES	20 views during session	0	3
(Richmond Hill)	115 views to date		
Father John Kelly	70 views during session	175	136

CES	236 views to date		
St. Julia Billiart CES	48 views during session	45	42
	237 views to date		

^{*}As of the writing of this report

Participants providing feedback were not required to include personal information (e.g. email address or name) and limitations were not set for the number of times an individual could submit a feedback form (e.g. one individual could submit multiple responses). The most frequently identified themes and comments are as follow:

- 1. Safety The proposal will create an unsafe environment for children
 - a. adult learners would see and hear elementary students
 - b. despite the staggering of program timing, it is possible adult learners will come in contact with elementary students (e.g. if an adult learner was late for class and the students were out on recess)
 - c. in the event of an emergency or fire drill students may come in contact with adult learners
 - d. the presence of adult learners is an increased risk to students, they should have a background check
 - e. Note: some respondents identified safety concerns that referenced incorrect information in their comments (e.g. adult learners sharing hallways/washrooms/stairs with CES students, adult learners having regular and direct access/interaction with CES students, etc.)
- 2. Program fit The YCDSB should find other age appropriate programming to locate in elementary schools
 - a. regardless of the security measures outlined in the presentation or any additional ones, respondents object to adult learners to be on school property or sharing the school facility
 - b. other programs like French Immersion should go into the respective school instead
 - c. redistribute students or closing other schools nearby and bringing the other schools' student population into their school
- 3. Program location and timing The adult program is better suited to be located in a high school, community centre, commercial building, church, or on evenings and weekends:
 - a. the program should be located in a high school
 - b. the program should be at the St. Luke site
 - c. the program should be located in vacant portables/port-a-paks at other schools
 - d. the program should only run in the evenings/weekend/online (if at all)

The following are summaries from each school community consultations:

St. Joseph CES (Richmond Hill)

There were no questions during the public information session. Following the information session, a total of three (3) feedback forms were received during the St. Joseph CES (Richmond Hill) consultation period. Of the comments received, respondents identified the safety and

security of students and concerns with parking congestion and insufficient parking spaces as issues. Two comments emphasized the importance of reducing student interaction with Continuing Ed students by staggering the start and end times.

Father John Kelly CES

A total of 175 questions or comments were received during the public information session. Following the information session, a total of 136 feedback forms were received, which included responses from the school community, the child care centre community (e.g. parents, etc.) and individuals self-identifying from outside of the school community (e.g. uncles, grandparents, no connection to school, etc.). Administration also received numerous phone calls and emails expressing similar concerns to the feedback forms.

In addition to Administration's efforts to solicit feedback, the community has created a WhatsApp group, a petition, a letter writing campaign and flyers distributed to the school community in opposition of the Continuing Ed proposal.

St. Julia Billiart CES

A total of 45 questions or comments were received during the public information session. Following the information session, a total of 42 feedback forms were received during the consultation period. Administration also received some phone calls and emails expressing concerns. Respondents object to locating the Continuing Ed program at St. Julia Billiart, with comments citing safety and overall program fit, timing and location as key concerns. However, there was less of an emphasis in responses placed on who would be attending Continuing Ed programming and more so on fit and location when compared to comments from the Father John Kelly community.

In addition to Administration's efforts to solicit feedback, the community has created a WhatsApp group, a petition and flyers distributed to the school community in opposition of the Continuing Ed proposal.

Administration's Response to Feedback:

Community Partnerships:

YCDSB has a long history and experience of community partnerships at its school facilities. Prior to the pandemic, excluding the Before and After School program, out of 101 schools, there were 88 schools with some form of partnerships ranging from child care centres and EarlyOn drop in sites, to municipal partners (pools, library and fields), special interest providers and non-profit community agencies. Many of these partnerships provide programming that specifically support students or families, however a number of partnerships also involve the broader general public's use of space in close proximity to students. In addition to many of the program and community benefits, utilizing excess pupil places within our schools assists in offsetting the operational costs of the Board.

The most significant partnerships, with the greatest exposure to the general public, are the three (3) multi use facilities which are shared with a local municipality. These facilities are open throughout the day and the year. Similar to the Continuing Ed community partnerships proposed, the separation of user groups is accomplished through internal doors and designated areas within the property for exit and egress.

- St. Bernadette CES is an elementary school within a multi-use facility (1996) in the Town of Georgina. The building is shared with a York Region District School Board (YRDSB) elementary school, a child care centre, a community pool and library. The fields, parking and outdoor amenities are all generally shared with some specific uses designated for various partners at different times of the day.
- Pope John Paul II CES is part of the Langstaff Multi Use Facility (2003) located within the City of Richmond Hill. In addition to the Catholic Elementary school, the building hosts a YRDSB public elementary school and a community centre.
- St. Jean de Brebeuf CHS is part of the Vellore Village multi use building located in the City of Vaughan (2005). This facility hosts the Catholic Secondary school along with a community pool, library and community centre. Outdoor amenities include a number of recreational fields, including a skate park. Prior to the pandemic, St. Jean de Brebeuf's 18 classroom port-a-pak accommodated a Continuing Ed ESL program, with students entering the school building to access washroom facilities.

In addition, a number of partnerships operate within a school building. The EarlyOn program operates in surplus kindergarten rooms catering to young families offering a range of services. Settlement and Education Partnership in York Region (SEPYR), which caters to new Canadians, helping them to access services to assist with their transition into the community, has a long history of operating within Blessed Scalabrini, and more recently within St. Joseph (Richmond Hill). Child care centres, athletic programs, and other specialized service providers have been welcomed into YCDSB elementary and secondary schools as partners while maintaining safety for staff and students.

Safety and Security:

Safety and Security of the students and staff at all schools is a priority. The Board has considerable experience in operating facilities with multiple users over multiple years, and more recently specifically implementing an Adult ESL program at St. Paul CES. One of the key criteria in evaluating programs and locations is the degree to which the various user groups can be separated physically. From this collective experience, a number of proven security measures are proposed for these locations consisting of:

- creating a physical separation between the two users within the building by ensuring interior doors between the school and classroom(s) would be locked/alarmed
- adding doors/making alterations to the building, where separation does not currently exist
- designating a separate entrance/exit for Continuing Ed learners
- providing separate, dedicated washrooms for Continuing Ed learners

- staggering the start and end times for the Adult ESL program with the school bell times (including recess and lunch times) to mitigate any possible interaction of the different groups outside and to address parking/traffic concerns
- requiring ID badges for Continuing Ed YCDSB staff and adult learners
- revising the existing Emergency Exit/Fire Plan to ensure the separation of all groups, elementary students, child care clients, and adult learners during evacuation and in waiting areas outside
- ensuring Continuing Ed program breaks occur within the classroom space with no smoking breaks permitted
- continuous supervision of adult learners by a YCDSB certified and screened instructor to ensure the adult learners follow all YCDSB health and safety protocols and policies (including code of conduct), and
- on-going monitoring and evaluation of the program and improvements made if necessary

These safety measures were included in the presentation to communities, available in the appendix, and a copy of the public information sessions is available on the Board's YouTube Channel.

Vulnerable Sector Check:

Administration also received a number of comments and questions related to adult learners and a vulnerable sector check (criminal background check). YCDSB Board Policy 611 has been developed in accordance with Ontario Regulation 521/01 (under Education Act) and states: "the Board commits to implementing appropriate measures to ensure that those service providers having direct and regular contact with students are free of any criminal records which may place students at risk." . "Direct and Regular Contact with Students" is defined in the policy as: "working with students face-to-face or having unsupervised access to students on a recurring basis." Given the policy and definition, adult learners (students) are not subject to this requirement.

Continuing Education Program – Adult ESL Learners:

From the feedback received, the community has raised a number of concerns, many of which are specifically pertaining to the adult learners and the need for the program in these locations and during school hours. Adult ESL programs have been operating through YCDSB Continuing Education Department for more than 30 years. The program provides adult learners the opportunity to learn and develop English as a Second Language proficiency. The program is offered throughout York Region at various locations and times during the day, evenings, week days and/or on Saturdays. The program is funded by the Ministry of Labor Training and Skills Development and is delivered by certified and screened YCDSB instructors.

A third party assessment centre registers and directs individuals for the adult ESL program. Through this process, YCDSB has access to a detailed profile of all prospective adult learners' general information (e.g. name, address, phone, email, age, etc.), individual history including learning/course, status, etc., and course preference, availability for daytime/evening, weekday/ weekend learning, etc. The learning history shows some adult learners have been with the program for many years and are well known individuals to YCDSB. Adult learners, similar to all YCDSB students, are expected to abide by Board policies and code of conduct and are supervised by qualified YCDSB instructors.

Overall, from 2012-2022, of those who register for the Adult ESL program (almost 740,000 registrants) are predominantly between the ages of 31-80 (85%); are mostly female (67%); and are more highly educated than the York Region average population (based on 2016 Census data). An example of the education levels recently from 2019-2020 is as follows:

Table 2: Highest Level of Education - Adult ESL Learners and York Region

Highest Level of Education	Adult ESL (2019-2020)	*York Region (2016)
High School Diploma or higher	90%	84%
Post-Secondary Education or higher (some or graduated)	60%	58%
Graduate Degree or higher (some or graduated Master's degree and/or Doctorate)	13%	7%

^{*}Based on 2016 Census Data

Demand for Adult ESL Program:

Adult learners are residents of the York Region community. Table 3 illustrates the number of adult learners (students) by municipality for the 2019-2020 school year based on home addresses.

As shown in Table 3, there is demand for the adult ESL program across York Region and as such, YCDSB has sites throughout the Region. The cities of Markham, Richmond Hill and Vaughan have the highest numbers of adult learners and as noted in the December 7, 2021 report, a number of external locations in close proximity to the three proposed school locations are no longer available for lease. Given the demand for the program remains, and the Board has sufficient capacity in some of the local schools, Administration evaluated a number of schools as potential locations to host the program. This review identified St. Joseph (Richmond Hill), Father John Kelly and St. Julia Billiart as possible locations, given the physical attributes of the schools, site and local demand. At St. Joseph (Richmond Hill), in 2019-2020 there were 20,493 registered Adult ESL learners within a 6 km distance (~15-20 minute transit ride). Immediately around the Father John Kelly community in Maple, there were 2576 Adult ESL learners and within a slightly larger area of 6 km distance, there were 5207 registered Adult ESL learners. At St. Julia Billiart, there were 3508 registered Adult ESL learners within a 6 km distance.

Table 3: 2019-2020 Adult ESL Learners' Address by Municipality

Municipality	# of Learners
Aurora	2,755
East Gwillimbury	416
Georgina	114
King	240
Markham	13,406
Newmarket	4,269
Richmond Hill	23,996
Vaughan	7,449
Whitchurch-Stouffville	282
Total	52,927

SUMMARY

The provincial government and school board have endorsed Facility Partnerships to address excess capacity within schools. In accordance with the Trustee approved motions at the December 7, 2021 Corporate Services Committee meeting, Administration consulted with the St. Joseph CES (Richmond Hill), Father John Kelly CES and St. Julia Billiart CES school communities regarding accommodating a YCDSB Continuing Ed program within each school facility.

Feedback from the communities was largely negative with very clear concerns regarding safety associated with adult learners having access to the school site during the school day. This initial concern is not unexpected, however the extent to which the community has objected to this potential partnership and some of the comments provided through feedback is concerning.

As highlighted in the report, the Board operates two existing elementary schools within a multiuse building and property, as well as hosting numerous other partnerships at elementary schools where adults, other than Board staff, have access to a school site and a designated portion of the building. These partnerships have been successful largely based on the identification of designated space, scheduling of users and security measures and protocols as part of a partnership implementation.

The use of excess capacity to support program needs of the YCDSB is an important component in the Long Term Accommodation Plan and consistent with the Strategic Commitment of *Effective Use of Our Resource*. Our Board Mission statement calls on us to "*educate and inspire all students to reach their full potential in a safe and caring environment*". Elementary, secondary or adult learners are all Board students. Administration has proposed the accommodation of a Continuing Education program in segregated space within three (3) elementary schools with excess capacity and long term enrolment decline. This proposal is consistent with other facility partnerships implemented by the Board and will be accompanied

with necessary physical modifications to the building and site, to support the safety protocols and expectations to ensure student safety.

RECOMMENDATION

- 1. THAT Administration proceed with the implementation of a Continuing Ed Program at St. Joseph CES (Richmond Hill),
- 2. THAT Administration proceed with the implementation of a Continuing Ed Program at Father John Kelly CES
- 3. THAT Administration proceed with the implementation of a Continuing Ed Program at St. Julia Billiart CES.

ATTACHMENTS

Appendix 1 - Combined Continuing Ed - Public Information Session Presentation

Appendix 2 - Summary of Feedback - St. Joseph CES (Richmond Hill), Father John Kelly CES and St. Julia Billiart CES

Appendix 3 - Community Partnerships at YCDSB Schools

Prepared by: Karyn McAlpine-Tran, Planner and Project Analyst and

Joachim Tsui, Manager, Planning Services

Submitted by: Tom Pechkovsky, Coordinating Manager of Planning and Operations Endorsed by: Domenic Scuglia, Director of Education & Secretary of the Board

Appendix 1

Continuing Education Public Information Session

February and March 2022



Continuing Education and Excess Capacity in schools Public Information Session

Prayer



Dear Jesus, Incarnation of Divine Wisdom, we thank you for those who are gathered here today, people who are part of our lives and who share our mission.

Unite us, your people, as we strive to bring the Good News of your love to our schools.

Bring to each of us your peace and your love, your vision for the children we serve.

In our lives we need your presence, your hope, your spirit of unity, your conviction for our future. Amen



YCDSB 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.



Public Information Session Meeting Format

- Proceeding virtually
- At the end of the presentation, there will be an opportunity to ask questions.
- To enter any questions, please go to the following website:
 - https://www.ycdsb.ca/2022/03/01/continuing-education-public-i nformation-session-st-julia-billiart-ces/
 - Click on 'Ask a Question during the Public Information Session'
 - This link is now open, questions can be entered at any time
- Board staff in attendance will answer as many questions as we can in the time available here this evening.
- Following the meeting:
 - This presentation will be posted to the Board's website
 - A Feedback Form will be available for you to provide additional feedback
 - Feedback will be accepted until the end of day March 14th.



Agenda

- Welcome
- Context and Community Partners in Schools
- Continuing Education
- Current Program Example St. Paul
- St. Joseph (RH) CES, Father John Kelly CES and St. Julia Billiart CES
- Next Steps



Why are we here?

- YCDSB's <u>2019-2024 Long Term Accommodation Plan</u> identified four Accommodation Principles: one of which is to "optimize the use of facilities"
- Opportunities for partnerships, child care centres and community hubs is one of many ways to achieve "optimize use of facilities" principle
 - Internal YCDSB Continuing Education is an example of a partnership opportunity for expansion to community hub
- As such, we are looking at YCDSB programming and services and seeing if there are spaces in our schools to accommodate them



Community Partners in Schools

- We believe that sharing facilities can be beneficial to our students and the community
- By sharing space, we can work together to improve services, programs and supports for our students and their families as well as maximize the use of our schools through increased flexibility and use
- Accommodating partnerships can help create vibrant, functional, community linked facility
- We can further enhance a positive image or attributes for our Catholic Board to those attending these programs and in our community



Continuing Education

- YCDSB offers many adult educational programs through the Continuing Education Department that serves the community of York Region
- We provide a variety of adult General Interest programs including: Adult Computers, Instructor Certificate Programs, etc.
- YCDSB Continuing Education has a day, evening and Saturday programs



Continuing Education

Adult ESL Language Training Programs

- Operating through YCDSB Continuing Education Department for more than 30 years
- Provides adult learners the opportunity to learn and develop English as a second language
- Offered throughout York Region during the day, evenings and on Saturdays (varies and dependent on location)
- Learning opportunity for school and community members and creates a vibrant school-community link
- Certified and screened YCDSB teachers delivering course content



Current Continuing Ed ESL Program Example - St. Paul CES



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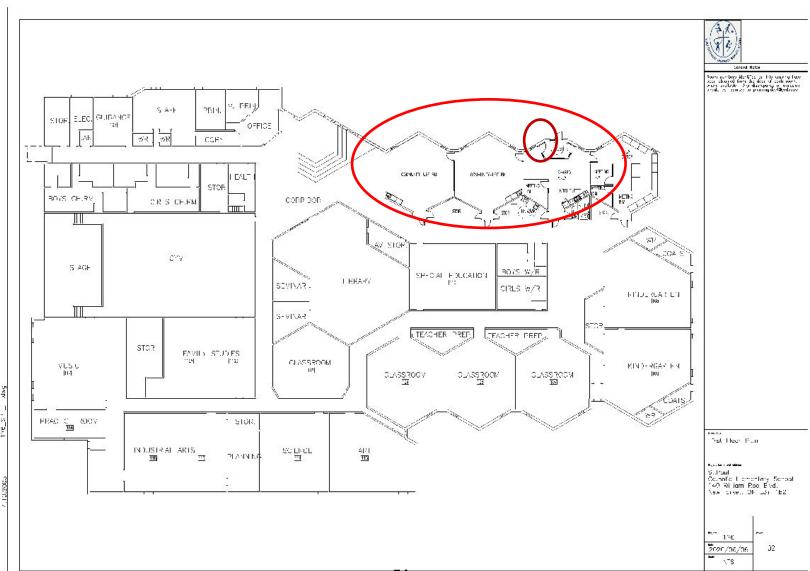


Current Continuing Ed ESL Program Example - St. Paul CES

- Separate entrance to Adult ESL classrooms
- Alarm on interior classroom door connected to school
- Staggered start and end times that do not coincide with school hours to minimize interactions
- Two classes operating in the AM and PM
- There are approximately 15-25 students per class
- Separate washrooms
- ID badges for staff and students
- Only ESL instructors (board staff) can enter the school



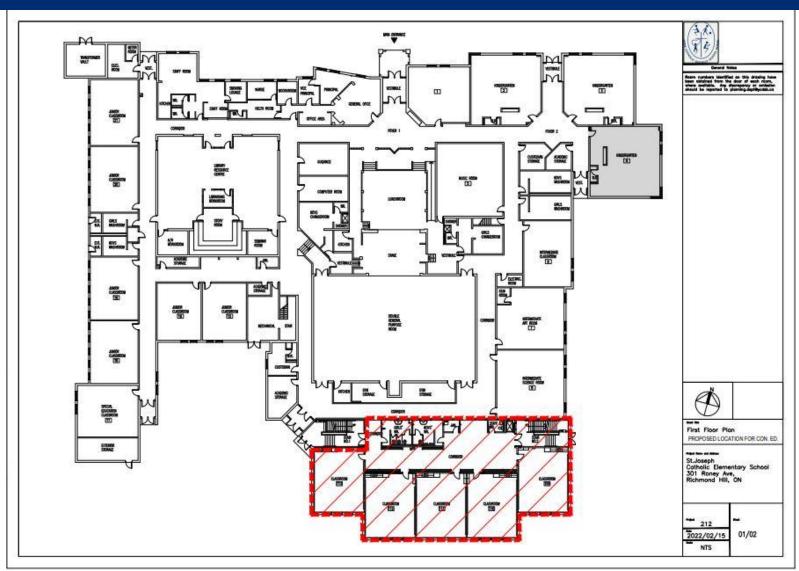
Current Continuing Ed ESL Program Example - St. Paul CES



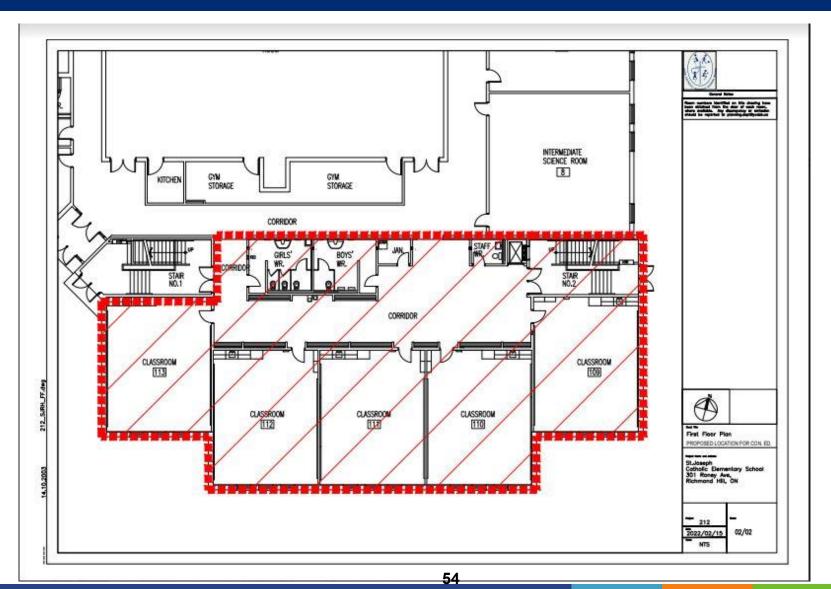


















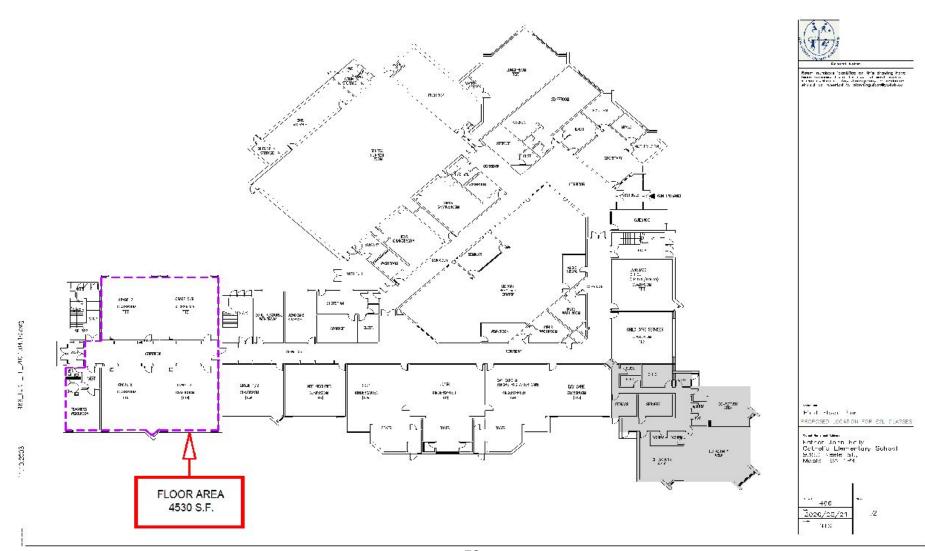
Operational and Security Measures St. Joseph CES, Richmond Hill

- Operates separate from the school (proposed new doors in hallway to school) with separate entrance/exit at the side/back of the school
- Program hours staggered to avoid school start and end times
- Alarms or locks will be installed on doors that open to the hallway of the school
- Separate/dedicated use of washrooms within the areas identified
- Security card to enter the school facility
- School parking for staff and parents maintained
- Training in the evacuation procedures/drills of the school
- Obligation to follow board policies and school routines
- On-going monitoring of program and improvements made if necessary

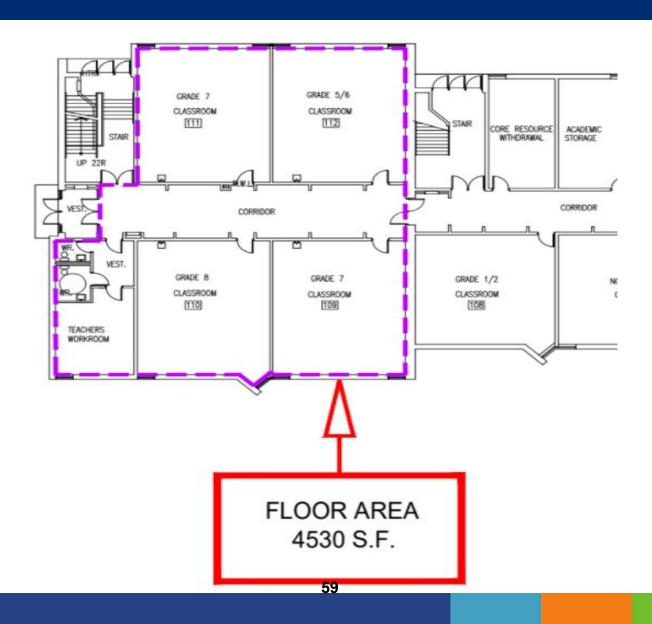


















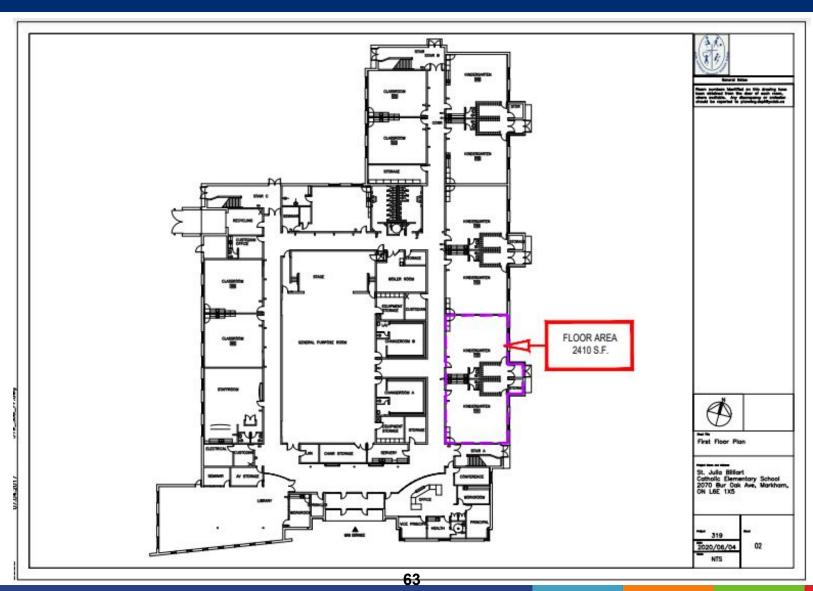
Operational and Security Measures Father John Kelly CES

- Operates separate from the school with separate entrance/exit at the back of the school
- Program hours staggered to avoid school start and end times
- Alarms or locks will be installed on doors that open to the hallway of the school
- Separate/dedicated use of washrooms within the areas identified
- Security card to enter the school facility
- School parking for staff and parents maintained
- Training in the evacuation procedures/drills of the school
- Obligation to follow board policies and school routines
- On-going monitoring of program and improvements made if necessary



















Operational and Security Measures St. Julia Billiart CES

- Operates separate from the school with separate entrance/exit at the side of the school
- Program hours staggered to avoid school start and end times
- Alarms or locks will be installed on doors that open to the hallway of the school
- Separate/dedicated use of washrooms within the areas identified
- Security card to enter the school facility
- School parking for staff and parents maintained
- Training in the evacuation procedures/drills of the school
- Obligation to follow board policies and school routines
- On-going monitoring of program and improvements made if necessary



Next Steps

- Your feedback any aspects of this partnership which we may not have addressed?
- We will review and discuss your feedback
- Your feedback will be included in the staff report for Board decision
- Earliest possible date for implementation is September 2022



Thank you

- Questions and Comments?
- Feedback

Google Form Link: Con Ed Feedback



Appendix 2 - Summary of Feedback - St. Joseph CES (Richmond Hill), Father John Kelly CES and St. Julia Billiart CES

St. Joseph CES (Richmond Hill) Con Ed Consultation Feedback Form - 3 Responses

I	I Are there additional comments and/or suggestions you have with a proposal to relocate YCDSB Continuing Education	ation programs into vacant	
	space in St. Joseph CES, Richmond Hill?		
1	The information provided this evening about 60 available parking spaces on school property is incorrect and completely overs very limited and do not meet the current demand; in fact, during the winter months (November - April) additional spaces are of snow due to the lack space. The majority of parents currently park on nearby roads as there are limited spaces for school at lot. In addition, the signage near the east parking lot should indicate staff access only and that there is no exit to avoid cars to daycare/FDK entrances as the space is limited. It would also ensure that no one is stopped in a fire zone while dropping off/paccess the CON ED entrance. These safety concerns and the lack of parking need to be addressed with viable solutions in offorward with this proposal.	occupied by the accumulation of and daycare staff in the parking rying to turn around near the bicking up someone trying to	
2	First of all, thank you very much for sharing the project with parents/community for feedback. I am all for sharing and putting of is a great initiative that can greatly benefit the community. I would like to seek some clarification on the following: 1) You men staff/parents will be maintained, there aren't a lot of existing parking space to begin with, will the cont ed attendees be allowed where will this be located? 2) Safety and security for our children is of utmost priority. How can we ensure that there's absolute students and cont ed attendees at all times (even during recess and before/after school)? 3) While hoping COVID concerns a separation of HVAC between the cont ed classrooms to ensure air safety for our students? Thank you for your attention to the	tioned that parking space for d parking spaces on site? If so, ately no interaction between are behind us, will there be nese questions.	
3	Thank you to the Board for allowing the parents of St Joseph to share in this process and for answering our concerns and queforward for further consideration my additional concerns and questions, please. On the point of safety; I'm very concerned about the start times for the programs, in particular the AM. Is it possible that we reafter our children have left the building for the day? If this is not possible, for the programs to start after the children's AM stated I'm glad that all staff and students will have a badge to access the building. I would like to ask that the badges are visible at grounds? This will had as an extra security feature to easily allow for the St Joseph staff to identify anyone on the premises. example of a school already having this program in place. I would have liked to have heard from a representative from this set they had and what the results were. Is it possible to get any direct feedback from them? I was also concerned about the wear and tear of the shared access points; who will be responsible for repairs? Our Parent C funding for the stenciling of games for the children and paving/repair of our playground area and walkway and so I'm concern and or paying for future repairs?	equest that all programs start rt time? all times while on the school The Board used St Paul as an chool, address any concerns Council provided some of the	
	Will there be any security camera for shared access points? And if cameras are already in place, will they be upgraded to in area?	clude a wide ban view of the	
	There is an access pad where you have to manually enter an access code. Will this access code be given to the students? students are no longer enrolled in the program? Is the school notified? If the plan is for students to access the building via a in place should the students lose their card? And is the school notified? There will be shared access points/doors; what type	security card, what process are	

our students for safety purposes ie Do not push open the door for anyone asking for assistance etc....

On the point of parking; May we please ask that our Teachers get preference for where they park first and that the remaining spots be used for the other programs; I believe this will be particularly important when the Teachers of the Continuing Education program need to access the building during regular school times for pre time etc...

Father John Kelly Con Ed Consultation Feedback Form - 136 Responses

ID	Are there additional comments and/or suggestions you have with a proposal to relocate YCDSB Continuing Education programs into vacant space in Father John Kelly CES?
1	Why can't they go after school hours???
2	Why not use the school at our lady of peace?
3	Does the childcare have an opportunity to provide their feedback and parents who don't have school aged children attending?
4	Adult students have no business being in the elementary school during school hours. I will remove my children from this school and the catholic board altogether should this be approved.
	As a parent it is very concerning to think there may be strangers in the school while my children are in class. While I understand the need for these continuing education courses in the community, other spaces like community centres or empty schools should be used before an active school.
5	While I understand certain security measures, I don't feel they are enough. One worry is that badges can be falsified by anyone. Also, the classes that are being proposed lead directly to the area where our children play and have recess.
	In short no classes should be held during the day while our kids are in school. I do not agree with FJK being used for this purpose. I would not feel comfortable sending my kids to school knowing there are other adults there and also my kids would be comfortable. They are going to school to learn and not have to worry about who else is in their school. School is supposed to be a safe space for the children and having other adults there while they are there is not considered safe.
6	We are extremely concerned with the safety, reputation, and quality of FJK elementary school and associated daycare services intended for child learning. Examples mentioned during the public information session that remained of concern include: - 1 principal to control all components of the school (taking efforts and attention away from our students) - safety of children/adult interactions and influences (entry/exit/fire drills/smoking/parking/etc.) - distractions to the students and overall safety concerns (playground access, photos, etc.) - community concerns (increased cars and adults hanging out on the sidewalks where parents/children would typically use access the school - closing down OLP (community school) for alternate education has already limited options for elementary students and forced parents to enroll in FJK as a result. Further changes to FJK may cause these families to reconsider their enrollment in FJK and further decrease enrollment For reasons mentioned above, if the decision to integrate an ESL or any adult learning program at FJK is approved, we will be de-enrolling our children in the school and all associated before/afterschool programs.
7	Understanding the parents view should not be taken lightly. Trying to make sense of having adults in the same building as our young children in this day and age is very unsettling, especially knowing these adults have not been screened at all as mentioned in the session. How do we know these adults are not criminals or worse yet pedophiles. This session, although informative seemed to simply be a dictation as to what IS happening at our school in the very near future. As stated by one of the speakers the FJK parents will not have a chance to vote as the decision will ultimately be made by the trustees. In speaking with the parents, we are all hoping this does not proceed as even though inconvenient, we would have no choice but to ultimately change schools and possibly boards.
8	I believe having our children's school used as a center for adult learning puts our children at risk for danger. Having attended a school with adult learning I can personally say many of these "adult" students are those who were expelled and or banned from attending schools at their time. I do not feel safe having adults in the same facility as my children.
9	I do not feel comfortable with this, especially due to the fact that these adults do not have vulnerable screenings. I'm pretty sure the teachers of the school also do not feel comfortable with this idea. If this takes place, I will remove my kids from the Catholic board and transfer them to public. Why not use the empty classrooms to better support the children? Make a reading recovery room, a special education room, a music room- so many other options.

	Hi there, thanks for the meeting last night. Understood the YCDSB is filling in the gap for the school space, however, for adult learners to be in the same facility as elementary students, we no longer feel safe for our children to attend FJK.
10	The Board's proposal to have adult learners to be segregated from other elementary students in FJK but there is no assurance from the board that the adult and elementary learners will not cross path. We are against for this new proposal.
11	Have the before and after care programs been considered as well as the daycare? There should not be overlap with childcare and adult programs to ensure the safety of children as well program could become a concern. Further, if the daycare/before and after care program requires additional space will the adult learning program(s) be detrimental to the growth of the childcare program at FJK?
12	I am trying to look at a positive view on this however, I believe father John kelly is not the right location for this program, Even though they are using a separate entrance, the school is located on a Main Street (keele)that is already busy and easy access for intruders, how will the kids or staff identify intruders and the Adult students. I believe this is not safe for our children. This will cause kids more stress and anxiety knowing they are sharing a school with adults. I would not want my child to go to a school where I would have to worry every day that they are not safe. I definitely will consider changing school board, in the case that father John Kelly takes part in Adult classes during our children school hours.
13	Vacant space at FJK should be allowed to be permitted to such programs/use after the school day only. We must keep the school safe during the school day and not mix adults (who would be strangers to the kids) within the school during school hours. I would not support this program and would look to move our kids to another school. Can you not look into Our Lady of Peace?
	I do not agree with this at our school I am so disturbed with even considering this to be on the table for a discussion. This is not safe for our students, not safe for our community. This is opening door to have strangers at our school. I have spoken with other parents at the school and if this gets approved parents will be pulling out their students from this school and putting them in another school.
	There are other locations to consider, high school, office space, community centers, on line, anything but an elementary school with a day care attached. It makes me discussed that the children and their safely are not a priority and it comes down to the funding of the school board.
14	This will only open up the doors for something bad to happen and jeopardizing the kids safety. With rules put in place to make sure the halls, bathrooms, and doors will not be shared with the students are only rules set up, but rules are always broken when someone is up to no good.
	There has been devastating situations that have happened at schools with students with weapons and shootings and insist people get hurt and you want to bring in adults and strangers off the street into our school, are you serious? I can go on and on with the parking, smoking, drugs, littering this is not expectable at all.
	Parents were not even aware of this call that happened last night. All the parents should be aware of what is on the table and a letter should be sent home with all the students explaining all the details. Not a happy parent and I disagree with this program at our school.

Health and Safety Concern – Issues related to parking: School parking lot seemingly at capacity for beginning/end of school day. Adult learners require parking spaces. Has anyone bothered to complete a parking capacity audit? Is the plan to just hope for the best with regards to the parking situation? Further limitations on parking could force parents to park on the other side of Keele and walk across. This has serious safety implications. At times parents/teachers are also parking on Pentland Cres. Are there bylaw implications? Health and Safety Concern – Issues related to fire safety: Locking hallway doors to separate the adult learners from the Elementary school students has fire safety implications. Will the existing fire plan be amended? Has the Fire Chief approved the amended plan as per the Ontario Fire Code? 15 Health and Safety Concern - adults on the premises: It is wildly inappropriate for adults to share facilities with Elementary school students during the school day. Even with a door separating the groups - there will be times when students will invariably come into contact with these adults. As a parent I am only comfortable with my child being around A) teachers and staff affiliated with the school or school board given that they are trained and vetted professionals and B) parents of other children enrolled in the school. Any other type of contact during the school day is completely unnecessary. These individuals have not completed background checks. Should a safety issue arise the school board will need to be held accountable. Is it possible for the adult classes to take place outside of school hours? I believe that there are other locations near by where other adults can utilize the continuing education program. We are not ok with this possibility. The children shouldn't have to share the space. To whom this may concern, I think it's fair to say that having adult students being able to attend an elementary school is completely unsafe. Who will be supervising these individuals? Who's to say that they won't be able to get across the fence or barracked that has been put in place? Where will they be taking their breaks and potentially smoking? Parents will no longer be able to utilize the "kiss and ride". You're parking lot will become busier which will also be a huge safety concern. You will now increase the amount of traffic coming and going from the school which is already in an unsafe location. I actually feel like this is a no brainer. Let's not think about money for a moment. Instead should we not be concerned about the safety and wellbeing of the children and staff attending the school?! Parents are not allowed in the building for this very reason. Any adult who can enter the building is staff or volunteer which has to provide a back round check and has undergone a screening process. Furthermore, if something were to happen to one of the students who are under your care, you would be directly responsible for this, which I'm sure would result in a huge lawsuit. I don't think this comes as an advantage to the children, the staff or the board for that matter. And for this reason, I strongly suggest that another location is considered for these adult students. Thank you Absolutely a horrible idea. Daycare and school age children should not be sharing a space. How are you guaranteeing the childrens safety? Do not trust this at all! If someone wants to do harm they will find a way and locked door and alarm won't do anything! I will relocate my child to another 19 school if this happens. Why not use the old our lady of peace? Whose bright idea was this to put adult learning in a lab elementary school? Why not move them to the ycdsb? Good idea no? 20 21 Do not approve of this at father john kelly ONCE AGAIN A SCHOOL IN MAPLE SCHOOL GETS THE SHAFT! 22 23 yes not happy.how about the use of weapons bring brought into our school? 24 how about the selling of drugs to our children or our children being exposed to drugs, cigarettes? will definitely pull my kids out of the school as I do not feel it will be safe for adults being in the same school as my kids especially with crazy sick people 26 around! Consider doing after school and Saturday classes but NOT during school hours. Children and adults do not mix in a school atmosphere. The only adults with our children should be their teachers. You have completely blind sided the entire community. This has to do with financial gain and not the best interest of our children and the community. You 27

	mentioned that you would take full responsibility if anything were to occur but if something were to occur it is already to late. These are our children! Please be proactive and not reactive.
28	Our children became very shy and scared during this pandemic, now implementing adult learning at our school will only intimidate them and will be scared even more. you are not thinking of our children's well being and this will only put more fear and stress and will then have a bigger issues with Mental health!
29	How about a big NO! Opening the doors to predators! Disgusting! Do you any of you attending the mtg have children that attend FJK? Probably not!
30	No vote for parents whose children attend FjK!! Really?!?! Nice comments Tom! Our concerns may be taken into consideration. After two years of Covid you guys just want to make matters worse! Disgusting
31	Hi I have never heard of an elementary school having adult learning classes ,I am not comfortable nor will I change my mind in having adult learning in the school you have addressed many times that they will not interact with the kids , but there's never a guarantee , you also said they will not have a police check so how do we Know that they are not a pedifiles , I pay school tax's and yet I feel you want to generate more money in your pocket and which I'm sure that our opinion doesn't matter, why not have a evening , or weekends Adult learning classesAt the meeting I noticed some comments that parents addressed were not answered ,I understand that you need these adult classes but you have to also understand a parents concerns , What will happen If many decide to pull their kids from the school? This school has gone under many changes and had to fight to keep it open all due to the community, I ask you to pls reconsider the decision of having adult learning in our school
32	This proposal presents a safety concern for me. With so many adults around, young students will not be able to distinguish staff, from adult learners, from unwelcome intruders. This program should not be housed in a functioning elementary school.

I write this letter with both disappointment and frustration after listening to the board meeting on Tuesday Night. I have always been a defendant of the Catholic School Board as I attended a school within the board in my youth. As a child I attended Father John Kelly School and with pride enrolled my children. It seems that in the last five years or so the school board has shown that they stand behind the mighty dollar and not the students and their well being. From the closing of Our Lady of Peace, to the lack of leadership in the safety plan for Covid 19 and now to the proposal of placing an Adult Learning Center in Father John Kelly Elementary School. I attended the meeting on Tuesday evening in hopes of hearing something that would ease my anxiety, frustration and anger with the board and our trustees. Unfortunately, once again I logged off the meet with additional frustration due to the lack of planning and understanding of what is to occur if the plan goes through. To Begin....

The fact that the student's (adult learners) are not going to be asked to have a criminal reference check is unacceptable. Every member walking into the school is supposed to have a criminal reference check. The board's response was that the adult students would Not be coming in contact with the elementary students. The board also said in response to another question that there is no guarantee that the two cohorts would not cross paths. This is unacceptable and dangerous.

During the meeting we were informed that Mr. Marrone would be responsible if there was a need for administration due to an issue that the ESL teacher could not manage. Therefore, you are taking the elementary students ONLY administration away to deal with issues that may arise. This will have an impact on the school community. This program will have a direct effect on the students when you expect their administration to now manage both cohorts.

When asked how the adult students would enter the building if they arrived late, we were told that they would knock on the window or the door. This would then leave the class unattended as the teacher leaves the class to let them into the building. You cannot guarantee that these adults will always be supervised. As well, if an adult is now attending school later than the start time it now gives more opportunity for the two cohorts to cross paths.

To say that the program is in a separate part of the school is not an accurate statement. There is still access to the school from the proposed location. Students are constantly walking around the school due to going to the library, lost and found, gym.... There is no guarantee that the paths will Not cross. In a perfect world this would not be an issue. Turn on the news and you will see why this is. There should be no chance taken with our children. We are not willing to take the chance that it SHOULD be alright.

To say that the program that is implemented is working would imply that you collected data by speaking to staff, students and parents to see how they feel about the program. Your response to this was that you have not heard anything so it must be running smoothly. That is an insulting response, especially when it involves children. You owe the students of all YCDSB schools more than that. Your lack of interest in the outcome of the program shows your lack of concern for how it affects the students in those schools.

You stated that Father John Kelly is a school in a community that requires ESL programs. If this was the case, it would be reflective in the school community. The Father John Kelly school does not have a large roster of ESL students. To say that these students would comprise of parents, grandparents and relatives of the school community is another false statement. The fact that you are swayed by the access to public transit implies that the possible students would NOT be residents of our community and does not represent a need for this program at FJK.

YCDSB has implemented Reception centers for newcomers in communities where there is a need for it. There are no Vaughan schools with these centers. These centers are placed in areas that have a high population of ESL students. Would it not be better suited to place these programs in areas where these centers exist. The center represents the need and that benefits that community.

There are many schools with empty classrooms, portables and portopaks. The portaopaks are easily moved to another area such as a high school. This seems like an easier option that would not disrupt the school community. As well, this would not involve the most vulnerable students in our board.

You stated that many schools already have this program in place and when asked which school boards have this in elementary schools, you were unable to answer. I have done my research and have yet to come up with one that runs during the day in elementary schools. They mostly run on weekends, out of rented spaces such as churches or in highschools. I would love to hear where you are getting your data from.

Mental health has been a word that is thrown around in memos, board meetings and classrooms. Yet, nobody thought to ask how this would have an effect on the mental health of our students/children. We always preach stranger danger and now they are expected to have strangers in the same building and not have anxiety about it. There has been too much change for these children in the last few years and the board/trustees need to be sensitive to that.

The school board and trustees have once again shown where they stand. It is NOT about the students, it is Not about the well being of the YCDSB community. It IS about making money at the expense of our children's safety. It is obvious that we have nobody looking out for our children and it is our responsibility to advocate on their behalf. This should not happen at FJK, at St. Julia or at any other school proposed. ADULTS AND CHILDREN should not be within the same building for education purposes. I hope that you rethink your stance on this proposal and think hard about how it will affect the students, parents and overall morale of the community.

Sincerly, A concerned parent

Adult learners and children should not be combined together, considering all the uncontrollable variables in play. The safety and well-being of children is not been considered at all. This will only benefit the board, and financially gain in tuition paid by the ESL learners.

Coming from a pandemic year, September 2022, will be very difficult for children to engage and adapt given the post traumatic stress they've already experienced since 2020. To introduce a new element of adult population to a small scale school can have effects on the wellbeing and safety of children. This not a proven model adopted by other boards, and would reflect poorly on the YCDSB to be the first to being willing to take these risks. I am concerned for my child's safety from predators, from being lured, or worse, kidnapped. This decision is not being made from a child's perspective not from a parent's perspective, but rather only being considered for financial gain.

35	Joachim and Thomas- if you don't have children at FJK then all your comments on beneficial this would be mean nothing to us parents. Move your adult learners to their own separate space.
36	While I can understand that there is vacant space available to be used for the Con Ed program at FJK, the safety of our children should come first. There is no guarantee that the adult students will not come in contact with the children as mentioned, that should be enough to say that this is not a good idea. This is a school where children are attending. When parents send their children to school, the only other adults there should be the familiar faces of the teachers and other staff. Mr. Morrone should only have to be concerned about the staff and children attending FJK, that should be his focus, not having to also be concerned about the adult students from a separate program as well. The adult students accessing the classes from the back of the school doesn't sit well with me either. Or being able to view the children at recess. As mentioned, there are no guarantees, not for the children coming in contact with the adults students and not for incidents occurring, but you can say no to this idea. I do not support this idea at all.
37	Due to the lack of screening in adult learners ,how can you guarantee that the school board will not allow individuals with prior criminal history inside the school with our children
38	This is so disappointing how you would consider an elementary school with a daycare attached to have strangers come into our school or even criminals. This program is not looked at the safety of the children it's money for the school board. So sad. There are other accommodations to consider and that what you should be looking at. Parents are not even aware of what is going on and didn't even know about the meeting. Totally unexpected and a very upset.
39	I disagree with bringing this to FJK
40	I am completely opposed to having continuing Ed programs during school hours. Having additional adults on school premises makes it harder to spot people who shouldn't be there. I will consider taking my children to another school if this goes through. Host other programs for children or use the facilities during the evening if for adults.
41	

Dear Board of Trustees,

I am writing to you all today in regards to proposed Adult Continued Learning and ESL program that has been proposed to being in September 2022. First off, I would like to state that I am not opposed to Adult continued learning programs and Adult ESL programs. I think these programs are excellent and essential to our community.

The reason I am writing to you today is to state how having an Adult ESL program take place during the day while children are in the building is not safe and not ethical. Our children have been through so much these past 2 years with Covid. They have been asked to segregate from friends and family, they are asked to wear protective masks all day long, they have been asked to learn both in class and at home without any say. Our children have adapted and for the most part have flourished. Now when the world is beginning to feel like normal again, we are asking them to take on the pressure of having a minimum of 15-100 strangers come into their school and share their space.

We listened to the board members state how there is expected little to minimal contact with our children as they are proposing staggered start and end times, however the area that they are proposing to use as the Adult Continued Learning program entrance is right in the middle of our children's playground. It is absolutely impossible for the Adult learners to not come into contact with our children. The doors that they are proposing are in the area that is designated for the Junior and Intermediate students to play in. 2 of the classes they are proposing to use windows are facing the primary student's yard. So how exactly are these Adult learners not to come into contact with our children? Are our children now expected to be locked into the school and no longer permitted to go outside during lunch and recesses? Are teachers not allowed to take the kids out for gym class or to hold a class outdoors on a warm day? The only way to ensure our children do not come into contact with these adults is to hold them captive in their school all day.

Father John Kelly is a small school that currently holds Before and After care, a daycare program and an early learners' program, we have children in our building as young as 1 and as old as 13, how is Father John Kelly being considered now to hold adults as well?

By introducing this program during the day also additional strain on the already over stretched staff to look after our kids when they are outside. Mr. Morrone would also be responsible for up to 100 extra adult bodies (who would not have any background/police checks) to attend to in addition to the 300 students. This program would further reduce parking which creates additional safety-related concerns. At the presentation one of the members stated that the learners could park on one of a joining side street however if they drove around the neighbourhood, they would learn that there is no parking on the streets around the school Mon-Friday from 8-4.

The proposal places monetary gain above the boards mission statement "educate and inspire all students to reach their full potential in a safe and caring environment". If having strangers allowed to walk freely in our children's playground is the boards idea of creating a safe and caring environment, then the board is misguided and I question the motives of the Board.

We hope that our children's safety and mental health will be put first when making this decision and the board will agree that placing this program at Father John Kelly would not be in the best or safest interest of our children.

Thank you for your time,

- I am completely opposed to the idea of hosting adult continuing education classes at FJK during school hours. You cannot guarantee the safety of our children and having adults on the premises during school hours makes it harder to notice someone is around the children who doesn't belong there. If this program is implemented I will seriously consider moving my children to another school and perhaps a different board altogether. Host other programs for children or host adult programs after hours, but please, do not host adults at the school during school hours. Thank you.
- 4 This should not be allowed, I as a parent find this a threat to my kids. I can understand in college or high school, not with elementary kids.

45	I am completely opposed to the idea of hosting adult continuing education classes at FJK during school hours. Place these adults at th York Catholic School Board there is plenty of space at the Board office to facilitate the program. You cannot guarantee the safety of our children and having adults on the premises during school hours makes it harder to notice someone is around the children who doesn't belong there. If this program is implemented I will be removing both my children to the York Public School Board and not have to worry about funding the Catholic board changing my taxes to public board funding. I certainly hope the PC Government merges the Catholic Board with the Public Board far too many executives making \$\$\$\$ at the cost of the safety of our children.
46	I am completely opposed to the idea of hosting adult continuing education classes at FJK during school hours. You cannot guarantee the safety of our children and having adults on the premises during school hours makes it harder to notice someone is around the children who doesn't belong there. If this program is implemented I will seriously consider moving my children to another school and perhaps a different board altogether. Host other programs for children or host adult programs after hours, but please, do not host adults at the school during school hours. Thank you.
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51	Yes
52	I do not agree with YCDSB Continuing Education program to take place at Father John Kelly CES I am completely opposed to the idea of hosting adult continuing education classes at FJK during school hours. You cannot guarantee the safety of our
53	children and having adults on the premises during school hours makes it harder to notice someone is around the children who doesn't belong there. Host other programs for children or host adult programs after hours, but please, do not host adults at the school during school hours. Thank you.
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55	This is unacceptable. Elementary schools are for children NOT ADULTS. The adult learners should only access the school after the children have left for the day (i.e. night school).
56	As a mom with a small child attending FJK, I have very serious concerns to our childrens safety, especially if there can be no background check performed on adult learners and that there is no guarantee that adult and child students will cross paths. After regular schools hours would be ok, but not at the same time as our kids are learning.
57	I am against adult learning at Father John Kelly. School. We cannot have adults and children at the same time. I am moving my kids elsewhere if this happens.

58	I am completely opposed to the idea of hosting adult continuing education classes at FJK during school hours. You cannot guarantee the safety of our children and having adults on the premises during school hours makes it harder to notice someone is around the children who doesn't belong there. Host other programs for children or host adult programs after hours, but please, do not host adults at the school during school hours. Thank you.
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67	I know you have set up every precaution you can to separate the adults from the kids but in my opinion, that's not enough. FJK is a small school. An Elementary school with innocent young kids. I did not enroll my kids to a school where adults will be learning. It's absolutely mind blowing that elementary schools are being targeted.
68	I do not support this at all.

	We as parents of students enrolled at Father John Kelly Catholic Elementary School and associated daycare are very upset learning about this proposal brought forward by the YCDSB that would allow adult continuing education students to attend courses during the day, on school premises, while children are in class.
	Our number one concern above many others is associated with the safety of our children and we know we are not alone in this belief.
69	Parents have started a whats app group that grew to 100+ members in only two days and created an online petition that gathered 250+ signatures in less than 5 hours. They have started a letter writing campaign to the principal and school trustees, handing out flyers at school to increase awareness and continue providing feedback via this link to try and put a stop to this proposal by March 9.
	With that said, if this proposal is not dismissed, parents, ourselves included will definitely be reconsidering enrollment at FJK and possibly the YCDSB all together. The YCDSB has already closed Our Lady of Peace months prior to the start of our child in JK and here we go again with further disappointments. Please do not pass this proposal and force the parents to change schools again.
70	I am totally against this!! I am NOT comfortable with this plan at all!! Your priority is to keep our children safe.
71	Use olp, community ctrs, library, city of Vaughn offices
72	Nooooooo
73	You guys are all messed at ycdsb
74	Big shiny new city of Vaughan offices sit half empty - use that wasted space and wasted tax money
75	Olp
76	Use community ctrs
77	Use ycdsb office if these adults are soooo safe
78	Finally get some sort of normalcy at school after two years of Covid and you guys have nothing better to do than mess it yp
79	Who will take the heat and blame when something goes wrong?????
80	You're heads are all vacant put them there
81	Wow! I hope they have to show proof of address, regular vaccinations not including your stupid Covid jab, proof of baptism, and which school board their tax dollars support- yeah right I didn't think so- letting randoms innice
82	We have two children that will be attending this school, one will be going into grade 2 and the other will be going into Junior Kindergarten. Even with staggered starts, the kindergarten curriculum allows for the students to have outdoor time at various times throughout the day. How will you ensure that the most vulnerable of the students will be safe inside their play yard? I understand that there will be teachers supervising the children but inevitably there will be interaction. Will the gates be locked?
	What will prevent the students from getting to the blocked off four classrooms, and vice versa? In the diagrams, it shows that the adult students will have to share a stairwell with the day students, will the students have key cards to access their area of the school or will the back door remain unlocked?
83	
84	NO WAY WILL I SEND MY KIDS TO SCHOOL WHERE THERE WILL BE ADULTS LEARNING. THERE ARE PREDATORSSICK PEOPLE OUT THERE. IF THIS HAPPENS, MY KIDS WILL NOT BE ATTENDING FJK.

85	Its a great idea to have continuing programs, although as board of trustee who is supposed to be trustworthy and committed to ensure the safety and well being of the students in all schools is not being considerate to the safety of the school. I work in manufacturing production, my first priority is safety. Elementary schools are for the students in their age groups not for adults. The world right now is a very scary place do not allow adult's in the childrens school lives at a time like now, especially with a pandemic and a war overseas. We have seen to much crime in our city of vaughan don't make the schools a crime scene. Its a better idea to have continued adult learning after school, after 5pm. We also have other facilities such as public libraries and several community centers.
86	THIS IS NOT SAFE FOR OUR CHILDREN, ALLOWING RANDOM ADUKT STRANGERS INTO OUR SCHOOL IS OPENING IT UP FOR DISASTER AS YOU NEVER KNOW WHAT CAN HAPPEN. OUR CHILDREN CAN GET HURT, KIDNAPPENED OR VIOLATED BECAUSE THE BACKGROUNDS OF THESE ADULTS ARE UNKNOWN. WHAT IF THEY HAVE ILL MOTIVES TO BE TAKING THESE SO CALLED CLASSES AT THE SCHOOL SINCE THERE WILL BE SO MANY DIFFERENT AGED CHILDREN THERE. HOW WOULD YOU THINK THIS IS AT ALL SAFE IS BEYOND MY COMPRENSION. AFTER SCHOOL HOURS DO WHAT EVER AND ADD WHAT EVER PROGRAMS YOU WANT BUT NOT DURING OUR CHILDRENS SAFE TIME AT SCHOOL WHERE YOU ARE SUPPOSE TO KEEP THEM SAFE AND PROTECTED.

Dear Board of Trustees,

Yes, I do have additional comments/suggestions in response to the proposal to host an Adult Continuing Education program at Father John Kelly Catholic Elementary School (FJKCES) during regular school hours. I am deeply disappointed that the Board approved a motion to explore this as an opportunity to generate revenue.

My son is currently in grade 1, attending FKJCES. My family and our community is NOT in support of having adult learners utilize the school during regular school hours.

As per the public information session, parents were informed that they cannot guarantee that there will be no incidents or interaction between the adults and children, however the Board will take 100% liability. This measure alone is not enough to give parents comfort. Liability should not be the primary focus but instead, prevention.

The Board proposed safeguards fail to address the following:

- 1. Adults being able to view children playing in the schoolyard.
- 2. Adults arriving/departing while children using the attached daycare are arriving/departing.
- 3. Adults with potential criminal backgrounds/sex offender registry status on school property.
- 4. Circumstances where a fire alarm rings and children/adults will be dismissed into a common area together.
- 5. Further stretching of limited resources (i.e., having Principal Morrone accountable for this program in addition to his regular school duties).
- 6. Further reduction of already limited school parking which creates additional safety-related concerns.

Inviting adults who are not required to have reference checks into the school building, poses a risk and compromises the safety of our most vulnerable group, our children. I as a parent am not able to enter the school to volunteer with my sons class without a police background check but the adult learners will not have that same obligation?

Our community has already gone through a major shift with the closure of Our Lady of Peace school. The students who were attending OLP transferred to another school offering a French immersion program and I recommend to offer this program at FJK as a means to increase the student population and in turn funding.

The Board should be exploring revenue generating opportunities with like organizations and partners that can run after school programs such as tutoring, summer camps, along with offering the Adult Continuing Education programs on weekends and over the summer months. Additionally, the Board should be offering virtual programs for adult learners as this would address any concerns of accessibility to daytime programs along with accommodate those who work different shifts.

I strongly urge the Board to dismiss the proposal to have adult learners at FJKCES during regular school hours.

Thank you

	88	I'm a parent at father john Kelly in maple . Parents are outraged on the adult continuing education program . It's not safe to have this program in an elementary school with also a daycare center . I strongly suggest this program be removed from happening at father john kelly . Us parents will fight till this issue has been removed from happening
		we are opposed to this program being held in our school.
8	89	One other issue that I find very concerning is that there is nothing to stop these adults from coming into the school with weapons. We have been so diligent in keeping our kids safe at school and this is just going backwards. Please do not proceed with this proposal.
į	90	I am very concerned for the safety of my son, my niece who attend FJK and all the students of FJK. I am completely opposed to the idea of hosting adult continuing education classes at FJK during school hours. You cannot guarantee the safety of our children and having adults on the premises during school hours makes it harder to notice someone is around the children who doesn't belong there. If this program is implemented I will move my children to another school and perhaps a different board altogether. I know many, many parents who will do the same. Our kids safety comes first. Host these programs after school hours, but please, do not host adults at the school during school hours. This leaves room for too much to happen. Thank you.
(91	Our family and community is against having adult learners use our space during regular school hours. The only adults we want our children to be with are their qualified teachers. During recess/lunch these adults would be able to view and hear our children playing in the schoolyard. This would not be beneficial for their learning nor our kids when they are on break. We the parents and community are outraged with this proposal. You need to consider not having this learning program during school hours. We have a petition close to 400 signatures! We do not want this during school hours!
,	92	Adults have no business being in a elementary school along side children
•	93	If leaners want to learn they can learn on weekends or weeknights - never during school hours where CHILDREN ARE This is ABSURD!!! You mentioned they need learn during the day because they have their own families to take of. I am sorry this should not even be a discussion they are ADULTS (hence the word ADULTS- who can drive or take the TTC at any hour. IF they are serious about learning they can follow the normal hours for adults to be out an about not with CHILDREN!!! We will fight this we will strikewe will withdraw our children!

As a father of a toddler that attends the child care centre, and having not ever been allowed to enter the child care centre due to COVID-19 restrictions, todate (and accepting that), I am EXTREMELY uncomfortable with having Adult Men & Women now being considered to enter the building during school hours, even with the proposed area for the Continuing Education to take place at the opposite end of the building, and being segregated. Although I can appreciate the importance of having to offer these classes/courses, I strongly believe this needs to be reconsidered and outside Adults SHOULD NOT be anywhere near an elementary school for various and obvious reasons. Please also note that I was not able to attend the live Public Information Session, but I did take the time to watch it on YouTube and noted a few key points that were discussed, and share the same concerns that other parents have raised, including but not limited to: -Adult learners will not be pre-screened for a criminal background -No full-time security will be provided -Adult learners will possibly be sharing the same exterior space -There are no guarantees that they WILL NOT come in to contact with any students -Etc... I STRONGLY believe that alternative location(s) should be considered and would be happy to participate in any additional discussions regarding this. Thank You It is clear that the surrounding community and parents do not wish to have adult learners on the elementary school premises while their children are at school. We are repelled by the idea of having unknown adults on school property while our children are there at the same time. Your proposal to stagger times does not account for the 3 recess times and the proposed area of the school is right by the children's play yard. There are other severe health and safety factors that have not been considered. The set of doors that is readily and easily used for entry and exit is proposed to be locked off. In the event of a fire this will hinder evacuation of the building since doors will be locked. The blatant disregard for children's safety is appalling. A slowed exit out of the building in case of emergency is not safe. If the elected trustee will not be able to support the community and their voices surely this will be the last voted in round. Also note that there are plans for the media to be contacted on this matter. Suggestion- HALF OF OLP IS NOT BEING USED>>> move the adult learning BACK to OLP-- if the French Board is not happy with this program at OLP why would PARENTS want this in OUR SCHOOLS! Our children MUST AND NEED TO BE SAFE... All this anxiety you are putting on the parents is not right just for your financial gain- Have your programs run at night or weekends if learning is so important to these adults they will devote their time no matter what!!! It seems that half of OLP is being used by the French board and the other half is for adult learning. Why can't the adult learning stay there? If the French board is not ok with it then why would we be ok with it? Children and adult learning should not be mixed. 97 Also you speak of low enrolment at FJK. We are still in a pandemic and have children who still doing virtual and are registered to other schools as a result. As a teacher at FJK, and also a parent to a toddler in the FJK Daycare, I find this proposal to be extremley worrysome and leaves me feeling uneasy. As a primary teacher, I see this as problematic. There are primary classrooms right next door to the proposed adult classrooms which I think is not ok. When the kids play outside will these adults be able to see them? Watch them from the windows? Or even pass their way at any point? Same goes for my 2 year old in daycare. Will she be watched by strangers? Why would anyone think that doing this in an ELEMENTARY SCHOOL with a CHILD CARE CENTRE is the right choice? Would a highschool not make more sense? There are several reasons why myself and several parents feel this is not the best decision for our school board to make. I feel that high schools should be considered for something like this. Thank you

As a parent of two primary students at FJK and childcare services, I am appalled that a proposal to have adult learning during school hours has been considered by the YCDSB. The info session left us concerned that the safety of our children has not been taken into account for so many reasons: 1. Having adults on the premises during school hours will challenge the ability to identify adults who don't belong there (in addition, no police checks are required of the adult learners). Parents have not even been allowed in the building due to COVID restrictions and now we are allowing a whole slew of adults that have no relation to our children? 2. It was clear that there is no guarantee that interactions can be completely controlled and the thought of having to pad lock areas of the school is of equal concern. 3. Having to add a wall/pad lock to divide the adults from the children questions the safety/ fire drill codes (fire drills are expected to occur on a regular basis). How will our children by re-routed to ensure safety during fire drills 4. No added security, nor additional principal/ supervisory support for the adult learners, further pulling from our school resources. 5. Parents/students have already lost a community school (OLP) and students have experienced mental health concerns as a result, why are we adding the stress to similar groups of parents/students in the Maple community again? 6. Why not consider OLP to house adult learning programs, which is what parents were initially informed as the reason for closure of this school I assure you that we as a family will be pulling our children from this school and possibly the catholic school board if this program is implemented and I know we are not alone. A whats app group of over 100 parents has been formed to voice their concerns with this proposal and their plan to try and dismiss it. Furthermore, a petition signed by over 400 people in less than 24 hours has been circulating. Host other programs for children or host adult programs after hours or in adult centres, but please, think of the safety of our children and the stress of the parents and do not host adults at the school during school hours!! Thank you This proposal will significantly decrease enrollment at FJK. Parents are outraged and discussions around the school, in the community, and on social media are stirring. Over 400 petitions have already been signed to STOP this position - This should be enough to inform the BOARD this is not the RIGHT **OPTION** for our students Nonna living on Barhill is pleading not to make her grandchildren suffer the loss of another great school. Moving out of OLP was so hard on them and the family and they now feel unsafe and blindsided by another decision made out of their control. The safety concerns of having adult learners in an elementary school and daycare have not been properly considered. Mental health is a HUGE concern since COVID and now we are affecting that of parents and students attending FJK. Please here our feedback and PUT an END to everyone's stress around this ASAP! Thank you for considering our feedback as part of your decision. Our family recently enrolled our 18 month old in the daycare program at FJK and intend on enrolling her in the kindergarten program based on positive feedback from our neighbours. However, in hearing of this new proposal, we are concerned with the reputation of this elementary school and will likely reconsider enrollment.

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Please do not allow adult learners during school/daycare hours.

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i think this is insane. My child doesn't go to this school but I would 100% not want this to take place. How is it that these individuals will NOT need a

We are opposed to your proposal for a daytime learning program at Father John Kelly CES for multiple reasons. Mostly we are concerned for the safety of

our children. Mixing unknown Adults into a school day is immoral. The students should be your number one priority.

criminal check but If I want to attend as a chaperone to my kids field trip then I need one? What is this world coming to???

10 6	Only in Vaughan. People we need a change our government to get our voices, freedom, and rights back and so much more. This is absolutely not ok or should even be a subject for conversation or debate in any forums. This must be take of the agenda for any type of conversation at all. It should simply be a BIG NO!!!!
10 7	This is shocking. I am a university educator and have taught adult continuing education for context. I have signed the petition against your proposal to have Continuing Education programs not only at FJK but in other York Catholic Elementary schools. This is not ok.
10 8	There is no way random adults should be in the same learning environment. Think about the well being of the children.
10 9	They should not be doing this and use vacant rooms in libraries, community center, city hall, at the school board but not a working school. Another option is to move kids from school A to school B and turn school A into an adult learning center.
11 0	Children should not have to share a safe learning environment with adults. This is extremely concerning for all parents and should not even be a topic of discussion.
11	How does your plan to install new doors with locks have an effect in the emergency exit plan? Currently, children are exiting the building at those designated doors. If the doors are blocked off and designated for alternate Education, then are risking our children not exiting the building in a timely manner in the case of an emergency.
1	As well, the board has not had the adequate amount of money to properly salt parking lots, entry ways and blacktops of schools. Yet, the board now has money to implement all of these changes within the schools. My family does not support this plan and will be removing our children from the Catholic board if this goes through.
11	The community has made it crystal clear that we are not in favor of this proposal. A compromise could be to run the adult continuing learning ESL program at the school in the evenings and weekends only.
11 3	I don't support this and will leave the board if this goes through. I am tired of the board and trustees putting money before the wellbeing if our children. The community does not support this being done during school hours. Why are the trustees not listening to the people that voted them in? Listen to what the community wants!
11 4	Even after the plans given to ensure the safety of our children, how can you guarantee that the children will be safe? The truth is, YOU CAN NOT guarantee the safety of the children on a regular day and adding an Adult Learning program to the mix is just adding fuel to the fire. You are also putting extra stress and pressure on your faculty especially the teachers and principal of Father John Kelly CES. When will it not be ok? Once something horrible happens in the school? Please put the children first at all costs and find another location for this program. Young children and Adults were not meant to learn together during the day. Thats why colleges, universities and community centres exisit.
11 5	As a family we are against your proposal for a daytime learning program for adults at Father John Kelly CES. We are sure a more appropriate location can be found in the community. The students of the school shouldn't have to share their space with strangers, especially those without criminal background checks. Do you care about their well being at all?
11 6	We are opposed to your proposal for a daytime learning program at Father John Kelly CES for multiple reasons. We are sure that there are other locations in the community where you can hold a program for adults that does not involve mixing Elementary students with random adults. We find it hard to understand how parents/guardians are screened before entering the school yet the doors will be open to people who will be learning aside the children without background checks. You screen your faculty and the staff So what makes this ok?
11 7	I am against have ADULT learners in an elementary school that also has a day acre. The adults will not be background checked and it's just waiting for something bad to happen. Would you allow this to happen at your children's school? I don't think so!
11 8	Parents will ever be comfortable with allowing adults to access an elementary school during school hours. Parents will just pull their children from the school. The amount of supervision required to insure no interaction between adults and children is too grand and will become lax.
11 9	Would all student and staff at the ESL program be required to obtain a vulnerable sector screening check?

12 0	My nephew attends Father John Kelly and is in the JK class. My concern is that some of the younger children including the daycare do not know the difference between a trusted adult (teacher) and stranger; especially when that stranger is in the school. These young children already had to overcome the most difficult obstacle of leaving their home to explore a new 'safe' environment where they need to learn and make new friends while maintaining their precious innocence. Why would someone invite adults to learn in a school meant for young children? These programs should be held in the empty rooms of highschools or perhaps a community centre or college. We are 100% against your proposal and kindly request you relocate this program somewhere else.
12 1	My nephew is a student at Father John Kelly and it troubles me that adults that cannot be properly supervised at all times will be coming in and out of the elementary school during student school hours. Our children a safety should be our primary concern. This is troubling.
12 2	If schools are going to be used for continuing education programs they should be used outside school hours. Evening and weekend classes would be more appropriate. Adults are normally not allowed in the schools unless they have had a criminal background check so why would we find it appropriate to have adults during the day within the school. Our school community has gone through changes in recent years including dealing with the pandemic. Why would we want to add this additional stress to the community when things are slowing going back to normal.
12 3	Again, this proposal is not appropriate and safe for an elementary school. I have been told that the age group for the proposed program at FJK is 18-22 year olds. How is that even being considered? There are high schools that have a lower enrolment where this program would make more sense. NOT with the younger kids.
	Not one parent is in agreement with this proposal for FJK. The parents should have a say in this as these our children who's safety is at stake.
12 4	As a parent I am not happy about adults being in the school at the same time as the children. Despite the precautions in place to ensure the children's safety, it's still an uneasy feeling to have adults share the building. I do understand that there is unused space that offers an opportunity for these programs but my suggestion would be to maybe use the space for drop in programs for mommy and baby of the area. This would not only help the moms in the area but also prepare the children who will eventually attend the school be more comfortable on their first day of kindergarten. I know these programs already exist so it will be an easy introduction to the school community.
12 5	What about online learning for the adults? Was such a wonderful idea for kids for two years!!!!
12 6	It is will not be beneficial for your adults to learn when children will be in the school at the same time- on so many levels- recess, lunch, bells ringing. Adults will be distracted and not be able to learn they should be learning at night or on weekends.
12 7	I strongly oppose to this. I'm not sure how you think this is safe. My husband is a first aid trainer for our sons sports team and he has to fill out a criminal background check plus finger prints and you just want to randomly let adults into the school during the day as well have to go into the school yard to gain access? How is this even suggested. If you want to use the school use it after hours at 4pm and do night school or pick a closed school there a quite a few you can choose from.

Yes, our family is strongly against having adult learners utilize FJKCES during regular school hours. This proposal compromises the safety of our most vulnerable group – our children. While we have heard from the Board that there will be "safety measures" put in place, the plain fact is that no guarantee of our children's safety can be made should this proposal move forward. The proposed safeguards fail to address the following which puts our children at risk of having complete strangers among them:

- 1. Adults being able to view children playing in the school yard
- Potential for other adults (strangers) to take photos/videos of our children without parental consent
- 2. Adults arriving/departing while children using the attached daycare are arriving/departing (even with the proposed solution of staggered start/end times.
- Puts safety of our children at risk, with respect to increased adult interaction and potential for inappropriate co-mingling.
- Adults smoking or drug use on or around the school premises
- Improper influences, distractions, inappropriate behaviors/actions, foul language
- 3. Adults with criminal backgrounds/sex offender registry status/ potential pedophiles on school property
- potential for adults to make elementary students feel unsafe, uncomfortable, or worse ... follow children off campus which may lead to other potentially harmful / inappropriate incidents
- potential for adults to take photos/videos of our children without parental consent
- This is an easy target for a pedophile of child abuse exploitation in the bathrooms, in hallway corridors/stairwells, indoors/outdoors on school property, and surrounding school property.
- 4. Circumstances where a fire alarm rings and children/adults will be dismissed into a common area together
- potential increased risk of Covid exposure

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- improper influences, distractions, inappropriate behaviors/actions, foul language
- 5. Further stretching of limited resources
- (i.e., having Principal Morrone accountable for this program in addition to his regular school duties)
- Decreased attention available to the students and academic priorities of the elementary school.
- 6. Further reduction of already limited school parking which creates additional safety-related concerns
- This extra volume of adult learners may also cause nearby crowding/parking along streets surrounding FJKCES.
- 7. Children will have heightened anxiety/fear with strangers on campus
- With the past two years of the COIVD-19 pandemic, and mental health issues and fear on the rise, our children have been battling with and coping with far too much already, the ACE / ESL adult learning program would subject students to even more anxiety/fear of having complete strangers among them, when school is supposed to be a safe and supportive learning environment.
- 8. Breaches in security especially with entry/exit protocols:
- -The main school entrance/exit doors proposed for the ACE program at FJK are located at the back of the school, which means that adult learners will inadvertently walk into the front doors of the school (or other 'wrong doors'), causing a breach in security. And when the adult learners do find their way to the back doors, they will be crossing the playgrounds of early year Child Care Centre students 18+ months old, and elementary students alike.
- -Proposed locked doors for the ACE program area which can easily be inadvertently left open by accident or otherwise.
- These locked doors may also cause delays for FJK students and staff when exiting the building in the event of a fire or urgent need for evacuation.
- Currently parents are not allowed in the school or on school property during school hours, but now we are opening the doors to additional adults, with no criminal record checks required.

This proposal places monetary gain above the express mission statement of the York Catholic District School Board to "educate and inspire all students to reach their full potential in a safe and caring environment" (https://www.ycdsb.ca/about/mission-and-vision/). To think that having adult learners is providing either a 'safe' or 'caring' environment is deeply misguided and causes us to question the motives of the Board of Trustee members. Additionally, this proposal will mean that our children will not benefit from the newly renovated school areas as they will be redirected towards this ill-advised program.

Over the past several years our children and parents have experienced excessive disruption, undue trauma and mental hardship due to COVID-19 and the untimely closure of Our Lady of Peace Catholic Elementary School within our community has already limited our options for elementary students in the area and forced parents to enrol in an alternate schools. Further changes to FJK may cause these families to send their children elsewhere and further decrease enrollment further. This proposal creates additional unnecessary mental distress to both parents and children. As parents of the school, we STRONGLY URGE you to DISMISS the proposal to have adult learners at FJKCES during regular school hours.

We have put our trust and faith in you as leaders of our school community to do the right thing and honour the wishes of parents and children that you have the privilege to serve. We want to see our community thrive with programs that enrich our environment that can include adult learners/continuing education – just not while our children are using these services. You have a duty to fully practice and implement the mission and vision that you espouse to have, and this does not include having adult learners utilize our schools during regular school hours."

I am kindly requesting, that you reconsider and not to select FJK for this proposed adult learning program, and to defer to other options than an elementary school. In short, having adults learning in our schools alongside children is unsafe and sets a dangerous precedent.

Thank you for your attention to this serious matter. I sincerely hope an alternate solution can be found.

Sincerely,

	I am strongly opposed to this Adult Learning proposal at FJK Catholic Elementary School. Following your proposed adult learning program, many parents (myself included) were left feeling very uncomfortable with the safety, security, reputation and quality of education that may be impacted by this decision.
	The safety of our children with respect to increased adult interaction and potential for co-mingling even with staggered start/end times since there are times when students may arrive early or late for class. This could lead to many serious safety issues including: improper influences / distractions / potential increased risk of Covid exposure / breaches in entry and exit protocols including fire drills / proposed locked doors which can easily be inadvertently left open by accident or otherwise / smoking or drug use on or around the school premises / lack of parking which is already an issue / lack of security / the privacy of our children in the playground / potential for others to take photos/videos of our children without parental consent / or worse follow them off campus which may lead to other potentially harmful incidents.
12 9	These are complete strangers entering our school and no guarantee of zero interaction between the two groups. In fact, during fire drills, all parties students, childcare centre children, adult learners would be congregating together.
	The Board has completely blindsided our community, and this decision is not in the interest of our children but of the financial gain to the Board (making decisions based on making money vs. putting students and their safety first).
	Currently parents are not allowed in the school or on school property during school hours, but now we are opening the doors to additional adults complete strangers with no criminal record checks required. Having adults learning in our schools alongside children is unsafe and sets a dangerous precedent.
	This is crazy proposal and one that DOES NOT PUT STUDENTS, THEIR SAFETY, THEIR EDUCATION, and THEIR LEARNING AS THE FIRST PRIORITY!
	I am strongly opposed to having elementary students and adult learners on school property during school hours. What was the selection process picking FJK as opposed to another option in York Region and if a school, and why an elementary school, of all places?
13 0	The lack of communication with, or any input from parents, residents or the childcare centre at FJK to be consulted in advance of proposing such drastic measures that can impact the safety of our children and compromise their education and sense of security.
	Considering that this information was brought to parents' attention with time sensitive options to provide feedback, many parents often turn to media outlets and other supports to ensure this decision is not approved.
13 1	I am feeling very uncomfortable with the safety of my kids and about adult interaction with the kids specially during recess/fire drills. How would you manage smoking in the school premises? Criminal checks? it is considerate to use the back doors as an entry/exit but these doors open to the junior/intermediate yard, so how would you manage that? would you put on a new fence there to restrict the interaction of the adults/kids? Anyways it is so many concerns and I really think you should find out another place where these adults would be completely separated from elementary students.
13 2	We are not comfortable with this option. Another location should be considered. Trust that you will take all of the feedback, and have our voices heard and NOT move forward. Thank you,

13 3

How does this plan affect the students...

Many ways. Such as it blocks off an exit for emergency exits. If the door is locked than the students are all exiting a similar stairwell. This endangers the students by prolonging the exit of the building. Should they not be exiting in an amount of time such as 2-3 minutes?

It makes students feel more anxious about the adults within the building that are not teachers. The adults would be facing their yard as they are at recess and entering through the yard.

Where are these adults eating? They will need to exit the school during prime time. Are they following the nut free environment rule? As a parent of a child who has airborne nut allergies, this is very concerning. Who will monitor this?

The board informed that parking could be on community streets. Are you aware of the no parking signs? How will the community feel about this?

I am dissapointed that only one trustee responded to my emails. It was not even the trustee for our area. We are not being heard or represented.

I strongly oppose this proposal.

13

- The selection process picking (FJK) as opposed to another option in York Region and if a school, why an elementary school?
- Why was Our Lady Peace Catholic Elementary School not considered? As they are already leasing space to the French Board, I am sure they have enough space to accommodate these adult learners.
- How will they provide us with assurance regarding our children' safety?
- This is a community concern and the well being of our children being exposed to adult strangers in our school.
- Circumstances where a fire alarm rings, and children/adults will be dismissed into a common area together.
- Further stretching of limited resources.
- Reduction of already limited school parking which creates additional safety-related concerns.
- This is an easy target for a pedophile of child abuse exploitation in the bathroom.
- I understand there are no police check or background check of these civilians.
- These are complete strangers entering our school and no guarantee of no interaction between the two groups.
- The Board has completely blindsided our community, this does not the interest of our children but of the financial gain to the board always to make money and to fill unused space within the school.
- The proposal places monetary gain above the express mission statement of the York Catholic District School Board to "educate and inspire all students to reach their full potential in s safe and caring environment"

13

Classes should be after kids have left the school.

13 Dear Distinguished Readers,

6

RE: Continuing Education Program at Father John Kelly CES September 2022

As recently presented with the proposed Continuing Education Program at FJK, I find myself at a crossroads. Although an opportunity for education should be available to everyone, I find that an elementary school is not the best place for an adult learning program.

During our meetings, the concerns discussed were not met with comforting answers or solutions. Support of the program by those present, appeared to be contrary, which in itself left me feeling uneasy.

The following are some of the concerns:

We have been told that there would be no interaction between the Adult Learners and the school students but that this interaction could not be guaranteed. How, as parents are we to feel comfortable with this statement?

What is the proposed age group? We have been told 18+. Would this age group not be better suited to be with others of the same age? Why would background checks not be imposed with even the slightest chance of interaction with the school children?

The proposed location within the school is at the furthest end of the building which does not allow for clear visibility. Will additional security cameras be installed?

Proposed outside walking route is on south end of building which is through the play area of our pre-school and JK/SK students – our most vulnerable students.

Exterior Doors: only one access – is this within fire code? Will these doors be locked with only key pass entry? How will Adult Learners who are arriving late have access? If they need to leave early and children are at recess, how will non-interaction be enforced?

Interior Doors: Doors that access the rest of the school and stairwell – in the event of malfunction, how will they be secured or supervised?

All doors: In the event of an emergency, who will have access to what doors?

Shared hallway is with junior students, daycare and before/after school program – our most vulnerable students.

Windows of the proposed classrooms are directly facing the playing area of the children during recess. We were told that the Adult Learners would be focused on their own work and this would not be a concern. How will approx. 300+ students outside at recess not pose a distraction?

How will electronics such as phones, recording devices be dealt with? This was a concern expressed both by parents and children.

Parking: As many parents and caregivers drop off and pick up their children, the parking lot is quite full between 3:15pm and 4:00pm on any given day. How will parents be accommodated without the risk of parking enforcement being called? It was suggested that community streets could be used within reason. In that respect, who will be responsible when parking enforcement is contacted?

Off set hours for program: During the school day this does not guarantee ease of traffic or no interaction between the two groups.

Have all interested parties of the school community been notified? Daycare, before and after school program? The community as a whole? Similar to when

the change in use of other nearby school facilities. Many current families utilizing these programs/facilities may not be enrolled in the school and therefore not aware.

How will Adult Learners be easily identified?

In recent weeks, I have had numerous discussions with parents – not only are the parents concerned but equally their children. The children have expressed their concerns of not feeling comfortable in the school, not feeling comfortable outside with the people on the inside watching them.

Aside from providing educational programs, the overall program will be generating funds for the Board. How will this revenue generation be allocated to the school directly?

Prior to the public meeting many parents expressed to me their concerns. Their comment was and continues to be that they will transfer their children to another school or board entirely. There was no answer given to us that satisfied this concern. In fact, when this was brought up in another meeting for another school, it was an employee of the board that said they found this a concerning alternative for the parents.

Although we continued to be told that it will be members of our community utilizing this program, one point that was shadowed over was that we as parents choose which adults within the community we have our children surrounded with. In this proposal, we are not given a choice.

As parents we send our children to school knowing they feel safe in their surroundings as do we sending them. They recognize the adults in the school, they are supervised during visits from presenters etc. Our children have raised concerns of not feeling comfortable. We are being asked to send them into an environment where they won't know adults that are coming and going from the school, whom they will be asked to share a space with.

I am opposed to the use of the school during regular school hours for this program. Use of the school for evening or weekend classes would be a better choice. I would not deny anyone the opportunity to learn or to an education. The overall safety of our children is that of which I and the FJK community are most concerned with and have yet to receive comfort with our inquiries.

As a parent, a member of Parent Council and a member of the FJK as a whole, I echo the sentiments of the FJK community that has shown in very few days their passion of protecting their children and school. A petition circulating of over 500 signatures for a school of nearly 300 students speak volumes for our community.

Education should be provided in an environment where all are comfortable. Not one where, students, of any age, are restricted or should feel unsafe or uncomfortable. Perhaps programs that are elementary school aged appropriate, like mommy and tot (which previously was held at the school), STEM lunch time or after school courses, tutor services that align with curriculum or a bridging to high school program would be better suited for an elementary school.

For my family and as well on behalf of the whole FJK community, ask that this proposal be reconsidered based on the concerns outlined.

Respectfully yours,

St Julia Billiart Continuing Ed Consultation Feedback Form - 42 Responses

ID	Are there additional comments and/or suggestions you have with a proposal to relocate YCDSB Continuing Education programs into vacant space in St. Julia Billiart?
1	It was very disappointing that the tough questions and comments that were posted were ignored by your team. Student safety should be the number one priority and allowing these adult learners into the building is compromising that safety. The board office has many empty spaces, much more than any school, and should be strongly considered as the site for this.
2	I am not comfortable with the idea of strange adults on or around school grounds. Parents are not even allowed to linger on school property. I feel it is too risky and now am contemplating pulling my child. The community pays into the Board and so should be consulted before making any decision like this. This is so concerning.
3	If it were your children being affected, would you like an adult program in your child's elementary school? Also, do we as concerned parents get to vote whether we approve of this? And, do you realize there will be many parents pulling their kids out of St. Julia because of this and this will also affect long term enrolment? Doesn't seem to be of any concern for our children that will be affect by this. COVID was a concern over the last 2 years and it hasn't gone away, this just adds more stress to that situation.
4	Can this program be offered in the evening and weekends instead of during the day with children present?
5	As a parent of two children at St. Julia I do not agree with this program taking place in the school during regular school hours. It is not only uncomfortable for the children but it is not safe for them to be exposed to adult students.
6	I strongly disagree with this proposal to relocate YCDSB Continuing Education programs into vacant space in St. Julia Billiart. I am concerned of my child & as all parents of their children. I was told when my son was in jk/sk I couldn't walk across the school yard with him while holding my hand because of the children's safety. Each of us parents knew each other & teachers who were on the school ground knew us as well. So I can't understand why there will be no concern of strangers in school everyday, all day even if they are in one area. So far the 4 parents I spoke to disagree with this as well. I saw the video on the proposal, parents will pull their kids out. I believe St. Julia will lose more students this way & will not be good for the school. In turn maybe the cause of school closing down & I don't want that to happen because my son loves going to St. Julia.
7	Thank you for the meeting and chance to give out input which I hope is taken into consideration. My family thinks this is a terrible idea. Children and adults should not be learning together in the same facility. This is not ok with us for many reasons the main one being having people without criminal reference checks so close to our children where anything could indeed happen is very nerve racking. The level of apprehension and discomfort this gives my family will force us to look for alternatives places for education next year. Please we the current voices for the students in our school appeal to you not to do this.
8	We are not supportive of this proposal for Saint Julia Billiart. There are our her local schools that have more space to better accommodate such program as well as the safety and learning environment of our children should be priority. We are not supportive of sharing the students space with adults during school hours.
9	We ask that you reconsider the proposal to relocate the program in St. Julia. I spoke to a few parents and they also agree that the plan is not ideal to the community or to the school. We strongly disagree that it will be beneficial to our students. We strongly feel that there are better options out there for an adult education program that is not in our current kind garden rooms. The fact that these classes will be held during the day right next to my child is very concerning to me. We strongly ask that you seek out other locations for the adult education program.
10	Hi there, I am a parent of kindergarten students at St. Julia Billiart school. I am so disappointed with the plan of repurposing the kindergarten classrooms. First of all, for safety reason, we have no clue that where are the adult students come from. The kids are only 4 or 5 years old, and the security issue is highly concerned. Secondly, even the government has announced to lift up restrictions of Covid-19, however, the virus has not gone yet, health issue has to be considered. The school board always claims you care about the kids, but this decision is TOTALLY going to the opposite way. It's unacceptable and it's not beneficial for everyone.

11	I do not agree we should have adult classes into the vacant space in St. Julia. There is no vetting of individuals to ensure they are law abiding citizens. How do we know whether a person with a criminal record attend these classes or worse yet a pedophile. This would be an irresponsible thing to do. Think of the worst case scenario that can occur if a child is harrassed or hurt by one of these adults. What assurance do we have to ensure our kids are safe.
12	I disagree wirh this decision. The concerns are not only for our most vulnerable students (kindergarten children), but for the ASD students who also use this yard and space. Please reconsider and have the Adult ESL learnings redirected to community centers where it is more appropriate.
13	I am not in favour of this. Kindergartens are the most vulnerable amongst other classes. And so we should protect them. Continuing education can use other area of the school where most children are vaccinated. Or use the facility when the kindergarten class hours are over.
14	Hello, I am not supportive in any way to have the adult ESL class to host near the kindergartens nor anywhere near school area due to security and safety reason. Please note that my both year 1 & 2 attends kindergarten class at St. Julia. Thank you.
15	This plan is unacceptable. The meeting in Monday was a farce. I have watched the video and there was not one shred of understanding, or empathy from the planner and the others presenting. This entire proposal has been underhanded and insincere - And and yet this is the YCDSB? How would any of you like to have your small children attend school beside adults. There is no consideration for the safety of our children. These are basically toddlers. Is there not a highschool where these classes can be held at. Parents are planning to withdraw their children from St. Julia. And if this proposal comes to fruition, I promise you that I will encourage parents to go to remove their children and I will go to the media and call out the YCDSB as hypocrites.
16	Hello, I am 100% against this decision of re-locating the Continuing Education program at St Julia. Our family is very uncomfortable with the idea of having adult students roaming around the school grounds while our children as little as 3 and as old as 13 are around. I don't mean to be so negative, but unfortunately we live in a society where there is crime and where people have ill intentions. As a parent I can't help but feel uncomfortable not knowing who these adults will be that are within arms reach of my young children. Quite frankly, as an adult, I wouldn't even want to put myself in an uncomfortable situation of "going back to school" in an actual school with young children. I'm sure there are plenty of spaces including community centres that can house these classes. There are tones of places within our community. These are the places I as an adult would feel more comfortable learning in. Why put adults and especially the children in these awkward circumstances? Haven't these children already been through enough change during Covid? If this program truly comes to St Julia, we will have to re-evaluate and possibly enrol our children in a different school, which I know would make them devastated. This is an option that I have heard several other parents planning on exploring also if the continuing education program comes to St Julia. We hope you hear the voices of our St Julia parent community and re-consider your decision. Thank you.
17	Please STOP this program and keep the kids safe. There are many ways if a person want to break in your house. Even school shooting is not a weird thing now. Who will take the responsibility if something happened? After the information section, I just heard that what you are care the most is MONEY. Shame on you, YCDSB!
18	I don't agree with this program

	I am a concerned parent of St. Julia Billiart students. The information shared appears short-sighted and insufficient to address concerns raised.
	In an age where it is a struggle to ensure a safe and respectful environment among school aged children using social media and struggling with anxiety relating to bullying, it seems adding heightened awareness of adult learners to the area demonstrates even less care for their well being and safety. Schools should be safe and inclusive spaces for our young learners and they should not have to manage additional safety awareness with adult learners in their midst.
19	The rooms currently identified and shared are directly across from children's changerooms, gym facility and are directly in the way of children getting to the office. These rooms each include 1 washroom facility sized for 4-6 year olds, and are unlikely to to be sufficient for adult learners. What is the plan for when they malfunction or addition space is required? Would the adults then be permitted access to use student facilities?
	These rooms currently support Before and After programs, and moving the students to other, less accessible areas both for older and very young children does not align with any benefit for their safety or the school's community. Other areas of the school do not include a completely gated and enclosed play yard, equal proximity to washroom facilities or line of sight for parent pick up.
	Should the board choose to proceed with this plan, I am exploring moving my children to neighboring schools where the premises remains dedicated solely to children.
20	I am strongly against this for many reasons. This is our children's school, a place for children to be safe, a place for our children to learn within our community. The fact that numbers are low or the proximity of the school for public transportation is not a valid reason to "sub out space" for other purposes other than what our children's elementary level school is meant for.
21	I am strongly opposed to this program being done at st Julia.
22	I want to voice my concerns about our school having adult esl classes in our school. Our school is meant to be a safe haven for our children and now knowing there will be adults in our classrooms, hallways, washrooms, and play yards (possibly smoking) it turns my stomach to know our kids will no longer be safe. I would like to ensure this does not happen because we don't know who these adults are, if they have a criminal background and what their intentions are.
23	The people protesting this are racist.
24	While the committee has put some thought to implementing the continuing education program, I as a parent am still concerned while measures are put in place there are still safety concerns on my end and longer term impacts of scenarios that have been given thought to. There are also concerns that extend beyond St. Julia and has impacts to the community as well. An example of this is smoking, while not allowed on school property or on the sidewalk immediate to the schools, you're pushing these adult learners to go across the street - where there will be cigarette butts left but also kids can look out the window and see these learners smoking. This plan just does not sit well with me as a parent and resident of the community.
25	As a parent of kids at St Julia, I am opposed to this idea. The idea that adult classes would be so close to FDK Classes is unacceptable. Students of a young age, will not know which adults are teachers and which ones aren't. This will confuse them. Visitors have to be let in the main doors and sign in and out. Why should these classes of adults be allowed be in the same building? To think that adults, who young children do not know could be allowed to be in the building is not alright. Staff speak to adults in the yard when they are near children. How is this different? These adults may end up in the student washrooms by accident, which is a safety issue. I am completely opposed to this. The board needs to figure out an alternative solution. Kids' safety is of utmost importance and this is not safe!
26	The safety of students should be top priority for the Board. This idea and plan is not safe for our students. Adults should not be close to FDK Classes.

27	Parking is an issue. It was stated that there is plenty parking on the side streets. Board officials have not seen the chaos at drop off and pick up times. Adding people with cars will only add to the lack of parking spaces and people crowding the area. Transit riders will add to the large amounts of people in the school area. The bus stop is outside of the front doors.
28	The board was supposed to look at revising the boundaries of the schools in the area, but this has been placed on hold because of the pandemic. Right now there is space, but what happens when the boundaries are changed and the student population is evened out? There may not be available space or parking. Why not wait until the boundaries have been redone?
29	We don't agree with this proposal. We strongly disagree. This will not create a safe environment for our kids. Absolutely NOT
	I do not support having adult learning classes in the school during school hours. It is not appropriate in my opinion to have adult learners accessing the school and the school grounds while children are there.
	I would not have issue using the school after hours. The issue is having adult learners in the school during the day when our children are there.
30	I am strongly opposed to adult learners having access to the school during regular school hours.
	Is there not an alternative site, such as Br Andre High School, with out-buildings that can provide privacy for the adult learners as well as maintain security for children?
	I urge you to not to approve this proposal as it stands.
31	I am a parent from St.Julia Billiart. I am completely opposed to the proposal for adult learners at St Julia Billiart. I am not comfortable with this idea at all and would like to vote against this proposal.
	Currently class room 101 was designated at the B&a class room because it is closest to the east parking lot door entry. The B&a has the video door bell system installed in the class room that unlocks the east parking lot /staircase "A" doors as part of the safe school protocol. Will the school board be reinstalling this to the new class room? if so which door way will be the new entrance?
32	Also every other door way is at the rear of the school. Will the school board be asking all parents now dropping off students to park and walk around the building? if that is the case currently the north east corner of the exterior of the building does not have adequate lighting for people to safely make their way around the building specifically in the darker winter months when accidents are more likely to happen. Will that be addressed?
	Where the new fencing is being installed will that be right at the door way or further down to the next doorway of class rooms that also have exterior access? because if it isn't students will be able to look into the windows of the ESL classrooms while outside.
	As for parking it is understood that it shouldn't be a issue and street parking is available. But if it does become a issue who is expected to park on the street school staff or ELS students?
33	I don't fell safe seeing adult day classes in our school. Right beside our kindergarten children and in close proximity to our other children.
34	I disagree with St. Julia Kindergarten class hosting Adult Education ESL classes.
35	I am not supportive of this proposal for St. Julia and I have many concerns. I've watched the full presentation and listened to all the questions raised from this meeting. I strongly feel that answers provided back from the panel in response to parent concerns were not sufficient. This would only open up risks to the school and students with no added benefits to the well being and safety our our children who attend the school. I strongly oppose this movement and would consider removing my child from St. Julia if the board decides to proceed with this proposal.
36	As a son of Italian immigrants who benefitted from a similar program many years ago, I am very supportive of leveraging SJB as a continuing education site. I am, however, extremely concerned about the day time access.

	I was under the impression that the school was going to used after school hours (or weekends), not during the day with elementary school aged children present.
	I feel that the presence of non-educator adults introduces a potential security risk as children may not have the capacity to distinguish who is a trusted adult and who may not be. They should not need to make such assessments at school.
	Would it be possible to leverage the excess capacity at SJB for daycare or ease overflow from neighbouring Catholic elementary schools? Thank you for your consideration.
37	While I am supportive of Adult Education, I am not supportive of this proposal for I am not supportive of this proposal for St. Julia and I have many concerns. I've watched the full presentation and listened to all the questions raised from this meeting. I strongly feel that answers provided back from the panel in response to parent concerns were not sufficient. This would only open up risks to the school and students with no added benefits to the well being and safety our our children who attend the school, nor the community at large. Frankly, the monetary benefit is not worth the risks associated with this proposal and I strongly oppose this movement. Our family is proud of St Julia and it's community, however, we would need to reconsider this possible removal from St. Julia if the board decides to proceed with this proposal.
38	I am opposed to this as there will be adults that we do not know in the school with our children. ESL and continuing education classes should only be offered after hours and not during the day durin go regular school hours.
39	Hi there. My son goes to St. Julia Billiart and currently spends his recess in the kinder yard. I am concerned about too much unnecessary interactions with unknown adults. Especially when they would be in with our youngest kid population of the school. I'm not against ESL courses, but they should be held outside of where there are really young primary kids. In a vacant school, community centre or where the kids would not be nervous of these adults being in the same proximity as they are. Please reconsider and move these ESL plans to another place. Thanks
40	I'm very concerned about my children who feel anxious around adults that are strangers. I'm worried about the effects on their mental health, and their feeling of safety and security at school. I'm surprised that this program is being considered for St. Julia seeing that so much emphasis has been placed on mental health by the school board and ministry of education, and this program can clearly be a trigger for anxiety in young students. To add to that, as a parent I feel that the school board is putting financial interests before the safety and well-being of children. An elementary school is a place for children to learn freely and safely amongst other children. It is not a place for adult learners. Furthermore, placing adults without criminal background checks into a school setting with children is extremely irresponsible. When I drop my children off at school I have a strong sense of security that they are in a safe space. This program will rob both parents and students of that sense of safety.
41	Strongly oppose to this proposition of repurposing kindergarten classrooms to adult day time learning classrooms. There is no oversight as to who is going in & out of the school. Parents have to sign in & out of the office as it is and now you want to allow strangers with free access in/out of the school?! This is a terrible idea. Can anyone guarantee that nothing untowards will happen? By the time somethibg happens it is already too late.
42	While I appreciate the opportunity for our (adult) community to enhance & develop skills through the Con Ed ESL program. I am not in favour of this to take place during normal school hours at St.Julia, esp in the Kindergarten area. There is a security concern I have for our staff and students. Considerations; Before/After care program at SJB and extra cleaning/sanitization will be needed for classroom(s) that are to be used for the ESL program.

Appendix 3 - Community Partnerships at YCDSB Schools*

*information updated prior to COVID

School	Municipality	Panel	Child Care Centres	EarlyON Centres	Special Interest Programs	Municipal and/or other users	Community Hub
ALL SAINTS	Markham	Е			Υ		
BLESSED SCALABRINI	Vaughan	Е	Υ				
BLESSED TRINITY	Vaughan	Е			Υ		
CANADIAN MARTYRS	Newmarket	Е					
CARDINAL CARTER	Aurora	Н	Υ			Y	
CATHOLIC EDUCATION CENTRE	Aurora	N/A				Υ	
CHRIST THE KING	Richmond Hill	Е	Υ		Υ		
CORPUS CHRISTI	Richmond Hill	Е			Υ		
DIVINE MERCY	Vaughan	Е				Υ	
FATHER BRESSANI	Vaughan	Н				Y	
FATHER FREDERICK MCGINN	Richmond Hill	Е	Υ		Y		
FATHER HENRI J.M. NOUWEN	Richmond Hill	Е			Y		
FATHER JOHN KELLY	Vaughan	Е	Υ		Y		
FATHER MICHAEL MCGIVNEY	Markham	Н	Υ			Y	
GOOD SHEPHERD	East Gwillimbury	Е	Υ				
GUARDIAN ANGELS	Vaughan	E			Υ		
HOLY CROSS	Vaughan	Н			Υ	Υ	
HOLY JUBILEE	Vaughan	E			Y		
HOLY NAME	King	E			Y		
HOLY SPIRIT	Aurora	E			Y	Υ	
IMMACULATE CONCEPTION	Vaughan	E			Y		
LIGHT OF CHRIST	Aurora	E	Υ	Υ		Υ	
NOTRE DAME	Newmarket	E			Y		
OUR LADY HELP OF CHRISTIANS	Richmond Hill	Е				Y	
OUR LADY OF FATIMA	Vaughan	Е			Υ		
OUR LADY OF GOOD COUNSEL	East Gwillimbury	Е	Υ				
OUR LADY OF GRACE	Aurora	E			Y		
OUR LADY OF HOPE	Richmond Hill	Е			Υ	Υ	

School	Municipality	Panel	Child Care Centres	EarlyON Centres	Special Interest Programs	Municipal and/or other users	Community Hub
OUR LADY OF THE ANNUNCIATION	Richmond Hill	Е	Υ	Y	Υ		
OUR LADY OF THE LAKE	Georgina	Н				Y	
OUR LADY OF THE ROSARY	Vaughan	Е			Υ		
OUR LADY QUEEN OF THE WORLD	Richmond Hill	Н				Y	
POPE FRANCIS	Vaughan	Е	Υ				
PRINCE OF PEACE	Georgina	Е	Υ				
SACRED HEART	Newmarket	Н					
SAN LORENZO RUIZ	Markham	Е	Υ	Υ			
SAN MARCO	Vaughan	Е			Υ		
SIR RICHARD W. SCOTT	Markham	Е					
ST. AGNES OF ASSISI	Vaughan	Е			Υ		
ST. ANDREW	Vaughan	Е			Υ		
ST. ANGELA MERICI	Vaughan	Е			Υ		
ST. ANNE	Richmond Hill	Е			Υ		
ST. ANTHONY	Markham	Е			Υ		
ST. AUGUSTINE	Markham	Н				Y	
ST. BENEDICT	Markham	Е			Υ		
ST. BERNADETTE	Georgina	Е	Υ			Υ	Υ
ST. BRENDAN	Whitchurch- Stouffville	E					
ST. BRIGID	Whitchurch- Stouffville	E			Y		
ST. BROTHER ANDRE	Markham	Н				Y	
ST. CATHERINE OF SIENA	Vaughan	Е			Υ		
ST. CECILIA	Vaughan	Е			Υ		
ST. CHARLES GARNIER	Richmond Hill	Е			Y	Y	
ST. CLARE	Vaughan	Е	Υ		Υ		
ST. CLEMENT	Vaughan	Е					
ST. DAVID	Vaughan	Е					
ST. EDWARD	Markham	Е			Υ		
ST. ELIZABETH	Vaughan	Н			Υ		
ST. ELIZABETH SETON	Newmarket	Е					
ST. EMILY	Vaughan	Е			Υ		
ST. FRANCIS XAVIER	Markham	Е			Υ		
ST. GABRIEL THE ARCHANGEL	Vaughan	Е			Υ		

School	Municipality	Panel	Child Care Centres	EarlyON Centres	Special Interest Programs	Municipal and/or other users	Community Hub
ST. GREGORY THE GREAT ACADEMY	Vaughan	E			Y		
ST. JAMES	Vaughan	Е					
ST. JEAN DE BREBEUF	Vaughan	Н				Υ	Υ
ST. JEROME	Aurora	Е	Υ	Υ	Y		
ST. JOAN OF ARC	Vaughan	Н	Y			Υ	
ST. JOHN BOSCO	Vaughan	Е	Υ		Υ		
ST. JOHN CHRYSOSTOM	Newmarket	Е				Υ	
ST. JOHN PAUL II	Richmond Hill	Е			Υ	Υ	Υ
ST. JOHN XXIII	Markham	Е					
ST. JOSEPH (AURORA)	Aurora	Е			Υ	Y	
ST. JOSEPH (MARKHAM)	Markham	Е	Υ		Υ		
ST. JOSEPH (RICHMOND HILL)	Richmond Hill	Е	Υ		Υ	Y	
ST. JOSEPH THE WORKER	Vaughan	Е	Υ		Υ		
ST. JULIA BILLIART	Markham	Е					
ST. JUSTIN MARTYR	Markham	Е			Υ		
ST. KATERI TEKAKWITHA	Markham	Е					
ST. LUKE - OUR LADY OF PEACE CATHOLIC LEARNING CENTRE	Vaughan	Н				Υ	
ST. MARGARET MARY	Vaughan	E			Y		
ST. MARGUERITE d'YOUVILLE	Richmond Hill	Е			Y		
ST. MARK	Whitchurch- Stouffville	E			Y	Y	
ST. MARY	King	Е			Y		
ST. MARY IMMACULATE	Richmond Hill	Е			Υ		
ST. MARY OF THE ANGELS	Vaughan	Е			Υ		
ST. MATTHEW	Markham	Е				Υ	
ST. MAXIMILIAN KOLBE	Aurora	Н				Y	
ST. MICHAEL ACADEMY	Markham	Е			Υ	Y	
ST. MICHAEL THE ARCHANGEL	Vaughan	Е			Υ		
ST. MONICA	Markham	Е	Υ		Υ		
ST. NICHOLAS	Newmarket	Е	Υ			Y	
ST. PADRE PIO	Vaughan	Е	Υ		Y		
ST. PATRICK (MARKHAM)	Markham	Е					
ST. PATRICK (SCHOMBERG)	King	Е			Υ		

School	Municipality	Panel	Child Care Centres	EarlyON Centres	Special Interest Programs	Municipal and/or other users	Community Hub
ST. PAUL	Newmarket	Е		Υ		Y	
ST. PETER	Vaughan	Е			Y		
ST. RAPHAEL THE ARCHANGEL	Vaughan	Е			Υ		
ST. RENE GOUPIL-ST. LUKE	Markham	Е	Y		Y		
ST. ROBERT	Markham	Н				Y	
ST. STEPHEN	Vaughan	Е			Υ		
ST. THERESA OF LISIEUX	Richmond Hill	Н			Y	Y	
ST. THOMAS AQUINAS	Georgina	E					
ST. VERONICA	Vaughan	Е	Y	·	Y		

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: March 29, 2022

RE: Trustee Determination and Distribution for the 2022 Municipal Election

EXECUTIVE SUMMARY

The purpose of this report is to provide Trustees with information related to the determination and distribution of trustee positions for the 2022 trustee elections.

The Board is required to determine the number of elected trustees and to distribute the positions over the Board's jurisdiction. The deadline for this is <u>March 31, 2021</u>, followed by a deadline of <u>April 4, 2022</u> to file a report to the Ministry of Education and to notify municipalities.

The Population of Elector Groups (PEG) report was received on February 14, 2022. This data is used to determine the total number of trustees and to assist in determining the distribution of those positions throughout the jurisdiction. As illustrated in Appendix "C" the total number of trustees will remain at ten (10), for the 2022 elections.

A Trustee Workshop was held on March 3, 2022. At the meeting Trustees requested additional information be included in the various appendices. The material has been updated and included in this report to assist trustees in their discussions.

- Appendix A Ministry Memo January 21, 2022
- Appendix B Trustee Determination and Distribution Guide for School Boards
- Appendix C Trustee Calculator Distribution
- Appendix D Completed 2018 Trustee Distribution
- Appendix E 2022 Elector Summary by Municipal Ward and Trustee Area (UPDATED)
- Appendix F Trustee Distribution Scenarios (UPDATED)
- Appendix G Scenario Maps (UPDATED)

BACKGROUND

Beginning with the 2003 trustee elections under Ontario Regulation 412/00 of the Education Act (O. Reg 412/00), school boards assume the responsibility for trustee distribution and determination (D&D) calculations. This regulation requires school boards to determine the number of trustees on their Board based on the principle of representation by population (referred to as "trustee determination") as well as the geographic area each of their trustees will represent (referred to as "trustee distribution").

STEPS REQUIRED FOR TRUSTEE DETERMINATION AND DISTRIBUTION

In accordance with the January 21, 2021 Ministry memorandum on 2022 School Board Elections (Appendix A), there are a number of steps and key dates for the 2022 elections.

Step 1 – Determination of the Number of Trustees:

The number of trustees is determined in accordance with the calculations in Appendix "C", which identifies the number of trustees per range of electoral population. The total electoral population for the YCDSB is 204,038 resulting in the requirement of ten (10) Trustees.

Step 2 – Distribution of Trustees:

Step two is to determine the distribution of trustees and in doing so the board must pass one of two possible resolutions as outlined in Regulation 412/00. The extract from Regulation 412/00 (Section 4.(1)) is as follows.

- 4.(1) A board that has jurisdiction in more than one municipality shall, no later than March 31 in each elections year,
 - (a) pass a resolution designating one or more municipalities within the board's area of
 jurisdiction as low population municipalities and directing that an alternative
 distribution of members be done in respect of them for purposes of the election of board
 members; or
 - (b) pass a resolution stating that the board has decided not to designate any municipality within the board's area of jurisdiction as a low population municipality.

In 2014 and 2018, the Board designated the Town (now City) of Richmond Hill as a low population municipality.

Step 3 – Report

Prior to April 4, 2022, school boards are required to submit a Determination and Distribution Report (D&D Report) to the Minister of Education, the election clerks for all municipalities within the board's jurisdiction, and the secretary of every other school board that is wholly or partially within the board's area of jurisdiction.

TRUSTEE DISTRIBUTION OPTIONS

Electoral Quotients:

To allocate trustee positions (distribution), municipalities and wards are combined together to form geographic areas. The electoral quotient for an area is calculated by the following formula:

Area Electoral Population * 10 (Number of Trustees) / Total Electoral Population

In the above calculation, population is the electoral population as identified in the PEG report. The calculation of each trustee area should be as close as possible to a whole number, and the number of trustees allocated to a geographic area should be as close to the sum of the electoral quotients for that area.

Table 1 below illustrates the change in electoral quotient for each of the trustee areas over the past 2 municipal election periods.

Table 1: Electoral Quotients (Change between 2018 and 2022)

			Electoral Quotients					
Trustee Area	Trustee	Current # of Trustees	2022	2018	Change form 2018	% Change		
Aurora / King / Whitchurch- Stouffville	Elizabeth Crowe	1	1.10	1.07	0.03	2.80%		
East Gwillimbury / Georgina / Newmarket	Theresa McNicol	1	1.00	0.97	0.03	3.30%		
Markham Wards 1-3 & 6	Carol Cotton	1	0.85	0.85	-0.01	-0.59%		
Markham Wards 4-5,7-8	Frank Alexander	1	1.16	1.17	-0.01	-0.77%		
Markham Sub Total		2	2.01	2.02	-0.01	-0.69%		
Richmond Hill	Maria lafrate, Dominic Mazzotta	2	1.37	1.39	-0.02	-1.37%		
Vaughan Ward 1	Rose Cantisano	1	1.22	1.23	-0.01	-0.89%		
Vaughan Ward 2	Dino Giuliani	1	1.21	1.25	-0.04	-3.20%		
Vaughan Ward 3	Maria Marchese	1	1.44	1.45	-0.01	-0.41%		
Vaughan Wards 4/5	Jennifer Wigston	1	0.65	0.62	0.03	4.19%		
Vaughan Sub Total		4	4.52	4.55	-0.03	-0.68%		

Changes in electoral quotients within York Region between the 2 time periods are as follows:

- The trustee area of Aurora/King/Whitchurch-Stouffville has increased from 1.07 to 1.10
- The East Gwillimbury/Georgina/Newmarket has had a slight increase from 0.97 to 1.00
- Within the City of Markham, very little overall change has occurred
- Within the City of Vaughan, the overall electoral quotient is consistent with 2018, however modest changes have occurred within the various trustee areas.
- The electoral quotient within the Town of Richmond Hill has had a decrease from 1.39 to 1.37

Attached as Appendix "E" is a detailed summary of population counts, electoral quotients, as well as school and enrolment totals (by municipal ward and trustee area).

Distribution Options

To facilitate discussion regarding Trustee distribution, administration has updated the options previously considered in preparation of the 2018 municipal elections.

Tables that illustrate the various municipality/ward combinations, with their associated population counts and electoral quotients have been calculated and attached as Appendix "F". Specifically, the scenarios are as follows:

- Base Scenario (Current Situation)
- 4 Trustees in Vaughan; 2 Trustees in Richmond Hill
 - 3 Scenarios (A1, A2 and A3)
- 5 Trustees in Vaughan and 1 Trustee in Richmond Hill
 - 4 Scenarios (B1, B2, B3, B4)
 - o The four scenarios include different ward combinations to achieve 5 trustees in Vaughan

- Vaughan and Richmond Hill combined areas
 - 6 scenarios combining wards in Vaughan and Richmond Hill. (Scenario C1A, C1B, C2A, C2B, C3A, C3B).
 - Two scenarios combine two Vaughan wards with all of Richmond Hill; four other options with only one ward from Richmond Hill
 - Any ward combinations that cross municipal lines, the largest municipality would be designated as the lead. Also note that these scenarios do require the cooperation of the municipalities

Note: All scenarios (other than the current situation) result in multiple trustee representation for one or more wards in the City of Vaughan. le) "At Large".

Maps showing the geographical extent of each option have been provided in Appendix "G".

LOW POPULATION MUNICIPALITY DESIGNATION

School boards have the ability to designate one or more municipalities as a "low population municipality". This designation allows the Board to increase the sum of the electoral quotients for these municipalities by either 1 or 2 while reducing the electoral quotients for all other areas. The result of this adjustment to the calculation is shown in the *Alternative Electoral Quotient* in Appendices E,F and G (where applicable). This designation does not affect the total number of Trustees for the Board. (O. Reg. 412/00, S 4.(2)). See Appendix "C" Trustee Determination & Distribution Calculator.

If the Board is to choose a configuration which results in a variance between the electoral quotient and the number of trustees assigned that is greater than 0.5, a low population municipality designation for a municipality is required. In both 2014 and 2018 Richmond Hill was designated a "low population municipality".

TRUSTEE WORKSHOP

On March 3, 2022 a workshop was held with Trustees to provide an overview of the Trustee D&D process, deadlines as well as various distribution options. At the workshop, a discussion of a possible realignment of wards in Vaughan ensued. The specific scenario discussed is Scenario #A3 of Appendix G.

RESOLUTIONS REQUIRED FOR TRUSTEE DETERMINATION AND DISTRIBUTION

In accordance with the January 21, 2022 Ministry memorandum on 2022 School Board Elections and Regulation 412/00 the Board is required to pass specific resolutions related to trustee determination and distribution. The following 2 versions of the resolution are consistent with those provided in 2018 based on the trustee distribution scenario provided.

OPTION 1

In any scenario that Richmond Hill maintains two (2) trustees, the following motions will be required:

1. THAT the Board designates the Town of Richmond Hill as a low population municipality and the

sum of the electoral quotients for the Town of Richmond Hill shall be increased by one (1), and

2. THAT the number of trustees to be elected remains at ten (10) and that trustee distribution is as

indicated as per Scenario (XXXX)

OPTION 2

In any scenario that Vaughan increases to five (5) trustees and Richmond Hill is reduced to one (1)

trustee or where Vaughan and Richmond Hill combine wards, the following motions are required:

1. THAT the Board does not designate any municipality within the Board's area of jurisdiction as a

low population municipality, and;

2. THAT the number of trustees to be elected remains at ten (10) and that trustee distribution is as

indicated as per Scenario (XXXX)

SUMMARY

This report provides information related to trustee determination and distribution for the October 2022 Municipal Elections. Although the number of trustees will remain at 10, a decision by the Board is required to determine the distribution of the 10 trustees, along with any motions regarding the

designation of a "low population municipality".

Several tables and maps have been provided to facilitate discussion amongst trustees. As previously

stated, this process requires a Board decision by March 31, 2022.

Prepared By:

Adam McDonald, Assistant Manager of Planning Services

Submitted By: Endorsed By: Tom Pechkovsky, Co-odinating Manager of Planning and Operations Domenic Scuglia, Director of Education & Secretary of the Board

Ministry of Education Ministère de l'Éducation

Education Equity Secretariat Secrétariat de l'équité en

matière d'éducation

315 Front Street West 315, rue Front Ouest

Toronto ON M7A 0B8 Toronto (Ontario) M7A 0B8

MEMORANDUM TO: Directors of Education

FROM: Rachel Osborne

Director, Education Equity Secretariat

DATE: January 21, 2022

SUBJECT: 2022 Trustee Determination and Distribution

The purpose of this memo is to provide you with information and resources to support your board in completing the Trustee Determination and Distribution process ahead of the 2022 school board election.

Trustee Determination and Distribution

Before each general election, every board of trustees determines the number of trustee positions on their board and distributes these positions across the board's area of jurisdiction. This process is known as trustee determination and distribution (D&D).

By March 31, 2022, every district school board must complete a report on the determination and distribution of its members, and, by April 4, 2022, submit it to:

- the Ministry of Education.
- the election clerks for all municipalities within the board's jurisdiction.
- the secretary of every other board that is wholly or partially within the board's area of jurisdiction.

School boards may submit their D&D reports to the Ministry of Education by email at LCGB@ontario.ca, or by mail to:

Ministry of Education
Governance – Operations & Board Supports
Education Equity Secretariat
315 Front Street West
Toronto ON M7A 0B8

The electoral group population data which your board will use to complete any necessary calculations for the report will be sent to you by the Municipal Property Assessment Corporation (MPAC) by February 15, 2022.

To assist you with completing this report, I am pleased to provide you with the "2022 Trustee Determination & Distribution Guide for Ontario District School Boards" (see attached). The guide contains information on how to determine your board's number of elected trustees and the process for distributing the positions over your board's jurisdiction. The guide can also be found on the ministry's website: https://www.ontario.ca/page/trustee-determination-and-distribution-guide.

You may also use an online calculator to make your determination and distribution calculations. The calculator can be found on the Ontario Education Services Corporation website at:

http://trusteecalc.oesc-cseo.org/trustee-elections/calculator/.

The rules governing the number and distribution of trustee positions are found in section 58.1 of the *Education Act*, and in Ontario Regulation 412/00 – *Elections to and Representation on District School Boards*. The rules have not changed since the last election in 2018. If you are using the formula in the regulation to re-calculate your board's number of elected positions, please note that Table 5 (Dispersal Factors) in the regulation has been updated. The current version of the regulation is available on e-laws at: http://www.e-laws.gov.on.ca/html/regs/english/elaws regs 000412 e.htm

If your board has jurisdiction in more than one municipality, your board must pass a resolution that either designates one or more municipalities as low population municipalities OR states that the board has decided not to designate any municipality as a low population municipality. The low population designation results in greater representation for a municipality than it would otherwise get based on its population; it does not change the number of trustees to be elected to your board. Your board must pass a low population resolution by **March 31, 2022.**

I encourage you to consult with your board's communities as you prepare for the determination and distribution process ahead of the 2022 election. Many boards experience considerable population shifts between election cycles, which can have effects on the balance of representation at the board table. Through consultation with local communities, your board can help to ensure fair and equitable representation of all board supporters.

Housekeeping Amendments to the Education Act

Please note that the *Education Act* has been amended to:

 Remove references to ranked ballot voting, which is no longer available for municipal elections in Ontario; and Adjust the timing of the annual board meeting during which boards must elect their chairs and Directors of Education must submit their annual report to the board from December to November.

These housekeeping amendments have been made to align the *Education Act* with changes made to the *Municipal Elections Act, 1996*, which include moving the start date for trustee terms of office from December 1 to November 15 in an election year, beginning in 2022.

I trust that this information will be of assistance to your board. If you require further information, please contact <u>LCGB@ontario.ca</u>. You may also contact your local Ministry of Education Regional Office for more information.

Thank you,

Rachel Osborne

Attachments: Trustee Determination and Distribution Guide

cc: Director and Regional Managers, Field Services Branch
Association des conseils scolaires des écoles publiques de l'Ontario

Association des conseils scolaires des écoles publiques de l'Ontario Association franco-ontarienne des conseils scolaires catholiques

Ontario Catholic School Trustees' Association Ontario Public School Boards' Association Council of Ontario Directors of Education Municipal Property Assessment Corporation Trustee Determination and
Distribution Guide
for Ontario District School Boards
2022



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This document is intended as a guide only. Users should rely on their legal counsel for advice on all questions relating to the subject matter of this document.

INTRODUCTION

Before each general election, every board of trustees determines the number of trustee positions on their board¹ and distributes these positions across the board's area of jurisdiction. This process is known as trustee determination and distribution (D&D). By March 31 of an election year, school boards are required to complete a D&D Report showing their D&D calculations, and, by April 3 in the election year, to submit it to:

- the Minister of Education;
- the election clerks for all municipalities within the board's jurisdiction;
- the secretary of every other board that is wholly or partially within the board's area of jurisdiction.

The D&D process plays an important role in ensuring that representation on school boards is democratic and fair. It also allows trustee candidates to identify and select an electoral ward in which to run. Therefore, it is very important for school boards to make accurate D&D calculations.

This guide offers two options to help you complete the D&D calculations:

- an online D&D calculator, which you can find on the Web page of the Ontario Education Services Corporation (OESC) at http://trusteecalc.oesc-cseo.org/trustee-elections/ calculator/
- a manual approach using the steps and templates provided in this guide
 The guide has three sections:
- Section I provides information and steps for completing the D&D Report.
- Section II sets out key dates for the 2022 election.
- Section III contains frequently asked questions about the D&D process and answers to them.

^{1.} The terms *school board* and *board* are used in this document to refer to district school boards.

SECTION I

Trustee Determination and Distribution: A Responsibility of District School Boards

The number of elected school trustees and their distribution over a board's jurisdiction are governed by the *Education Act* and by Ontario Regulation (O. Reg.) 412/00: Elections to and Representation on District School Boards.

Trustee Determination

The number of elected trustee positions on a board is the number that was determined for the board for the purposes of the 2006 general election, with the following provisos (section 58.1 (10.0.1) of the *Education Act*):

- For a school board whose number of elected trustees was increased by order of the Minister following the isolate board mergers in 2009, the total number of elected trustees includes the additional position(s) ordered by the Minister.
- A board may by resolution reduce its number of elected trustees to not fewer than five.
- A board that has experienced a change in population or area of jurisdiction may use the formula in O. Reg. 412/00 to recalculate its number of elected trustees.

Trustee Distribution

Boards are responsible for allocating their elected trustee positions over their area of jurisdiction. They do this by:

- combining local municipalities and local municipal wards in their area of jurisdiction into a number of geographic areas;
- allocating their trustee positions to these areas. The steps are set out in O. Reg. 412/00, and the process is referred to as trustee distribution.

If a board has formed a geographic area that includes two or more municipalities, then the board must identify the municipality with the largest population of the board's electoral group. This is known as the **lead municipality**. The school board election clerk of the lead municipality has certain responsibilities for the entire geographic area, such as accepting nominations and announcing the result of the vote.

Determination and Distribution Report

School boards are required to submit a Determination and Distribution Report (D&D Report) to the Minister of Education, the election clerks for all municipalities within the board's jurisdiction, and the secretary of every other board that is wholly or partially within the board's area of jurisdiction.

The D&D Report must include:

- the D&D results:
- if applicable, the identification of any lead municipality;

- a copy of the data and calculations by which
 - the D&D results were reached
 - any lead municipality was identified;
- copies of all relevant board resolutions.

The submission deadline for the D&D Report is April 4, 2022.

What Do You Need to Get Started?

1. Population of Electoral Group Report

The first piece of information you will need to complete your D&D Report is the population of the electoral group for each of the local municipalities and local municipal wards within your school board's area of jurisdiction. The Municipal Property Assessment Corporation (MPAC) produces this data and will provide a Population of Electoral Group Report (PEG Report) to your board by **February 15, 2022**.

In some cases, an area without municipal organization is attached to a municipality for school board election purposes. Other areas without municipal organization are deemed to be municipalities under the *Education Act*. The PEG Reports contain the electoral group data for these areas as well.

2. Board Resolution Regarding Low Population Municipalities

You will need to know whether or not your board is designating any municipalities within its jurisdiction as "low population" areas. Boards whose area of jurisdiction includes more than one municipality **must** pass a resolution by **March 31, 2022**:

- designating one or more municipalities as low population municipalities; or
- declaring that no such designation will be made (O. Reg. 412/00, s. 4).

This resolution must be included in your D&D Report.

Typically, a board will designate one or more municipalities as a low population area to allow for greater representation to an area than would be accorded by a strict representation-by-population approach. There is no limit on the number of low population areas a board may designate.

Designating municipalities as low population areas affects the calculation of trustee distribution by allowing the board to increase the sum of electoral quotients for those municipalities by either one or two. It does not affect the total number of trustees for the board.

3. Board Resolution Regarding Voluntary Reduction of Board Members

School boards may reduce the number of elected trustees below the number provided for in the Education Act and O. Reg. 412/00, but not below the minimum number of five members. This can be done only by a resolution of the board.

If a school board chooses to exercise this option, the resolution must be passed before **March 31, 2022**. A copy of the resolution must be included in the D&D Report.

Completing the Determination and Distribution Calculations

Summary of Steps: Completing Your D&D Report

- 1. Gather the following information:
- the number of trustee positions determined by your board in 2006 and, if applicable, the number of additional trustees ordered by the Minister in 2010 (see Appendix C);
- your board's 2022 PEG Report;
- if applicable, the name(s) of any municipalities within your board's jurisdiction that have been designated as low population municipalities, and whether the sum of electoral quotients for those municipalities is to be increased by one or two;
- a copy of the provisions regarding distribution set out in sections 4 to 8 of O. Reg. 412/00, available online at

http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_000412_e.htm.

If you wish to calculate whether your board may have additional trustees, you may use the online calculator on the OESC's Web page. If you are doing a manual calculation, you will need:

- a copy of the six tables contained in O. Reg. 412/00, which are reproduced in Appendix A;
- a copy of the rules set out in O. Reg. 412/00, which are reproduced in Appendix B, for determining the number of additional members based on your board's dispersal factor.
- 2. Determine your board's number of trustee positions:
- For most boards, this will be the number determined for the purposes of the 2006 election, unless:
 - the Minister ordered additional trustees for your board in 2010 following the isolate board mergers; or
 - your board has passed a resolution to reduce its number of elected trustees to not fewer than five; or
 - your board has experienced a change in population or area of jurisdiction and would like to use the formula in O. Reg. 412/00 to recalculate its number of elected trustees.
- 3. Allocate the trustee positions to the geographic areas formed by your board. This step requires the calculation of the electoral quotient for each municipality or municipal ward using the PEG data provided by MPAC. The online calculator will do this for you. If you wish to do a manual calculation, you will find the steps and templates you may use for this purpose on pages 10 to 14. In either case, you will need to know:
- the number of elected trustee positions;
- the number of municipalities/municipal wards and unorganized territories in your board's jurisdiction;
- the number, if any, of designated low population municipalities;
- the number (one or two) by which the sum of their electoral quotients would be increased.
- 4. Make copies of the D&D calculations. If you used the Web-based calculator, it provides an option for printing your calculations. If you used a manual method, copy your completed D&D templates or any other chart you may have used for your calculations.

- 5. Seek approval from your board on the number of trustees to be elected and their geographic distribution. Note that all resolutions must be passed by **March 31, 2022**.
- 6. Prepare your D&D Report and send it, by **April 4, 2022**, to the Minister, the school board election clerks for all the municipalities within the area of jurisdiction of the board and the secretary of every other board that is wholly or partially within the area of jurisdiction of your board. The completed D&D Report must include:
- the D&D results;
- if applicable, the identification of any lead municipality;
- a copy of the data and calculations by which the D&D results were reached and by which any lead municipality was identified;
- copies of all relevant board resolutions.

Trustee Determination - Using the Online Calculator

The online calculator can be found on the website of the OESC at http://trusteecalc.oesc-cseo.org/trustee-elections/calculator/.

You will be provided with two options for proceeding:

Option 1: If you are not recalculating your board's elected trustee positions, then you will be taken to a Web page where you will select your board name and enter the total population of your board's electoral group that will be used in the trustee distribution calculation.

Once you select your board, a number will be generated, which is the total number of elected trustees for your board. If your board has recently passed a resolution to reduce the number of trustees, you can choose the board's new number of trustees from a drop-down menu.

Option 2: If your board wishes to recalculate its number of elected trustee positions, then you will be taken to a Web page that you can use to determine whether a change in your board's population or area of jurisdiction would allow your board to have more trustees. You will be asked to identify your board name and enter the population of your board's electoral group. When you click on the Next button, the calculator will determine the allowable number of trustees for your board. If the resulting number is greater than the number for 2006 (including trustees ordered by the Minister, if applicable), the greater number is your board's maximum allowable number of trustees.

You will then be guided to the trustee distribution calculator.

Trustee Distribution - Using the Online Calculator

Enter the names of all local municipalities and local municipal wards in your jurisdiction, and their corresponding electoral group population. The calculator will then calculate the electoral quotients. If you indicated that your board has designated one or more low population municipalities, it will also calculate the alternative electoral quotients.

The **electoral quotient** is a number that represents the number of trustee(s) a board can have in a particular geographic area.

The **alternative electoral quotient** is a number that represents an increased electoral quotient for low population municipalities and a decreased electoral quotient for other municipalities. As such, it allows for greater representation to low population municipalities than would be accorded by a strict representation-by-population calculation.

The calculator template can be printed and included in your D&D Report.

The final step is to allocate the trustee positions to geographic areas in your school board by following the rules set out in O. Reg. 412/00:

- Section 6 of O. Reg. 412/00 sets out the distribution provisions for boards that have jurisdiction in only one municipality and for multi-municipality boards that have not designated any low population municipalities.
- Section 7 of O. Reg. 412/00 sets out the distribution provisions for boards that have designated one or more low population municipalities.

To allocate trustee positions, combine the municipalities, municipal wards, and territories without municipal organization to create geographic areas (i.e., clusters). The number of geographic areas cannot exceed the allowable number of trustees.

The sum of the electoral quotients in each geographic area should be as close as possible to a whole number, and the number of trustees allocated to a geographic area should be, as nearly as practicable, the sum of the electoral quotients for that area.

For example, if the sum of the electoral quotients for a geographic area is 1.6, the distribution rules would require the board to look at other possible combinations of municipalities and municipal wards that would result in a quotient closer to a whole number. See the example on page 14.

When clustering municipalities, territories without municipal organization, and municipal wards to create geographic areas, it is also important to think about the demographics of your board's jurisdiction. Consideration could be given to distributing trustee positions in such a way so that the voices of all, including marginalized communities, are heard at the board table.

Municipalities, municipal wards, and territories without municipal organization that make up geographic areas do not need to be adjacent to one another. The board can combine nonadjacent areas throughout the board's jurisdiction.

Any person can make a submission to a board about the establishment of geographic areas. The board is required to take these submissions into consideration in arriving at its decision to form a geographic area (section 58.1 (13) of the *Education Act*).

You are now ready to prepare your report to present to the board.

Trustee Determination - Manual Calculation Using Templates

If your board will **not** be recalculating its number of elected trustee positions, then your board's number of elected trustees will be:

- the number determined for the purposes of the 2006 election; or
- the number determined for the purposes of the 2006 election plus any additional positions ordered by the Minister in 2010 as a result of the isolate board mergers; or
- a lower number, in accordance with a resolution passed by the board to reduce the number of elected trustees. The number cannot be lower than five.

Provide this number in your D&D Report.

Recalculating Your Board's Number of Trustees (Optional)

If your board has experienced a change in population or in area of jurisdiction, you may use the steps and templates that follow to calculate whether the determination formula in O. Reg. 412/00 would allow additional trustees. All of the tables from O. Reg. 412/00 that are used in the calculation are reproduced in Appendix A to this guide.

Step 1:

Find the population of your board's electoral group from your 2022 PEG Report. Enter this figure in Box 1 of the Trustee Determination Template found on page 9 of this guide.

Step 2:

Refer to "Table 1 – Board Areas" in O. Reg. 412/00. Enter your board's area as shown in that table in Box 2.

Step 3:

Divide your board's electoral group population (Box 1) by your board's area (Box 2) to determine your board's density figure. Enter that figure in Box 3.

Step 4:

Refer to "Table 5 – Dispersal Factors" in O. Reg. 412/00. Enter your board's dispersal factor in Box 4.

Step 5:

Refer to "Table 2 – Number of Members Based on Electoral Group Population" in O. Reg. 412/00. Using the population of your board's electoral group (Box 1), enter the corresponding number of trustees based on electoral group population in Box 5.

Step 6:

Refer to "Table 3 – Number of Additional Members Based on Board Density" in O. Reg. 412/00. Using the board density figure (Box 3), enter the corresponding number of additional trustees based on board density in Box 6.

Step 7:

Refer to "Table 4 – Maximum Number of Additional Members Based on Board Density" in O. Reg. 412/00. Using your board area figure (Box 2), enter the maximum number of additional trustees based on board density in Box 7.

Step 8:

In Box 8, enter the lesser of the numbers in Box 6 and Box 7.

Step 9:

Refer to the rules set out in O. Reg. 412/00 regarding dispersal (see dispersal rules in Appendix B). Using your board's dispersal factor (Box 4), enter the corresponding number of additional trustees based on dispersal in Box 9.

Step 10:

In Box 10, enter the greater of the numbers in Box 8 and Box 9.

Step 11:

Calculate the total of Box 5 plus Box 10 and enter it in Box 11.

Step 12:

Referring to the final day school average daily enrolment (not counting pupils enrolled in Junior Kindergarten) from your board's 2021-22 Estimates data, take the corresponding figure from "Table 6 – Minimum Number of Members Based on Board Enrolment" found in O. Reg. 412/00 and enter it in Box 12.

Step 13:

Select the greater of the numbers in Box 11 and Box 12. This is the number of your elected trustee positions of your board based on the formula in O. Reg. 412/00.

You have now completed trustee determination and are ready to calculate trustee distribution.

Trustee Determination Template - Manual Calculation

DATA	SOURCE	FIGURE
Population of electoral group	MPAC	Box 1:
2. Board area	Table 1, O. Reg. 412/00	Box 2:
3. Board density	Population/area	Box 3:
4. Dispersal factor	Table 5, O. Reg. 412/00	Box 4:
5. Number of population- based trustees	Table 2, O. Reg. 412/00	Box 5:
6. Number of density-based trustees	Refer to Table 3, O. Reg. 412/00 using board density figure	Box 6:
7. Number of density-based (area adjusted) trustees	Refer to Table 4, O. Reg. 412/00, using board area figure	Box 7:
8. Lesser of Box 6 and Box 7	Refer to rules set out in O. Reg. 412/00, s.3	Box 8:
9. Number of additional trustees based on dispersal	Refer to rules set out in O. Reg. 412/00, s.3, using dispersal factor	Box 9:
10. Total number of additional trustees (greater of Box 8 and Box 9)	Refer to rules set out in O. Reg. 412/00, s.3	Box 10:
11. Number of population- based trustees plus additional trustees	Refer to rules set out in O. Reg. 412/00, s.3	Box 11:
12. Minimum number of enrolment-based trustees	Refer to rules set out in O. Reg. 412/00, s.3	Box 12:

Number of elected trustees = the greater of the numbers in Box 11 and Box 12

Trustee Distribution - Manual Calculation Using Templates

If you choose to calculate trustee distribution manually, the following templates and series of steps allow you to calculate your board's electoral quotients and alternative electoral quotients.

There are two templates to choose from:

- 1. If your board has **not** designated any municipalities within its jurisdiction as low population municipalities, follow the steps and template outlined below under *Trustee Distribution Template A (Boards with No Low Population Areas*).
- 2. If your board **has** designated one or more municipalities within its jurisdiction as low population municipalities, follow the steps and template outlined below under *Trustee Distribution Template B (Boards with Low Population Municipalities)*.

Template A (Boards with No Low Population Municipalities) Step 1:

Enter the **total** population of the board's electoral group as Figure A in the *Trustee Distribution – Template A.* This number is provided by MPAC and is identified in Box 1 in the calculations of trustee determination.

Step 2:

Enter the board's number of elected trustees as Figure B. This is the final figure of your trustee determination calculation, including any voluntary reduction of numbers, if applicable.

Step 3:

List all municipalities and/or municipal wards in the area of your board's jurisdiction in Column 1, and enter the corresponding electoral group population in Column 2. The electoral group population figures are contained in your PEG Reports provided by MPAC.

Step 4:

This step determines the electoral quotient for each municipality/municipal ward in your board's jurisdiction. The electoral quotient tells you how many trustees you can have in each municipal ward or municipality. For this step:

- i. multiply the electoral group population figure for each municipality/municipal ward (Column 2) by the total number of elected trustee positions (Figure B);
- ii. divide the above number by the total electoral population group of the school board (Figure A);
- iii. record the calculation, the electoral quotient, in Column 3.

(Repeat for each municipality and/or municipal ward.)

Step 5:

This final step allows you to determine the allocation of trustees to geographic areas in your school board. In most cases, the number of areas listed in Column 1 will be greater than the number of trustees on your board. In order to determine the geographic areas a trustee will represent, combine the municipalities/municipal wards/territories without municipal organization into geographic areas, ensuring that the number of geographic areas does not exceed the allowable number of trustees.

The sum of the electoral quotients in each geographic area should be as close as possible to a whole number. The number of trustees allocated to a geographic area should be as close as possible to the sum of the electoral quotients for that area.

Section 6 of O. Reg. 412/00 sets out the distribution provisions for boards that have jurisdiction in only one municipality and for multi-municipality boards that have not designated any low population municipalities.

Trustee Distribution - Template A (Boards with No Low Population Municipalities)					
Population of electoral grou	p = (Figure /	A)			
Total number of elected trus	Total number of elected trustees = (Figure B)				
COLUMN 1	COLUMN 2	COLUMN 3			
Name of Municipality/Ward	Electoral Group Population	Electoral Quotient			

Template B (Boards with Low Population Municipalities) Step 1:

Enter the **total** electoral population group of the school board as Figure A in the Trustee Distribution – Template B. This number is provided by MPAC and is identified in Box 1 in the calculations of trustee determination.

Step 2:

Enter the number of board trustees as Figure B. This is the final figure of your trustee determination calculation, including any voluntary reduction of numbers, if applicable.

Step 3:

Referring to your board resolution, in Chart 1 list all municipalities within your board's jurisdiction that have been designated as low population in Column 1, and their corresponding electoral group population in Column 2. The electoral group population figures are contained in your PEG Reports provided by MPAC.

Step 4:

In Chart 2, list all remaining municipalities in your board's jurisdiction, i.e., those that have **not** been designated as low population municipalities, in Column 1, and their corresponding electoral group population in Column 2.

Step 5:

This step determines the electoral quotient for each municipality/municipal ward in your board's jurisdiction. The electoral quotient is an indicator of the level of trustee representation warranted in a particular municipality based on population and geographic size. For both Chart 1 and Chart 2:

- i. multiply the electoral group population figure for each municipality/municipal ward (Column 2) by the number of board members (Figure B);
- ii. divide the above number by the total electoral population group of the school board (Figure A);
- iii. record the calculation, the electoral quotient, in Column 3.

(Repeat for each municipality and/or municipal ward in Charts 1 and 2.)

Step 6:

This step calculates the alternative quotients for all municipalities within your board's jurisdiction (i.e., both low population and remaining ones).

Using Chart 1 (low population municipalities):

- i. total the electoral group population for all municipalities designated as low population (Column 2) and enter that total as Figure C;
- ii. total the electoral quotients for all municipalities designated as low population (Column 3) and enter that total as Figure D;
- iii. add to the total of electoral quotients (Figure D) the number determined by the board's resolution designating areas as low population municipalities (the number will be either 1 or 2 refer to your board resolution);
- iv. multiply the number calculated in the previous step by the individual municipality's electoral group population (Column 2) and divide that number by Figure C (the total electoral group population for all municipalities designated as low population);
- v. record the number calculated in Column 4 of Chart 1 Alternative Quotient.

Using Chart 2 (remaining municipalities):

- i. total the electoral group population for all remaining municipalities (Column 2) and enter that total as Figure E;
- ii. total the electoral quotients in Column 3 and enter that total as Figure F;
- iii. subtract from the total of electoral quotients (Figure F) the number determined by the board's resolution designating municipalities as low population (the number will be either 1 or 2 refer to your board resolution);
- iv. multiply the number calculated in the previous step by the individual municipality's electoral group population (Column 2) and divide that number by Figure E (the total electoral group population for all municipalities not designated as low population areas):
- v. record the number calculated in Column 4 of Chart 2 Alternative Quotient.

Step 7:

This final step allows you to allocate the trustee positions to geographic areas in your school board. To determine the allocation, combine the municipalities/municipal wards into geographic areas within each grouping, ensuring that the number of geographic areas does not exceed the allowable number of trustees.

The sum of the electoral quotients in each geographic area should be as close as possible to a whole number. The number of trustees allocated to a geographic area should be as close as possible to the sum of the electoral quotients for that area.

You are now ready to prepare your D&D Report to present to the board.

Trustee Distribution – Template B (Boards with No Low Population Municipalities)			
Population of electoral group =		(Figure A)	
Total number of elected t	rustees =	(Figure B)	
CHART 1 – LOW POPULA	ATION MUNICIPALIT	TES	
COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4
Name of Low Population Area	Electoral Group Population	Electoral Quotient	Alternative Quotient
	Total (Figure C)	Total (Figure D)	
CHART 2 – REMAINING I	MUNICIPALITIES		
COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4
Name of Low Population Area	Electoral Group Population	Electoral Quotient	Alternative Quotient

Total (Figure E)

126

Total (Figure F)

Example

Trustee Distribution - Forming Geographic Areas

Number of trustees = 5

COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	
Name of Municipality/ Ward	Electoral Quotient	Sum of Electoral Quotient	Geographic Area	
Municipality 1 (Ward 1)	0.30			
Municipality 1 (Ward 2)	0.29	0.94	Area 1	
Municipality 1 (Ward 3)	0.35		(1 trustee)	
Municipality 2	0.61			
Municipality 3 (Ward 1)	0.18	1.04	Area 2	
Municipality 3 (Ward 2)	0.25		(1 trustee)	
Municipality 3 (Ward 3)	0.25			
Municipality 3 (Ward 4)	0.24	1.0	Area 3	
Municipality 3 (Ward 5)	0.28		(1 trustee)	
Municipality 4 (Ward 1)	0.23			
Municipality 4 (Ward 2)	0.13			
Municipality 4 (Ward 3)	0.19			
Municipality 5 (Ward 1)	0.14	1.05	Area 4	
Municipality 5 (Ward 2)	0.09		(1 trustee)	
Municipality 6	0.23			
Municipality 7	0.27			
Municipality 8	0.97	0.97	Area 5 (1 trustee)	

In the above illustration, a school board has eight municipalities in its area of jurisdiction and five trustee positions. To distribute its trustee positions, the board formed five geographic areas by combining municipalities and municipal wards.

The sum of the electoral quotient for each geographic area is close to a whole number, which represents the number of trustees for that area (Column 3). Further, the number of geographic areas does not exceed the allowable number of trustees – five in this case.

Need Help with D&D Calculations?

If you need assistance completing your D&D calculations, help is available.

Some municipal clerks may be willing to offer limited assistance to school boards having difficulty completing D&D calculations.

Your local Ministry of Education Regional Office is also available to assist you with your D&D calculations. You may also contact the Education Equity Secretariat at the Ministry of Education by email at logb@ontario.ca.

SECTION II

Key Dates for 2022 Elections

ACTIVITY	DATE
MPAC data (PEG Reports) sent to boards	By February 15, 2022
 Boards may pass resolutions determining the number of their trustees and must pass resolutions determining their trustee distribution. Boards whose area of jurisdiction includes more than one municipality must pass a resolution establishing, or not establishing, low population areas. Last day for resolution to reduce trustee numbers 	By March 31, 2022
D&D Reports sent to the Minister, school board election clerks and secretaries of other school boards in the board's jurisdiction	By April 4, 2022
Deadline for appeals by municipality regarding trustee distribution	April 21, 2022
Notices of appeal sent by secretary of the board (i.e., the Director of Education) to the Ontario Land Tribunal (OLT)	By April 25, 2022
Beginning of nomination and campaign period	May 1, 2022
Deadline for OLT decision regarding appeal of trustee distribution calculations	June 10, 2022
Nomination day: last day for filing nomination, and withdrawal of candidacy	August 19, 2022, 2:00 pm
Compliance audit committee established	Before October 1, 2022
Voting day	October 24, 2022
Board of Trustees' term of office begins	November 15, 2022
Campaign period ends	January 3, 2023
Financial filing deadline for candidates	March 31, 2023, 2:00 pm

SECTION III

Questions and Answers

Note: For more detailed information about the election process, visit the website of the Ministry of Municipal Affairs and Housing at http://www.mah.gov.on.ca/Page219.aspx.

Trustee Determination and Distribution (D&D)

Q. What does trustee D&D mean?

A. Before each general election, the board of trustees of each district school board calculates the number of elected trustee positions on their school board and distributes these positions across the board's area of jurisdiction. This process is known as trustee D&D.

Q. Who is responsible for the D&D process within the jurisdiction of the board?

A. The outgoing board of trustees is responsible for trustee D&D calculations. Using population data received from the Municipal Property Assessment Corporation (MPAC), school boards follow the rules under the Education Act and its regulations to establish the number of trustee positions on the school board and to allocate the positions to geographic areas within the board.

Q. Why do school boards designate low population municipalities?

A. Designation of low population municipalities allows school boards to provide greater representation to rural or other municipalities than they would otherwise have under a strict representation-by-population approach.

Q. What is dispersal?

A. Many geographically large school boards have schools that are a long distance from the school board office. A dispersal factor is included in the formula for calculating a school board's number of trustees to ensure adequate representation of the school board community in these circumstances.

Q. How is the dispersal factor calculated?

A. The dispersal factor expresses the percentage of elementary schools of the school board located more than 200 kilometres from its central office. The Ministry of Education calculates the dispersal factor value for all school boards and sets it in the regulation (Table 5, O. Reg 412/00).

The dispersal factor value for each school board is calculated according to the following formula:

number of elementary schools located > 200 km from school board office X 100 = Dispersal

factor

Total number of elementary schools

Q. Why are the Population of Electoral Group (PEG) Reports significant?

A. PEG Reports reflect the population of the board's electoral group in each local municipality and local municipal ward within its jurisdiction. Boards must use the PEG data to calculate the electoral quotients they use to distribute trustee positions over their territory and, if applicable, for determining whether an increase in the PEG would be sufficient to allow additional trustee positions under the formula in O. Reg. 412/00.

Q. Why do school boards have to wait until February 15 before receiving the PEG Reports?

A. The PEG Reports reflect the population of electoral groups as of January 1, 2022. The gap between January 1 and February 15 is to allow time for the collection of the data and preparation and delivery of reports to each municipality and district school board in the province.

Q. If I have a question about the D&D process, whom can I contact for help?

A. Some municipal clerks may be willing to offer limited assistance to school boards having difficulty completing D&D calculations.

Your local Ministry of Education Regional Office is also available to assist you with your D&D calculations.

You may also contact the Education Equity Secretariat at the Ministry of Education at lcgb@ontario.ca.

APPENDIX A

TABLES FROM ONTARIO REGULATION 412/00

TABLE 1

BOARD AREAS

ltem	Name of Board	Area (km²)
1.	District School Board Ontario North East	24,922
2.	Algoma District School Board	9,623
3.	Rainbow District School Board	14,757
4.	Near North District School Board	17,020
5.	Keewatin-Patricia District School Board	7,245
6.	Rainy River District School Board	10,552
7.	Lakehead District School Board	5,274
8.	Superior-Greenstone District School Board	18,959
9.	Bluewater District School Board	8,686
10.	Avon Maitland District School Board	5,639
11.	Greater Essex County District School Board	1,872
12.	Lambton Kent District School Board	5,505
13.	Thames Valley District School Board	7,278
14.	Toronto District School Board	634
15.	Durham District School Board	1,963
16.	Kawartha Pine Ridge District School Board	6,998
17.	Trillium Lakelands District School Board	12,133
18.	York Region District School Board	1,774
19.	Simcoe County District School Board	4,901
20.	Upper Grand District School Board	4,192
21.	Peel District School Board	1,258
22.	Halton District School Board	970
23.	Hamilton-Wentworth District School Board	1,127
24.	District School Board of Niagara	1,883
25.	Grand Erie District School Board	4,067
26.	Waterloo Region District School Board	1,383
27.	Ottawa-Carleton District School Board	2,806
28.	Upper Canada District School Board	12,112
29.	Limestone District School Board	7,193
30.	Renfrew County District School Board	8,740

		APPENDIX E
Item	Name of Board	Area (km²)
31.	Hastings and Prince Edward District School Board	7,200
32.	Northeastern Catholic District School Board	25,464
33.	Nipissing-Parry Sound Catholic District School Board	10,597
34.	Huron-Superior Catholic District School Board	9,815
35.	Sudbury Catholic District School Board	9,317
36.	Northwest Catholic District School Board	11,965
37.	Kenora Catholic District School Board	3,070
38.	Thunder Bay Catholic District School Board	4,936
39.	Superior North Catholic District School Board	18,716
40.	Bruce-Grey Catholic District School Board	8,686
41.	Huron Perth Catholic District School Board	5,639
42.	Windsor-Essex Catholic District School Board	1,872
43.	London District Catholic School Board	7,278
44.	St. Clair Catholic District School Board	5,505
45.	Toronto Catholic District School Board	634
46.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	10,324
47.	York Catholic District School Board	1,774
48.	Dufferin-Peel Catholic District School Board	2,754
49.	Simcoe Muskoka Catholic District School Board	10,640
50.	Durham Catholic District School Board	1,963
51.	Halton Catholic District School Board	970
52.	Hamilton-Wentworth Catholic District School Board	1,127
53.	Wellington Catholic District School Board	2,696
54.	Waterloo Catholic District School Board	1,383
55.	Niagara Catholic District School Board	1,883
56.	Brant Haldimand Norfolk Catholic District School Board	4,067
57.	Catholic District School Board of Eastern Ontario	12,112
58.	Ottawa Catholic District School Board	2,806
59.	Renfrew County Catholic District School Board	7,851
60.	Algonquin and Lakeshore Catholic District School Board	16,101
61.	Conseil scolaire public du Nord-Est de l'Ontario	46,499
62.	Conseil scolaire public du Grand Nord de l'Ontario	65,681
63.	Conseil scolaire Viamonde	68,014
64.	Conseil des écoles publiques de l'Est de l'Ontario	38,041
65.	Conseil scolaire de district catholique des Grandes Rivières	25,452
66.	Conseil scolaire de district catholique Franco-Nord	10,597

Item	Name of Board	Area (km²)
67.	Conseil scolaire de district catholique du Nouvel-Ontario	19,226
68.	Conseil scolaire de district catholique des Aurores boréales	38,587
69.	Conseil scolaire catholique Providence	28,980
70.	Conseil scolaire catholique MonAvenir	40,407
71.	Conseil scolaire de district catholique de l'Est ontarien	5,326
72.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	33,543

TABLE 2
NUMBER OF MEMBERS BASED ON ELECTORAL GROUP POPULATION

Item	Total Population of Electoral Group	Number of Members
1.	Less than 30,000 persons	5
2.	30,000 to 44,999 persons	6
3.	45,000 to 59,999 persons	7
4.	60,000 to 99,999 persons	8
5.	100,000 to 149,999 persons	9
6.	150,000 to 249,999 persons	10
7.	250,000 to 399,999 persons	11
8.	400,000 to 999,999 persons	12
9.	1,000,000 to 1,499,999 persons	17
10.	1,500,000 persons or more	22

TABLE 3
NUMBER OF ADDITIONAL MEMBERS BASED ON BOARD DENSITY

Item	Density	Number of Additional Members
1.	Less than 1.00	7
2.	1.00 or more but less than 1.25	6
3.	1.25 or more but less than 1.50	5
4.	1.50 or more but less than 2.00	4
5.	2.00 or more but less than 3.00	3
6.	3.00 or more but less than 4.00	1
7.	4.00 or more	0

TABLE 4
MAXIMUM NUMBER OF ADDITIONAL MEMBERS BASED ON BOARD DENSITY

Item	Board Area	Number of Additional Members
1.	Less than 8,000 square kilometres	0
2.	8,000 square kilometres or more but less than 12,000 square kilometres	1
3.	12,000 square kilometres or more but less than 25,000 square kilometres	3
4.	25,000 square kilometres or more but less than 40,000 square kilometres	6
5.	40,000 square kilometres or more	The lesser of 7 and the difference between 12 and the number of members based on electoral group population set out in Table 2 for the population of the board's electoral group.

TABLE 5
DISPERSAL FACTORS

Item	Name of Board	Dispersal Factor
1.	District School Board Ontario North East	16.0
2.	Algoma District School Board	8.6
3.	Keewatin-Patricia District School Board	47.1
4.	Lakehead District School Board	8.7
5.	Superior-Greenstone District School Board	50.0
6.	Northeastern Catholic District School Board	25.0
<i>7</i> .	Huron-Superior Catholic District School Board	31.3
8.	Northwest Catholic District School Board	20.0
9.	Kenora Catholic District School Board	20.0
10.	Algonquin and Lakeshore Catholic District School Board	3.0
11.	Conseil scolaire public du Nord-Est de l'Ontario	50.0
12.	Conseil scolaire public du Grand Nord de l'Ontario	20.0
13.	Conseil scolaire Viamonde	8.9
14.	Conseil des écoles publiques de l'Est de l'Ontario	5.4
15.	Conseil scolaire de district catholique des Grandes Rivières	21.4
16.	Conseil scolaire de district catholique du Nouvel-Ontario	20.7
17.	Conseil scolaire de district catholique des Aurores boréales	80.0
18.	Conseil scolaire catholique Providence	10.7
19.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	
20.	All other boards	0.0

TABLE 6
MINIMUM NUMBER OF MEMBERS BASED ON BOARD ENROLMENT

Item	Day School Average Daily Enrolment	Minimum Number of Members	
1.	10,000 to 13,999 pupils	6	
2.	14,000 to 21,499 pupils	7	
3.	21,500 to 29,999 pupils	8	
4.	30,000 to 44,999 pupils	9	
5.	45,000 to 84,999 pupils	10	
6.	85,000 or more pupils	11	

APPENDIX B

DISPERSAL RULES FROM ONTARIO REGULATION 412/00

Subsection 3 (2), paragraph 4:

Determine the number of additional members based on dispersal in accordance with the following rules:

- i. If the dispersal factor set out for the board in Table 5 is 0, the number of additional members based on dispersal is 0.
- ii. If the dispersal factor set out for the board in Table 5 is greater than 0 and less than 10, the number of additional members based on dispersal is 1.
- iii. If the dispersal factor set out for the board in Table 5 is 10 or more but less than 25, the number of additional members based on dispersal is 2.
- iv. If the dispersal factor set out for the board in Table 5 is 25 or more but less than 50, the number of additional members based on dispersal is 3.
- v. If the dispersal factor set out for the board in Table 5 is 50 or more, the number of additional members based on dispersal is 4.

APPENDIX C

TRUSTEE POSITIONS ESTABLISHED FOR THE PURPOSE OF THE 2006 GENERAL ELECTION AND ADDITIONAL TRUSTEE POSITIONS ORDERED BY THE MINISTER IN 2010

#	Board Name	2006 Positions	Additional Positions Ordered by the Minister
1.	District School Board Ontario North East	10	-
2.	Algoma District School Board	rict School Board 10	
3.	Rainbow District School Board	8	-
4.	Near North District School Board	8	-
5.	Keewatin-Patricia District School Board	9	1
6.	Rainy River District School Board	6	-
7.	Lakehead District School Board	8	-
8.	Superior-Greenstone District School Board	8	-
9.	Bluewater District School Board	9	-
10.	Avon Maitland District School Board	9	-
11.	Greater Essex County District School Board	10	-
12.	Lambton Kent District School Board	10	-
13.	Thames Valley District School Board	12	-
14.	Toronto District School Board	22	-
15.	Durham District School Board	11	-
16.	Kawartha Pine Ridge District School Board	10	-
17.	Trillium Lakelands District School Board	9	-
18.	York Region District School Board	12	-
19.	Simcoe County District School Board	11	-
20.	Upper Grand District School Board	10	-
21.	Peel District School Board	12	-
22.	Halton District School Board	11	-
23.	Hamilton-Wentworth District School Board	11	-
24.	District School Board of Niagara	11	-
25.	Grand Erie District School Board	10	-
26.	Waterloo Region District School Board	11	-
27.	Ottawa-Carleton District School Board	12	-
28.	Upper Canada District School Board	10	-
29.	Limestone District School Board	9	-
30.	Renfrew County District School Board	8	-

	B. AND ST.	2000	APPENDIX B	
#	Board Name	2006 Positions	Additional Positions Ordered by the Minister	
31.	Hastings and Prince Edward District School Board	9	-	
32.	Northeastern Catholic District School Board	8	-	
33.	Nipissing-Parry Sound Catholic District School Board	6	-	
34.	Huron-Superior Catholic District School Board	9	-	
35.	Sudbury Catholic District School Board	6	-	
36.	Northwest Catholic District School Board	7	1	
37.	Kenora Catholic District School Board	5	1	
38.	Thunder Bay Catholic District School Board	6	-	
39.	Superior North Catholic District School Board	8	-	
40.	Bruce-Grey Catholic District School Board	6	-	
41.	Huron Perth Catholic District School Board	5	-	
42.	Windsor-Essex Catholic District School Board	9	-	
43.	London District Catholic School Board	8	-	
44.	St. Clair Catholic District School Board	7	-	
45.	Toronto Catholic District School Board	12	-	
46.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	7	-	
47.	York Catholic District School Board	10	-	
48.	Dufferin-Peel Catholic District School Board	11	-	
49.	Simcoe Muskoka Catholic District School Board	8	-	
50.	Durham Catholic District School Board	8	-	
51.	Halton Catholic District School Board	9	-	
52.	Hamilton-Wentworth Catholic District School Board	9	-	
53.	Wellington Catholic District School Board	6	-	
54.	Waterloo Catholic District School Board	9	-	
55.	Niagara Catholic District School Board	8	-	
56.	Brant Haldimand Norfolk Catholic District School Board	6	-	
57.	Catholic District School Board of Eastern Ontario	7	-	
58.	Ottawa Catholic District School Board	10	-	

		APPENDIX		
#	Board Name	2006	Additional Positions	
		Positions	Ordered by the Minister	
59.	Renfrew County Catholic District School Board	6	-	
60.	Algonquin and Lakeshore Catholic District School Board	10	-	
61.	Conseil scolaire public du Nord-Est de l'Ontario	12	-	
62.	Conseil scolaire public du Grand Nord de l'Ontario	12	-	
63.	Conseil scolaire Viamonde	12	-	
64.	Conseil des écoles publiques de l'Est de l'Ontario	12	-	
65.	Conseil scolaire de district catholique des Grandes Rivières	9	-	
66.	Conseil scolaire de district catholique Fran- co-Nord	6	-	
67.	Conseil scolaire de district catholique du Nouvel-Ontario	10	2	
68.	Conseil scolaire de district catholique des Aurores boréales	11	1	
69.	Conseil scolaire catholique Providence	11	-	
70.	Conseil scolaire catholique MonAvenir	12	-	
71.	Conseil scolaire de district catholique de l'Est ontarien	8	-	
72.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	11	-	





<u>Français</u>

Trustee Determination & Distribution Calculator

* Indicates required field

District School Board *

York Catholic District School Board

Population of Board's Electoral Group *

204038

Would you like to recalculate the number of elected trustee positions?

- Yes
- 163
- No, I would like to use the number of trustee positions established for the purpose of the 2006 general election and additional trustee positions ordered by the Minister in 2010

Enter the final day school average daily enrolment (not counting pupils enrolled in Junior Kindergarten) from your 2021-22 Estimates data

48651.5

NEXT



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Trustee Determination & Distribution Calculator

Trustee Determination

Submitted Data

District School Board	York Catholic District School Board
Population of Board's Electoral Group	204,038
The final day school average daily enrolment from your board's 2021-22 Estimates data	48,651.5

Result

Dat	a	Source	Figure	
1.	Population of electoral group	MPAC (PEG Report)	BOX 1	204,038
2.	Board area	TABLE 1, O. Reg. 412/00	BOX 2	1,774
3.	Board density	Population divided by area	вох з	115.0158
4.	Dispersal factor	TABLE 5, O. Reg. 412/00	BOX 4	0.0
5.	Number of population-based trustees	TABLE 2, O. Reg. 412/00	BOX 5	10
6.	Additional density-based trustees	Refer to TABLE 3, O. Reg. 412/00 using board density figure	BOX 6	0
7.	Additional density-based (area adjusted) trustees	Refer to TABLE 4, O. Reg. 412/00 using board density figure	BOX 7	0
8.	Lesser of BOX 6 and BOX 7	Refer to rules set out in O. Reg. 412/00, s.3	BOX 8	0
9.	Additional trustees based on dispersal factor	Refer to rules set out in O. Reg. 412/00, s.3, using Dispersal factor	BOX 9	0

Nun BOX	nber of elected trustees = The 〈 12	greater of BOX 11 and		10
12.	Minimum number of enrolment-based trustees	Refer to rules set out in O. Reg. 412/00, s.3	BOX 12	10
11.	Minimum number of population-based trustees plus additional trustees	Refer to rules set out in O. Reg. 412/00, s.3	BOX 11	10
10.	Total number of additional trustees (greater of BOX 8 and BOX 9)	Refer to rules set out in O. Reg. 412/00, s.3	BOX 10	O
6.55 AIV	'	Trustee Determination & Distribution Calculator	A BD	ENDIV C

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YORK CATHOLIC DISTRICT SCHOOL BOARD COMPLETED TRUSTEE DISTRIBTION SUMMARY **APPROVED SCENARIO A** YEAR 2018

MUNICIPALITY	Ward	Electoral Group Population (PEG Report)	Electoral Quotient	Alternative Electoral Quotient	# of Members
	GRO	UP A		Quotient	
LEAD MUNICIPALITY: AURORA	1				
Aurora		8,801	0.43	0.38	
King	Ward 01	1,330	0.07	0.06	
King	Ward 02	2,051	0.10	0.09	
King	Ward 03	447	0.02	0.02	
King	Ward 04	1,200	0.06	0.05	
King	Ward 05	1,132	0.06	0.05	
King	Ward 06	234	0.01	0.01	1 Trustee
Whitchurch-Stouffville	Ward 01	498	0.02	0.02	
Whitchurch-Stouffville Whitchurch-Stouffville	Ward 02 Ward 03	631 336	0.03	0.03 0.02	
Whitchurch-Stouffville	Ward 03	1,491	0.02	0.02	
Whitchurch-Stouffville	Ward 05	1,220	0.06	0.07	
Whitchurch-Stouffville	Ward 06	2,454	0.12	0.11	†
LEAD MUNICIPALITY: NEWMARKET		2, 10 1	0.12	0.11	
East Gwillimbury	Ward 01	1,447	0.07	0.06	
East Gwillimbury	Ward 02	756	0.07	0.00	1
East Gwillimbury	Ward 02	746	0.04	0.03	1
Georgina	Ward 01	997	0.05	0.04	
Georgina	Ward 02	1,356	0.07	0.06	
Georgina	Ward 03	922	0.05	0.04	
Georgina	Ward 04	754	0.04	0.03	
Georgina	Ward 05	352	0.02	0.02	1 Trustee
Newmarket	Ward 01	2,167	0.11	0.09	
Newmarket	Ward 02	1,287	0.06	0.06	
Newmarket	Ward 03	1,338	0.07	0.06	1
Newmarket	Ward 04 Ward 05	1,661 1,156	0.08	0.07	-
Newmarket Newmarket	Ward 05	2,477	0.06 0.12	0.05 0.11	1
Newmarket	Ward 07	2,338	0.12	0.11	
Markham	Ward 01	4,978	0.24	0.22	
Markham	Ward 02	5,044	0.25	0.22	1
Markham	Ward 03	3,757	0.18	0.16	1 Trustee
Markham	Ward 06	3,440	0.17	0.15	
Markham	Ward 04	7,837	0.39	0.34	
Markham	Ward 05	4,648	0.23	0.20	1 Trustee
Markham	Ward 07	5,770	0.28	0.25	Titustee
Markham	Ward 08	5,491	0.27	0.24	
Vaughan	Ward 01	25,085	1.23	1.09	1 Trustee
Vaughan	Ward 02	25,391	1.25	1.10	1 Trustee
Vaughan	Ward 03	29,574	1.45	1.28	1 Trustee
Vaughan	Ward 04	4,907	0.24	0.21	1 Trustee
Vaughan	Ward 05	7,794	0.38	0.34	1 Truotoo
Sub total Group A (Before Low Population Designation)		175,295	8.61		
Low Population Designation			-1.00		
Sub Total Group A		175,295	7.61	7.61	
	GRO	UP B			
Richmond Hill	Ward 01	6,598	0.32	0.56	
Richmond Hill	Ward 02	3,440	0.17	0.29	1
Richmond Hill	Ward 03	2,699	0.13	0.23	2 Tructers
Richmond Hill	Ward 04	5,550	0.27	0.47	2 Trustees
Richmond Hill	Ward 05	5,427	0.27	0.46	
Richmond Hill	Ward 06	4,628	0.23	0.39	
Sub total Group B (Before Low Population Designation)		28,342	1.39		
Low Population Designation			1.00		
Sub total Group B		28,342	2.39	2.39	
Total		203,637	10.00	10.00	

TRUSTEE AREA	MUNICIPALITY	Ward	Electoral Group Population (PEG Report)	Electoral Quotient	Alternative Electoral Quotient	Total Number of Schools ²	Total Enrolment (Oct 31, 2021) ¹
		,	GROUP A	l.		L	
EC	Aurora	Ward 0	23	0.00	0.00	_	-
EC	Aurora	Ward 1	1,372	0.07	0.06	-	249
EC	Aurora	Ward 2	1,436	0.07	0.06	1	316
EC	Aurora	Ward 3	2,355	0.12	<u>0.10</u>	2	414
EC	Aurora	Ward 4	994	0.05	<u>0.04</u>	2	301
EC	Aurora	Ward 5	1,744	0.09	0.08	2	739
EC	Aurora Aurora	Ward 6	714	0.03	0.03	-	403
	Sub Total		8,638	0.42	<u>0.37</u>	7	2,422
EC	King	Ward 1	1,388	0.07	0.06	1	427
EC	King	Ward 2	2,437	0.12	0.11	1	805
EC	King	Ward 3	414	0.02	0.02	-	82
EC	King	Ward 4	1,160	0.06	0.05	1	443
EC	King	Ward 5	1,123	0.06	0.05	-	276
EC	King	Ward 6	229	0.01	<u>0.01</u>	-	38
	King Sub Total		6,751	0.33	0.29	3	2,071
EC	Whitchurch-Stouffville	Ward 1	728	0.04	0.03	-	117
EC	Whitchurch-Stouffville	Ward 2	831	0.04	<u>0.04</u>	-	148
EC	Whitchurch-Stouffville	Ward 3	847	0.04	0.04	- ,	364
EC	Whitchurch-Stouffville	Ward 4	1,554	0.08	0.07	1	598
EC EC	Whitchurch-Stouffville Whitchurch-Stouffville	Ward 5 Ward 6	1,237 1,859	0.06	0.05 0.08	1	344 837
EC	Whitchurch-Stouffville	vvalu 0	1,009		0.08		637
	Sub Total		7,056	0.35	<u>0.31</u>	3	2,408
	TRUSTEE AREA TOTAL		22,445	1.10	0.97	13	6,901
TM	East Gwillimbury	Ward 0	45	0.00	0.00	-	-
TM	East Gwillimbury	Ward 1	1,463	0.07	0.06	1	463
TM	East Gwillimbury	Ward 2	1,284	0.06	0.06	1	588
TM	East Gwillimbury	Ward 3	817	0.04	<u>0.04</u>	-	253
	East Gwillimbury Sub Total		3,609	0.18	<u>0.16</u>	2	1,304
TM	Georgina	Ward 1	1,206	0.06	<u>0.05</u>	2	346
TM	Georgina	Ward 2	1,346	0.07	0.06	- ,	347
TM	Georgina	Ward 3	941	0.05	0.04	1	264
TM TM	Georgina	Ward 4 Ward 5	822 406	0.04	0.04	11	291 90
I IVI	Georgina Georgina	vvaid 5	400	0.02	0.02	-	90
	Sub Total		4,721	0.23	<u>0.20</u>	4	1,338
TM	Newmarket	Ward 1	2,097	0.10	0.09	1	503
TM	Newmarket	Ward 2	1,253	0.06	0.05	1	270
TM	Newmarket	Ward 3	1,178	0.06	0.05	1	255
TM	Newmarket	Ward 4	1,659	0.08	0.07	1	356
TM	Newmarket	Ward 5	1,095	0.05	0.05	1	136
TM	Newmarket	Ward 6	2,404	0.12	0.10	1	534
TM	Newmarket	Ward 7	2,433	0.12	<u>0.11</u>	1	881
	Newmarket Sub Total		12,119	0.59	0.52	7	2,935
	TRUSTEE AREA TOTAL		20,449	1.00	<u>0.89</u>	13	5,577
CC	Markham	Ward 1	4,730	0.23	0.20	4	1,432
CC	Markham	Ward 2	5,263	0.26	0.23	3	1,695
CC	Markham	Ward 3	3,728	0.18	<u>0.16</u>	2	646
CC	Markham	Ward 6	3,523	0.17	<u>0.15</u>	2	989
	TRUSTEE AREA TOTAL	10/	17,244	0.85	<u>0.75</u>	11	4,762
FA	Markham	Ward 4	7,574	0.37	0.33	3	1,474
FA EA	Markham Markham	Ward 5	5,100	0.25	0.22	3	1,636
FA FA	Markham Markham	Ward 7 Ward 8	5,770 5,240	0.28 0.26	0.25 0.23	2 2	1,315 848
1.7	TRUSTEE AREA TOTAL	vvalu 0	23,684	1.16	1.03	10	5,273
	Markham Sub Total		40,928	2.01	1.77	21	10,035
	markinam oub rotal		70,020	2.01	1.11	'	10,000

TRUSTEE AREA	MUNICIPALITY	Ward	Electoral Group Population (PEG Report)	Electoral Quotient	Alternative Electoral Quotient	Total Number of Schools ²	Total Enrolment (Oct 31, 2021) ¹
RC	Vaughan	Ward 1	24,875	1.22	<u>1.08</u>	9	5,153
	TRUSTEE AREA TOTAL		24,875	1.22	<u>1.08</u>	9	5,153
DG	Vaughan	Ward 2	24,701	1.21	<u>1.07</u>	11	4,505
	TRUSTEE AREA TOTAL		24,701	1.21	<u>1.07</u>	11	4,505
MM	Vaughan	Ward 3	29,481	1.44	1.28	13	7,013
	TRUSTEE AREA TOTAL		29,481	1.44	1.28	13	7,013
JW	Vaughan	Ward 4	5,396	0.26	0.23	1	2,194
JW	Vaughan	Ward 5	7,783	0.38	0.34	4	1,053
	TRUSTEE AREA TOTAL		13,179	0.65	0.57	5	3,247
	Vaughan Sub Total		92,236	4.52	3.99	38	19,918
Sub total Grou Impact)	up A (Before Low Population		176,058	8.63			
Low Population	on Impact			-1.00			
Sub Total Gro	up A		176,058	7.63	7.63	85	42,431
			GROUP B				
DM / MI	Richmond Hill	Ward 1	6,156	0.30	0.52	3	1,980
DM / MI	Richmond Hill	Ward 2	3,412	0.17	0.29	1	778
DM / MI	Richmond Hill	Ward 3	2,698	0.13	0.23	2	547
DM / MI	Richmond Hill	Ward 4	5,582	0.27	0.47	4	1,494
DM / MI	Richmond Hill	Ward 5	5,386	0.26	<u>0.46</u>	3	929
DM / MI	Richmond Hill	Ward 6	4,746	0.23	<u>0.40</u>	2	1,320
	TRUSTEE AREA TOTAL		27,980	1.37	<u>2.37</u>	15	7,048
	Richmond Hill Sub Total		27,980	1.37		15	7,048
Impact)	up B (Before Low Population		27,980	1.37			
Low Population	•			1.00			
Sub total Grou	ир В		27,980	2.37	2.37		
Total			204,038	10.00	<u>10.00</u>	100	49,479

Note

¹ Enrolment is as of October 31, 2022 and is based on Student's home address, not school of attendance Students resideing outside York Region are not included in this column

² Our Lady of the Lake is counted as 1 school

	(Va	Scenario A aughan 4 Truste	- CURRENT SI ees /Richmond			Scenario #A1 (Vaughan 4 Trustees / Richmond Hill 2 Trustees)				(Vau	ıghan 4 Trus	Scenario #A2 Trustees / Richmond Hill 2 Trustee				Scenario #A3 (Vaughan 4 Trustees / Richmond Hill 2 Trustees)				stees)
		Vaugha Vaugha	an: Ward 1 - 1 Tru an: Ward 2 - 1 Tru an: Ward 3 - 1 Tru : Wards 4-5 - 1 T /ards 1-6 - 2 Trus	ustee ustee rustee	irge)	Vaughan: Wards 1-5 = 4 Trustees (At Large) Richmond Hill: Wards 1-6 = 2 Trustees (At Large)				Vaughan: Ward 1 = 1 Trustee Vaughan: Wards 2-5 = 3 Trustee (At Large) Richmond Hill: Wards 1-6 - 2 Trustees (At Large)				t Large)		Vaughan: Ward 1 = 1 Trustee Vaughan: Ward 2 = 1 Trustee Vaughan: Wards 3-5 = 2 Trustees (At Large) Richmond Hill: Wards 1-6 = 2 Trustees (At Large)				
Municipality	Ward	Electoral Group Population	Electoral Qu 2022	otient	Alternatative Electora Quotient 2022	l Ward	Electoral Group Population	Electoral Quotient 2022	Alternatative Electoral Quotient 2022	Ward	Electoral Group Population	Electoral Q 2022		Alternatative Electoral Quotier 2022	t Ward	Electoral Group Population	Electoral Qu	uotient	Electora	rnatative ral Quotient 2022
Vaughan	Ward 01	24,875	1.22	1 Trustee	1.08 1 Trustee	Ward 01	24,875	1.22	1.08	Ward 01	24,875	1.22	1 Trustee	1.08 1 Trustee	Ward 01	24,875	1.22	1 Trustee	1.08	1 Trustee
Vaughan	Ward 02	24,701	1.21	1 Trustee	1.07 1 Trustee	Ward 02	24,701	1.21 4 Trustees	1.07 4 Trustees	Ward 02	24,701	1.21		1.07	Ward 02	24,701	1.21	1 Trustee	1.07	1 Trustee
	Ward 03	29,481	1.44		1.28 1 Trustee	Ward 03	29,481	1.44 4.52	1.28 3.99	Ward 03		1.44	3 Trustees	1.28 3 Trustees	Ward 03	,	1.44	2 Trustees	1.28	2 Trustees
	Ward 04	5,396	0.26	-1	0.23 1 Trustee 0.34 0.57	Ward 04	5,396	0.26	0.23	Ward 04		0.26 0.38	3.30	0.23 2.92	Ward 04		0.26	2.09	0.23	1.85
Vaughan	Ward 05	7,783	0.38	0.65		Ward 05	7,783	0.38	0.34	Ward 05	, , , , , , , , , , , , , , , , , , ,			0.52	Ward 05 Ward 01	,	0.38		0.34	
	Ward 01	6,156	0.30	0.7	0.52	Ward 01	6,156	0.30		Ward 01	6,156	0.30	0 T1			6,156	0.30	0 Tt	0.52	0. T
Richmond Hill Richmond Hill	Ward 02 Ward 03	3,412 2.698	0.17 0.13		0.29 2 Trustees 0.23 2.37	Ward 02 Ward 03	3,412 2.698	0.17 2 Trustees 0.13 1.37	0.29 2 Trustees 0.23 2.37	Ward 02 Ward 03	3,412 2.698	0.17 0.13	2 Trustees 1.37	0.29 2 Trustee: 0.23 2.37	Ward 02 Ward 03		0.17 0.13	2 Trustees 1.37	0.29	2 Trustees 2.37
Richmond Hill	Ward 04	5,582	0.27		0.47	Ward 04	5,582	0.27	0.47	Ward 04	5,582	0.27		0.47	Ward 04	5,582	0.27		0.47	
Richmond Hill Richmond Hill	Ward 05 Ward 06	5,386 4.746	0.26 0.23		0.46	Ward 05 Ward 06	5,386 4.746	0.26 0.23	0.46	Ward 05 Ward 06	5,386 4,746	0.26 0.23		0.46	Ward 05 Ward 06	-,	0.26 0.23		0.46	
	Ward 01	4,730	0.23		0.20	Ward 00	4,730	0.23	0.20	Ward 01	4,730	0.23		0.20	Ward 01	4,730	0.23		0.20	
	Ward 02	5,263	0.26	1 Trustee	0.23 1 Trustee	Ward 02	5,263	0.26 1 Trustee	0.23 1 Trustee	Ward 02	5,263	0.26	1 Trustee	0.23 1 Trustee	Ward 02		0.26	1 Trustee	0.23	1 Trustee
	Ward 03 Ward 06	3,728 3.523	0.18 0.17	0.85	0.16 0.75 0.15	Ward 03 Ward 06	3,728 3,523	0.18 0.85 0.17	0.16 0.15	Ward 03 Ward 06		0.18 0.17	0.85	0.16 0.75 0.15	Ward 03 Ward 06		0.18 0.17	0.85	0.16	0.75
	Ward 04	7,574	0.17		0.33	Ward 04	7,574	0.37	0.33	Ward 04	7,574	0.17		0.33	Ward 04		0.17		0.33	
	Ward 05	5,100	0.25	1 Trustee	0.22 1 Trustee	Ward 05	5,100	0.25 1 Trustee	0.22 1 Trustee	Ward 05	5,100	0.25	1 Trustee	0.22 1 Trustee	Ward 05		0.25	1 Trustee	0.22	1 Trustee
Markham Markham	Ward 07 Ward 08	5,770 5.240	0.28 0.26	1.16	0.25 0.23	Ward 07 Ward 08	5,770 5,240	0.28 1.16 0.26	0.25 1.03	Ward 07 Ward 08	5,770 5,240	0.28 0.26	1.16	0.25 1.03	Ward 07 Ward 08	5,770 5,240	0.28 0.26	1.16	0.25	1.03
LEAD MUNUCIPALITY: AUR		0,240	0.20		0.20	vvara co	0,240	0.20	0.20	Wara oo	0,2-10	0.20		0.20	vvara co	0,240	0.20		0.20	
Whitchurch-Stouffville	Ward 01	728	0.04		0.0315	Ward 01	728	0.04	0.03	Ward 01	728	0.04		0.03	Ward 01	728	0.04		0.03	
Whitchurch-Stouffville Whitchurch-Stouffville	Ward 02 Ward 03	831 847	0.04 0.04	_	0.0360	Ward 02 Ward 03	831 847	0.04 0.04	0.04	Ward 02 Ward 03		0.04		0.04	Ward 02 Ward 03	831 847	0.04		0.04	
Whitchurch-Stouffville	Ward 04	1,554	0.08		0.07	Ward 04	1,554	0.08	0.07	Ward 04	1,554	0.08		0.07	Ward 04	1,554	0.08		0.07	
Whitchurch-Stouffville Whitchurch-Stouffville	Ward 05 Ward 06	1,237 1.859	0.06 0.09	4 74	0.05 0.08 1 Trustee	Ward 05 Ward 06	1,237 1.859	0.06 0.09 1 Trustee	0.05 0.08 1 Trustee	Ward 05 Ward 06	, -	0.06	4 T	0.05 0.08 1 Trustee	Ward 05 Ward 06		0.06	4 T	0.05	4 Tourston
Aurora	Ward 00	23	0.09	1 Trustee 1.10	0.08 1 Trustee 0.00 0.97	Ward 06	23	0.09 1 Trustee 0.00 1.10	0.08 1 Trustee 0.00 0.97	Ward 00	,	0.09	1 Trustee 1.10	0.08 1 Trustee 0.00 0.97	Ward 00	, , , , ,	0.09	1 Trustee 1.10	0.00	1 Trustee 0.97
	Ward 01	1,372	0.07		0.06	Ward 01	1,372	0.07	0.06	Ward 01	1,372	0.07		0.06	Ward 01	1,372	0.07		0.06	
Aurora Aurora	Ward 02 Ward 03	1,436 2,355	0.07 0.12		0.06	Ward 02 Ward 03	1,436 2,355	0.07 0.12	0.06	Ward 02 Ward 03	1,436 2,355	0.07 0.12		0.06	Ward 02 Ward 03		0.07 0.12		0.06	
	Ward 04	994	0.05		0.04	Ward 03	994	0.05	0.04	Ward 04		0.05		0.04	Ward 04		0.05		0.04	
Aurora	Ward 05	1,744	0.09		0.08	Ward 05	1,744	0.09	0.08	Ward 05	1,744	0.09		0.08	Ward 05		0.09		0.08	
Aurora King	Ward 06 Ward 01	714 1,388	0.03 0.07		0.03	Ward 06 Ward 01	714 1,388	0.03	0.03	Ward 06 Ward 01	714 1.388	0.03		0.03	Ward 06 Ward 01	714 1,388	0.03		0.03	
King	Ward 02	2,437	0.12		0.11	Ward 01	2,437	0.12	0.11	Ward 02	,	0.12		0.11	Ward 02		0.12		0.11	
King	Ward 03	414	0.02	1	0.02	Ward 03	414	0.02	0.02	Ward 03		0.02		0.02	Ward 03		0.02		0.02	
King King	Ward 04 Ward 05	1,160 1,123	0.06 0.06	1	0.05	Ward 04 Ward 05	1,160 1,123	0.06	0.05	Ward 04 Ward 05		0.06 0.06		0.05	Ward 04 Ward 05		0.06 0.06		0.05	
King	Ward 06	229	0.01	-	0.01	Ward 06	229	0.01	0.01	Ward 06		0.01		0.01	Ward 06		0.01		0.01	
LEAD MUNUCIPALITY: NEW		2.007	0.40		0.00	Word Od	2.007	0.10	0.00	Mord 04	0.007	0.40		0.00	Word 04	0.007	0.40		0.00	
	Ward 01 Ward 02	2,097 1,253	0.10 0.06	-	0.09	Ward 01 Ward 02	2,097 1,253	0.10 0.06	0.09	Ward 01 Ward 02		0.10 0.06		0.09	Ward 01 Ward 02		0.10 0.06		0.09	
Newmarket	Ward 03	1,178	0.06		0.05	Ward 03	1,178	0.06	0.05	Ward 03	1,178	0.06		0.05	Ward 03	1,178	0.06		0.05	
	Ward 04 Ward 05	1,659 1,095	0.08 0.05	4	0.07	Ward 04 Ward 05	1,659 1,095	0.08	0.07	Ward 04 Ward 05	1,659 1,095	0.08		0.07	Ward 04 Ward 05		0.08		0.07	
	Ward 06	2,404	0.03		0.10	Ward 06	2,404	0.12	0.10	Ward 06		0.05		0.10	Ward 06		0.03		0.10	
	Ward 07	2,433	0.12		0.11	Ward 07	2,433	0.12	0.11	Ward 07	2,433	0.12		0.11	Ward 07	2,433	0.12		0.11	
,	Ward 00 Ward 01	45 1,463	0.00 0.07	-	0.00	Ward 00 Ward 01	45 1,463	0.00	0.00	Ward 00 Ward 01	45 1,463	0.00		0.06	Ward 00 Ward 01	45 1,463	0.00		0.06	
East Gwillimbury	Ward 02	1,284	0.06		0.06	Ward 02	1,284	0.06	0.06	Ward 02	1,284	0.06		0.06	Ward 02	1,284	0.06		0.06	
	Ward 03	817 1,206	0.04	-1	0.04 0.05 1 Trustoo	Ward 03	817 1,206	0.04 0.06 1 Trustoo	0.04 0.05	Ward 03	817	0.04	1 Truct	0.04	Ward 03		0.04	1 Truct	0.04	1 Trusts -
Ü	Ward 01 Ward 02	1,206	0.06 0.07	1 Trustee 1.00	0.05 1 Trustee 0.06 0.89	Ward 01 Ward 02	1,206	0.06 1 Trustee 0.07 1.00	0.05 1 Trustee 0.06 0.89	Ward 01 Ward 02	1,206 1,346	0.06 0.07	1 Trustee 1.00	0.05 1 Trustee 0.06 0.88	Ward 01 Ward 02	1,206 1,346	0.06 0.07	1 Trustee 1.00	0.05	1 Trustee 0.88
Georgina	Ward 03	941	0.05		0.04	Ward 03	941	0.05	0.04	Ward 03	941	0.05		0.04	Ward 03	941	0.05		0.04	
	Ward 04 Ward 05	822 406	0.04		0.04	Ward 04 Ward 05	822 406	0.04	0.04	Ward 04 Ward 05		0.04		0.04	Ward 04 Ward 05		0.04		0.04	
Ĭ.	vvalu US					vvaiu US				vvaiu 05			40 T 1	0.02	vvalu 05			40 T	0.02	10 Tuest
Total		204,038	10.00	10 Trustees	10.00 10 Trustee	5	204,038	10.00 10 Trustee	s 10.00 10 Trustees	5	204,038	10.00	10 Trustees	9.99 10 Trustee	S	204,038	10.00	10 Trustees	9.99 1	10 Trustees

2022 Trustee Distribution Scenarios:

	Scenario #B1 (Vaughan 5 Trustees / Richmond Hill 1 Trustees)				Scenario #B2 (Vaughan 5 Trustees / Richmond Hill 1 Trustees)				(Vaughan	Scenari 5 Trustees / Ri		1 Trustees)	Scenario #B4 s) (Vaughan 5 Trustees / Richmond Hill 1 Trustees)				
		ghan: Wards 1- nond Hill: Ward		`	Vaugh	Wards 1,4 and 9 an: Wards 2,3 = nd Hill: Wards 1-	3 Trustees (At	Large)	Vaugh	nan: Wards 1-2 = nan: Wards 3-5 = nd Hill: Wards 1-	2 Trustees (At	Large)	\	Vaughan: Ward 1 = 1 Trustee Vaughan: Wards 2-3 = 3 Trustees (At La Vaughan: Wards 4-5 = 1 Trustee Richmond Hill: Wards 1-6 = 1 Trustee (At I			
Municipality	Ward	Electoral Group Population	Electoral	Quotient	Ward	Electoral Group Population	Electoral C	Quotient	Ward	Electoral Group Population	Electoral	Quotient	Ward	Electoral Group Population	Electoral	Quotient	
Vaughan	Ward 01	24,875	1.22		Ward 01	24,875	1.22	2 Trustees	Ward 01	24,875	1.22	3 Trustees	Ward 01	24,875	1.22	1 Trustee	
Vaughan	Ward 02	24,701	1.21	5 Trustees	Ward 04	5,396	0.26	1.87	Ward 02	24,701	1.21	2.43	Ward 02	24,701	1.21	3 Trustees	
	Ward 03	29,481	1.44	4.52	Ward 05	7,783	0.38		Ward 03	29,481	1.44	2 Trustees	Ward 03	29,481	1.44	2.66	
	Ward 04	5,396	0.26		Ward 02	24,701	1.21	3 Trustees	Ward 04	5,396	0.26	2.09	Ward 04	5,396	0.26	1 Trustee	
Vaughan	Ward 05	7,783	0.38		Ward 03	29,481	1.44	2.66	Ward 05	7,783	0.38		Ward 05	7,783	0.38	0.65	
	Ward 01	6,156	0.30		Ward 01	6,156	0.30		Ward 01	6,156	0.30		Ward 01	6,156	0.30		
	Ward 02 Ward 03	3,412 2.698	0.17 0.13	1 Trustee	Ward 02 Ward 03	3,412 2,698	0.17 0.13	1 Trustee	Ward 02 Ward 03	3,412 2,698	0.17 0.13	1 Trustees	Ward 02 Ward 03	3,412 2,698	0.17 0.13	1 Trustees	
Richmond Hill	Ward 03	5,582	0.13	1.37	Ward 03	5,582	0.13	1.37	Ward 04	5,582	0.13	1.37	Ward 03	5,582	0.13	1.37	
Richmond Hill	Ward 05	5,386	0.26		Ward 05	5,386	0.26		Ward 05	5,386	0.26		Ward 05	5,386	0.26		
	Ward 06	4,746	0.23 0.23		Ward 06	4,746	0.23		Ward 06 Ward 01	4,746	0.23		Ward 06 Ward 01	4,746	0.23		
	Ward 01 Ward 02	4,730 5,263	0.23	1 Trustee	Ward 01 Ward 02	4,730 5,263	0.23	1 Trustee	Ward 01	4,730 5,263	0.23 0.26	1 Trustee	Ward 01	4,730 5,263	0.23 0.26	1 Trustee	
	Ward 03	3,728	0.18	0.85	Ward 03	3,728	0.18	0.85	Ward 03	3,728	0.18	0.85	Ward 03	3,728	0.18	0.85	
	Ward 06	3,523	0.17		Ward 06	3,523	0.17		Ward 06	3,523	0.17		Ward 06	3,523	0.17		
	Ward 04 Ward 05	7,574 5,100	0.37 0.25	1 Trustee	Ward 04 Ward 05	7,574 5,100	0.37 0.25	1 Trustee	Ward 04 Ward 05	7,574 5,100	0.37 0.25	1 Trustee	Ward 04 Ward 05	7,574 5,100	0.37 0.25	1 Trustee	
Markham	Ward 05	5,770	0.28	1.16	Ward 07	5,770	0.28	1.16	Ward 03	5,770	0.28	1.16	Ward 07	5,770	0.28	1.16	
Markham	Ward 08	5,240	0.26		Ward 08	5,240	0.26		Ward 08	5,240	0.26		Ward 08	5,240	0.26		
LEAD MUNUCIPALITY: AUF																	
Whitchurch-Stouffville Whitchurch-Stouffville	Ward 01 Ward 02	728 831	0.04 0.04	•	Ward 01 Ward 02	728 831	0.04 0.04		Ward 01 Ward 02	728 831	0.04 0.04		Ward 01 Ward 02	728 831	0.04 0.04		
	Ward 02 Ward 03	847	0.04		Ward 03	847	0.04		Ward 02	847	0.04		Ward 03	847	0.04		
Whitchurch-Stouffville	Ward 04	1,554	0.08		Ward 04	1,554	0.08		Ward 04	1,554	0.08		Ward 04	1,554	0.08		
	Ward 05 Ward 06	1,237 1,859	0.06 0.09	1 Trustos	Ward 05 Ward 06	1,237 1,859	0.06 0.09	1 Trustee	Ward 05 Ward 06	1,237 1,859	0.06 0.09	1 Trustee	Ward 05 Ward 06	1,237 1,859	0.06 0.09	1 Truotoo	
	Ward 00	23	0.09	1 Trustee 1.10	Ward 00	23	0.09	1.10	Ward 00	23	0.09	1.10	Ward 00	23	0.09	1 Trustee 1.10	
	Ward 01	1,372	0.07		Ward 01	1,372	0.07		Ward 01	1,372	0.07		Ward 01	1,372	0.07		
	Ward 02	1,436	0.07		Ward 02	1,436	0.07		Ward 02	1,436	0.07		Ward 02	1,436	0.07		
	Ward 03 Ward 04	2,355 994	0.12 0.05	•	Ward 03 Ward 04	2,355 994	0.12 0.05		Ward 03 Ward 04	2,355 994	0.12 0.05		Ward 03 Ward 04	2,355 994	0.12 0.05		
	Ward 05	1,744	0.09		Ward 05	1,744	0.09		Ward 05	1,744	0.09		Ward 05	1,744	0.09		
Aurora	Ward 06	714	0.03		Ward 06	714	0.03		Ward 06	714	0.03		Ward 06	714	0.03	_	
	Ward 01	1,388	0.07	•	Ward 01	1,388	0.07		Ward 01	1,388	0.07		Ward 01	1,388	0.07		
King King	Ward 02 Ward 03	2,437 414	0.12 0.02		Ward 02 Ward 03	2,437 414	0.12 0.02		Ward 02 Ward 03	2,437 414	0.12 0.02		Ward 02 Ward 03	2,437 414	0.12 0.02	J	
	Ward 04	1,160	0.06		Ward 03 Ward 04	1,160	0.06		Ward 04	1,160	0.06		Ward 03 Ward 04	1,160	0.06	J	
U	Ward 05	1,123	0.06		Ward 05	1,123	0.06		Ward 05	1,123	0.06		Ward 05	1,123	0.06	J	
King LEAD MUNUCIPALITY: NEV	Ward 06	229	0.01		Ward 06	229	0.01		Ward 06	229	0.01		Ward 06	229	0.01		
	Ward 01	2,097	0.10		Ward 01	2,097	0.10		Ward 01	2,097	0.10		Ward 01	2,097	0.10		
Newmarket	Ward 02	1,253	0.06		Ward 02	1,253	0.06		Ward 02	1,253	0.06		Ward 02	1,253	0.06		
Newmarket	Ward 04	1,178	0.06		Ward 03	1,178	0.06		Ward 03	1,178	0.06		Ward 03	1,178	0.06	J	
	Ward 04 Ward 05	1,659 1,095	0.08 0.05		Ward 04 Ward 05	1,659 1,095	0.08		Ward 04 Ward 05	1,659 1,095	0.08		Ward 04 Ward 05	1,659 1,095	0.08 0.05	J	
	Ward 06	2,404	0.12		Ward 05 Ward 06	2,404	0.12		Ward 06	2,404	0.12		Ward 06	2,404	0.12	J	
	Ward 07	2,433	0.12		Ward 07	2,433	0.12		Ward 07	2,433	0.12		Ward 07	2,433	0.12		
	Ward 00 Ward 01	45 1,463	0.00 0.07		Ward 00 Ward 01	1,463	0.00 0.07		Ward 00 Ward 01	1,463	0.00 0.07		Ward 00 Ward 01	45 1,463	0.00 0.07	J	
,	Ward 01	1,284	0.07		Ward 02	1,284	0.07		Ward 02	1,284	0.06		Ward 02	1,463	0.07	J	
East Gwillimbury	Ward 03	817	0.04		Ward 03	817	0.04		Ward 03	817	0.04		Ward 03	817	0.04	J	
	Ward 01	1,206	0.06	1 Trustee	Ward 01	1,206	0.06	1 Trustee	Ward 01	1,206	0.06	1 Trustee	Ward 01	1,206	0.06	1 Trustee	
	Ward 02 Ward 03	1,346 941	0.07 0.05	1.00	Ward 02 Ward 03	1,346 941	0.07 0.05	1.00	Ward 02 Ward 03	1,346 941	0.07 0.05	1.00	Ward 02 Ward 03	1,346 941	0.07 0.05	1.00	
	Ward 03	822	0.04		Ward 03 Ward 04	822	0.04		Ward 04	822	0.04		Ward 03 Ward 04	822	0.04	J	
Georgina	Ward 05	406	0.02	•	Ward 05	406	0.02		Ward 05	406	0.02		Ward 05	406	0.02		
Total		204,038	10.00	10 Trustees		204,038	10.00	10 Trustees		204,038	10.00	10 Trustees		204,038	10.00	10 Trustees	

2022 Trustee Distribution Scenarios:

3/22/2022

	Scenario	#C1A: Vaugh		ombined	Scenario	#C1B: Vaugh Scena		Combined	Scenario	#C2A: Vaugh Scena		Combined	Scenario	#C2B: Vaugh Scena		Combined	
		an: Wards 1-3 = 4 1-6 & V Wards 4-			Vaughan: Ward 1 = 1 Trustee Vaughan: Wards 2-3 = 3 Trustees (At Large) RH Wards 1-6 & V Wards 4-5 = 2 Trustees (At Large)				RH Ward	an: Wards 1-3 = d 5 & V Wards 4- Hill: Wards 1-4 a	5 = 1 Trustee (At Large)	Vaugl RH War	Vaughan: Ward 1 = 1 Trustee (At Large) Vaughan Wards 2-3 = 3 Trustees (At Large) RH Ward 5 & V Wards 4-5 = 1 Trustee (At Large) Richmond Hill: Wards 1-4 and 6 = 1 Trustee (At Large)			
Municipality		Electoral Group Population	Electoral C	Quotient	Ward	Electoral Group Population	Electoral	Quotient	Ward	Electoral Group Population	Electoral	Quotient	Ward	Electoral Group Population	Electoral	Quotient	
Vaughan	Ward 01	24,875	1.22		Ward 01	24,875	1.22	1 Trustee	Ward 01	24,875	1.22		Ward 01	24,875	1.22	1 Trustee	
Vaughan	Ward 02	24,701	1.21	4 Trustees	Ward 02	24,701	1.21	3 Trustees	Ward 02	24,701	1.21	4 Trustees	Ward 02	24,701	1.21	3 Trustees	
Vaughan	Ward 03	29,481	1.44	3.87	Ward 03	29,481	1.44	2.66	Ward 03	29,481	1.44	3.87	Ward 03	29,481	1.44	2.66	
Vaughan	Ward 04	5,396	0.26		Ward 04	5,396	0.26		Ward 04	5,396	0.26	1 Trustees	Ward 04	5,396	0.26	1 Trustee	
Vaughan	Ward 05	7,783	0.38		Ward 05	7,783	0.38		Ward 05	7,783	0.38	0.91	Ward 05	7,783	0.38	0.91	
Richmond Hill	Ward 01	6,156	0.30	2 Trustees	Ward 01	6,156	0.30	2 Trustees	Ward 05	5,386	0.26		Ward 05	5,386	0.26		
Richmond Hill	Ward 02	3,412	0.17	2.02	Ward 02	3,412	0.17	2.02	Ward 01	6,156	0.30		Ward 01	6,156	0.30		
Richmond Hill	Ward 03	2,698	0.13	4	Ward 04	2,698	0.13		Ward 02	3,412	0.17	1 Trustees	Ward 02	3,412	0.17	1 Trustees	
Richmond Hill Richmond Hill	Ward 04 Ward 05	5,582 5,386	0.27 0.26	1	Ward 04 Ward 05	5,582 5,386	0.27 0.26		Ward 03 Ward 04	2,698 5,582	0.13 0.27	1.11	Ward 03 Ward 04	2,698 5,582	0.13 0.27	1.11	
Richmond Hill	Ward 06	4,746	0.23	1	Ward 06	4,746	0.23		Ward 06	4,746	0.23		Ward 06	4,746	0.23		
Markham	Ward 01	4,730	0.23		Ward 01	4,730	0.23		Ward 01	4,730	0.23		Ward 01	4,730	0.23		
Markham	Ward 02	5,263	0.26	1 Trustee	Ward 02	5,263	0.26	1 Trustee	Ward 02	5,263	0.26	1 Trustee	Ward 02	5,263	0.26	1 Trustee	
Markham Markham	Ward 03 Ward 06	3,728 3,523	0.18 0.17	0.85	Ward 03 Ward 06	3,728 3,523	0.18 0.17	0.85	Ward 03 Ward 06	3,728 3,523	0.18 0.17	0.85	Ward 03 Ward 06	3,728 3,523	0.18 0.17	0.85	
Markham	Ward 04	7,574	0.17		Ward 04	7,574	0.17		Ward 04	7,574	0.17		Ward 04	7,574	0.17		
Markham	Ward 05	5,100	0.25	1 Trustee	Ward 05	5,100	0.25	1 Trustee	Ward 05	5,100	0.25	1 Trustee	Ward 05	5,100	0.25	1 Trustee	
Markham	Ward 07	5,770	0.28	1.16	Ward 07	5,770	0.28	1.16	Ward 07	5,770	0.28	1.16	Ward 07	5,770	0.28	1.16	
Markham	Ward 08	5,240	0.26		Ward 08	5,240	0.26		Ward 08	5,240	0.26		Ward 08	5,240	0.26		
LEAD MUNUCIPALITY: AU Whitchurch-Stouffville	Ward 01	728	0.04	4	Ward 01	728	0.04		Ward 01	728	0.04		Ward 01	728	0.04		
Whitchurch-Stouffville	Ward 02	831	0.04	1	Ward 01 Ward 02	831	0.04		Ward 01	831	0.04		Ward 01 Ward 02	831	0.04		
Whitchurch-Stouffville	Ward 03	847	0.04	1	Ward 03	847	0.04		Ward 03	847	0.04		Ward 03	847	0.04		
Whitchurch-Stouffville	Ward 04	1,554	0.08]	Ward 04	1,554	0.08		Ward 04	1,554	0.08		Ward 04	1,554	0.08		
Whitchurch-Stouffville	Ward 05	1,237	0.06	4	Ward 05	1,237	0.06	4 T	Ward 05	1,237	0.06	4 T	Ward 05	1,237	0.06	4.7	
Whitchurch-Stouffville Aurora	Ward 06 Ward 00	1,859 23	0.09	1 Trustee 1.10	Ward 06 Ward 00	1,859	0.09	1 Trustee 1.10	Ward 06 Ward 00	1,859 23	0.09	1 Trustee 1.10	Ward 06 Ward 00	1,859 23	0.09	1 Trustee 1.10	
Aurora	Ward 00	1,372	0.07	1.10	Ward 00 Ward 01	1,372	0.00	1.10	Ward 00 Ward 01	1,372	0.07	1.10	Ward 00	1,372	0.07	1.10	
Aurora	Ward 02	1,436	0.07	1	Ward 02	1,436	0.07		Ward 02	1,436	0.07		Ward 02	1,436	0.07		
Aurora	Ward 03	2,355	0.12		Ward 03	2,355	0.12		Ward 03	2,355	0.12		Ward 03	2,355	0.12		
Aurora Aurora	Ward 04 Ward 05	994 1,744	0.05 0.09	4	Ward 04 Ward 05	994 1,744	0.05 0.09		Ward 04 Ward 05	994 1,744	0.05 0.09		Ward 04 Ward 05	994	0.05		
Aurora	Ward 06	714	0.03	1	Ward 06	714	0.09		Ward 05 Ward 06	714	0.09		Ward 06	714	0.03		
King	Ward 01	1,388	0.07	1	Ward 01	1,388	0.07		Ward 01	1,388	0.07		Ward 01	1,388	0.07		
King	Ward 02	2,437	0.12]	Ward 02	2,437	0.12		Ward 02	2,437	0.12		Ward 02	2,437	0.12		
King	Ward 03	414	0.02	4	Ward 03	414	0.02		Ward 03	414	0.02		Ward 03	414	0.02		
King King	Ward 04 Ward 05	1,160 1,123	0.06 0.06	1	Ward 04 Ward 05	1,160 1,123	0.06 0.06		Ward 04 Ward 05	1,160 1,123	0.06 0.06		Ward 04 Ward 05	1,160 1,123	0.06		
King	Ward 06	229	0.00	1	Ward 06	229	0.00		Ward 06	229	0.00		Ward 06	229	0.00		
LEAD MUNUCIPALITY: NE	V																
Newmarket	Ward 01	2,097	0.10	4	Ward 01	2,097	0.10		Ward 01	2,097	0.10		Ward 01	2,097	0.10		
Newmarket	Ward 02	1,253	0.06 0.06	1	Ward 02	1,253 1,178	0.06		Ward 02	1,253	0.06 0.06		Ward 02	1,253 1,178	0.06		
Newmarket Newmarket	Ward 03 Ward 04	1,178 1,659	0.06	†	Ward 03 Ward 04	1,178	0.06		Ward 03 Ward 04	1,178 1,659	0.06		Ward 03 Ward 04	1,178	0.06		
Newmarket	Ward 05	1,095	0.05	1	Ward 05	1,095	0.05		Ward 05	1,095	0.05		Ward 05	1,095	0.05		
Newmarket	Ward 06	2,404	0.12	1	Ward 06	2,404	0.12		Ward 06	2,404	0.12		Ward 06	2,404	0.12		
Newmarket	Ward 07	2,433	0.12	4	Ward 07	2,433	0.12		Ward 07	2,433	0.12		Ward 00	2,433	0.12		
East Gwillimbury East Gwillimbury	Ward 00 Ward 01	45 1,463	0.00 0.07	1	Ward 00 Ward 01	45 1,463	0.00		Ward 00 Ward 01	45 1,463	0.00 0.07		Ward 00 Ward 01	45 1,463	0.00		
East Gwillimbury	Ward 02	1,284	0.06	1	Ward 02	1,284	0.06		Ward 02	1,284	0.06		Ward 02	1,284	0.06		
East Gwillimbury	Ward 03	817	0.04]	Ward 03	817	0.04		Ward 03	817	0.04		Ward 03	817	0.04		
Georgina	Ward 01	1,206	0.06		Ward 01	1,206	0.06	1 Trustee	Ward 01	1,206	0.06	1 Trustee	Ward 01	1,206	0.06	1 Trustee	
Georgina	Ward 02	1,346	0.07	1.00	Ward 02	1,346	0.07	1.00	Ward 02	1,346	0.07	1.00	Ward 02	1,346	0.07	1.00	
Georgina Georgina	Ward 03 Ward 04	941 822	0.05 0.04	1	Ward 03 Ward 04	941 822	0.05 0.04		Ward 03 Ward 04	941 822	0.05 0.04		Ward 03 Ward 04	941 822	0.05 0.04		
Georgina	Ward 05	406	0.04	1	Ward 05	406	0.02		Ward 05	406	0.04		Ward 05	406	0.02		
Total		204,038	10.00	10 Trustees		204,038	10.00	10 Trustees		204,038	10.00	10 Trustees		204,038	10.00	10 Trustees	

2022 APPENDIX "F"

Scenario #C3B: Vaughan and RH Combined

Trustee Distribution Scenarios:

Scenario #C3A: Vaughan and RH Combined

	Ocemano	Scena		Jonibilied	ocenano	Scen		Joinbinea
	RH Ward	an: Wards 1-3 = 4 & V Wards 4- Hill: Wards 1-3,	5 = 1 Trustee (/	At Large)	RH Ward	Vaughan: Ward an Wards 2-3 = 4 & V Wards 4- II: Wards 1-3 ar	3 Trustees (At -5 = 1 Trustee (At Large)
Municipality	Ward	Electoral Group Population	Electoral	Quotient	Ward	Electoral Group Population	Electoral	Quotient
Vaughan	Ward 01	24,875	1.22	4 Trustees	Ward 01	24,875	1.22	1 Trustee
Vaughan	Ward 02	24,701	1.21	3.87	Ward 02	24,701	1.21	3 Trustees
Vaughan	Ward 03	29,481	1.44		Ward 03	29,481	1.44	2.66
Vaughan	Ward 04	5,396	0.26	1 Trustee	Ward 04	5,396	0.26	1 Trustee
Vaughan	Ward 05	7,783	0.38	0.92	Ward 05	7,783	0.38	0.92
Richmond Hill	Ward 04	5,582	0.27		Ward 04	5,582	0.27	
Richmond Hill	Ward 01	6,156	0.30	4.7	Ward 01	6,156	0.30	4 T
Richmond Hill Richmond Hill	Ward 02 Ward 03	3,412 2,698	0.17 0.13	1 Trustees 1.10	Ward 02 Ward 03	3,412 2,698	0.17 0.13	1 Trustees 1.10
Richmond Hill	Ward 05	5,386	0.26	1.10	Ward 05	5,386	0.26	1.10
Richmond Hill	Ward 06	4,746	0.23		Ward 06	4,746	0.23	
Markham Markham	Ward 01 Ward 02	4,730 5,263	0.23	1 Trustee	Ward 01	4,730 5,263	0.23	1 Trustos
Markham	Ward 02	3,728	0.26 0.18	0.85	Ward 02 Ward 03	3,728	0.26 0.18	1 Trustee 0.85
Markham	Ward 06	3,523	0.17		Ward 06	3,523	0.17	
Markham	Ward 04	7,574	0.37		Ward 04	7,574	0.37	
Markham Markham	Ward 05 Ward 07	5,100 5,770	0.25 0.28	1 Trustee 1.16	Ward 05 Ward 07	5,100 5,770	0.25 0.28	1 Trustee 1.16
Markham	Ward 08	5,240	0.26	1.10	Ward 08	5,240	0.26	1.10
LEAD MUNUCIPALITY: AUR						0	0.00	
Whitchurch-Stouffville Whitchurch-Stouffville	Ward 01 Ward 02	728 831	0.04 0.04		Ward 01 Ward 02	728 831	0.04 0.04	
Whitchurch-Stouffville	Ward 02 Ward 03	847	0.04		Ward 03	847	0.04	
Whitchurch-Stouffville	Ward 04	1,554	0.08		Ward 04	1,554	0.08	
Whitchurch-Stouffville	Ward 05 Ward 06	1,237 1,859	0.06 0.09	1 Trustee	Ward 05 Ward 06	1,237 1,859	0.06 0.09	1 Trustee
Whitchurch-Stouffville Aurora	Ward 00	23	0.09	1.10	Ward 00	1,039	0.09	1.10
Aurora	Ward 01	1,372	0.07		Ward 01	1,372	0.07	
Aurora	Ward 02	1,436	0.07		Ward 02	1,436	0.07	
Aurora Aurora	Ward 03 Ward 04	2,355 994	0.12 0.05		Ward 03 Ward 04	2,355 994	0.12 0.05	
Aurora	Ward 05	1,744	0.09		Ward 05	1,744	0.09	
Aurora	Ward 06	714	0.03		Ward 06	714	0.03	
King King	Ward 01 Ward 02	1,388 2,437	0.07 0.12		Ward 01 Ward 02	1,388 2,437	0.07 0.12	
King	Ward 02 Ward 03	414	0.02		Ward 03	414	0.02	
King	Ward 04	1,160	0.06		Ward 04	1,160	0.06	
King King	Ward 05 Ward 06	1,123 229	0.06 0.01		Ward 05 Ward 06	1,123 229	0.06 0.01	
LEAD MUNUCIPALITY: NEV		229	0.01		waiu 00	0		
Newmarket	Ward 01	2,097	0.10		Ward 01	2,097	0.10	
Newmarket	Ward 02	1,253	0.06		Ward 02	1,253	0.06	
Newmarket Newmarket	Ward 03 Ward 04	1,178 1,659	0.06 0.08		Ward 03 Ward 04	1,178 1,659	0.06	
Newmarket	Ward 05	1,095	0.05		Ward 05	1,095	0.05	
Newmarket	Ward 06	2,404	0.12		Ward 06	2,404	0.12	
Newmarket East Gwillimbury	Ward 07 Ward 00	2,433 45	0.12 0.00		Ward 07 Ward 00	2,433 45	0.12 0.00	
East Gwillimbury	Ward 00	1,463	0.07		Ward 00	1,463	0.07	
East Gwillimbury	Ward 02	1,284	0.06		Ward 02	1,284	0.06	
East Gwillimbury Georgina	Ward 03 Ward 01	817 1,206	0.04 0.06	1 Trustee	Ward 03 Ward 01	817 1,206	0.04 0.06	1 Trustee
Georgina	Ward 02	1,346	0.07	1.00	Ward 02	1,346	0.07	1.00
Georgina	Ward 03	941	0.05		Ward 03	941	0.05	
Georgina Georgina	Ward 04 Ward 05	822 406	0.04		Ward 04 Ward 05	822 406	0.04 0.02	
Total		204,038	10.00	10 Trustees		204,038	10.00	10 Trustees

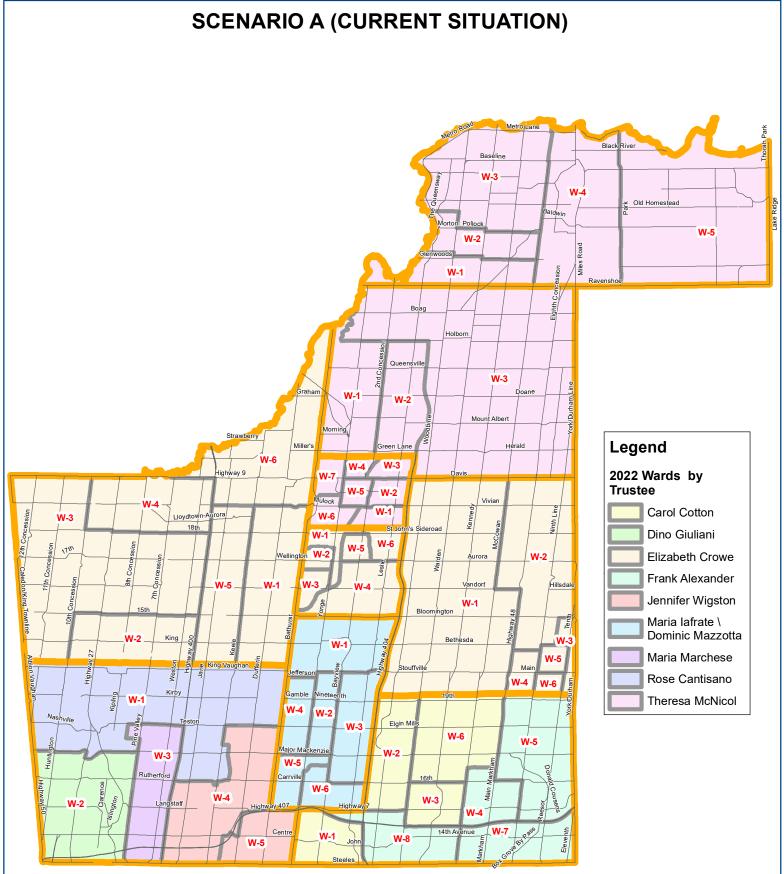
3/22/2022

APPENDIX "G" SCENARIO MAPS Table of Contents

- Region Wide Scenario A (Current Situation) 1 Map
- Vaughan / Richmond Hill Scenario A (Current Situation) 1 Map
- 4 Trustees in Vaughan; 2 Trustees in Richmond Hill 3 Maps Scenarios A1, A2 and A3
- 5 Trustees in Vaughan and 1 Trustee in Richmond Hill 4 Maps Scenarios B1, B2, B3, B4
- Vaughan and Richmond Hill combined areas 6 Maps Scenarios
 C1A, C1B, C2A, C2B, C3A, C3B



2022 Municipal Wards Map by 2018 -2022 Trustee Distribution



20 Km

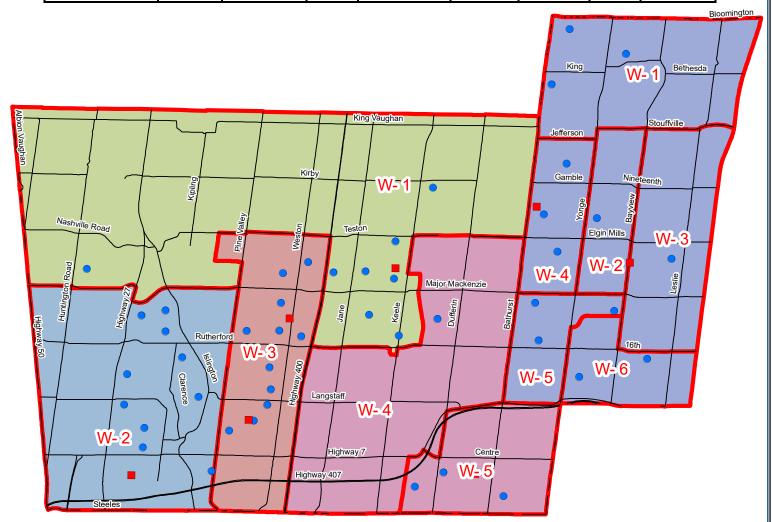


Vaughan / Richmond Hill Ward Boundary Map - Scenario A

Scenario A

BASE DISTRIBUTION (Current Situation)

Municipality	Ward	Electoral Group Population	Electo	Electoral Quotient # of Schools Enrolment		Elector	rnatative al Quotient 2022	
Vaughan	Ward 01	24,875	1.22	1 Trustee	9	5,153	1.08	1 Trustee
Vaughan	Ward 02	24,701	1.21	1 Trustee	11	4,505	1.07	1 Trustee
Vaughan	Ward 03	29,481	1.44	1 Trustee	13	7,013	1.28	1 Trustee
Vaughan	Ward 04	5,396	0.26	1 Trustee	5	3,247	0.23	1 Trustee
Vaughan	Ward 05	7,783	0.38	0.65			0.34	0.57
Richmond Hill	Ward 01	6,156	0.30				0.52	
Richmond Hill	Ward 02	3,412	0.17	2 Trustees			0.29	2 Trustees
Richmond Hill	Ward 03	2,698	0.13	1.37	15	7,048	0.23	2.37
Richmond Hill	Ward 04	5,582	0.27				0.47	
Richmond Hill	Ward 05	5,386	0.26	Average EQ	Average	Average	0.46	
Richmond Hill	Ward 06	4,746	0.23	0.69	7.5	3,524	0.40	



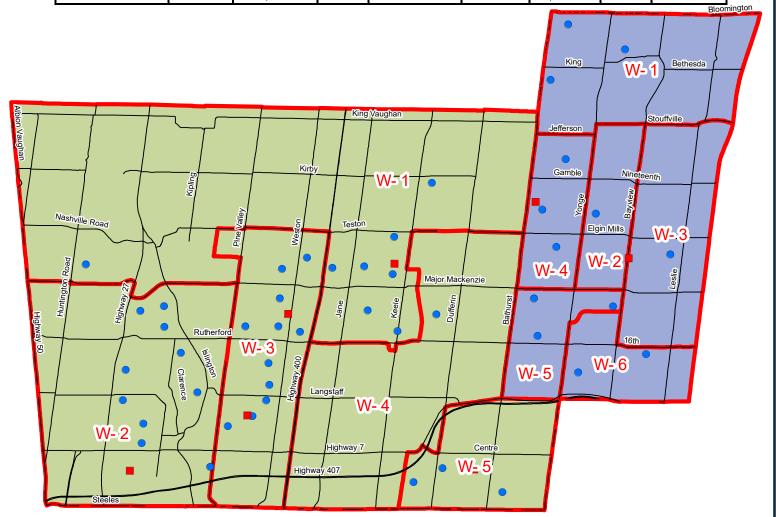


Vaughan / Richmond Hill Ward Boundary Map - Scenario #A1

Scenario #A1 (Vaughan 4 Trustees / Richmond Hill 2 Trustees)

Vaughan: Wards 1-5 = 4 Trustees (At Large) Richmond Hill: Wards 1-6 = 2 Trustees (At Large)

	Ward	Electoral Group Population	Electo	oral Quotient 2022	# of Schools	Enrolment	Elector	rnatative al Quotient 2022
Vaughan	Ward 01	24,875	1.22	4 Trustees			1.08	
Vaughan	Ward 02	24,701	1.21	4.52			1.07	4 Trustees
Vaughan	Ward 03	29,481	1.44		38.0	19,918	1.28	4.00
Vaughan	Ward 04	5,396	0.26	Average EQ	Average	Average	0.23	
Vaughan	Ward 05	7,783	0.38	1.13	9.50	4,979.50	0.34	
Richmond Hill	Ward 01	6,156	0.30				0.52	
Richmond Hill	Ward 02	3,412	0.17	2 Trustees			0.29	2 Trustees
Richmond Hill	Ward 03	2,698	0.13	1.37	15.0	7,048.0	0.23	2.37
Richmond Hill	Ward 04	5,582	0.27				0.47	
Richmond Hill	Ward 05	5,386	0.26	Average EQ	Average	Average	0.46	
Richmond Hill	Ward 06	4,746	0.23	0.69	7.5	3,524.0	0.40	



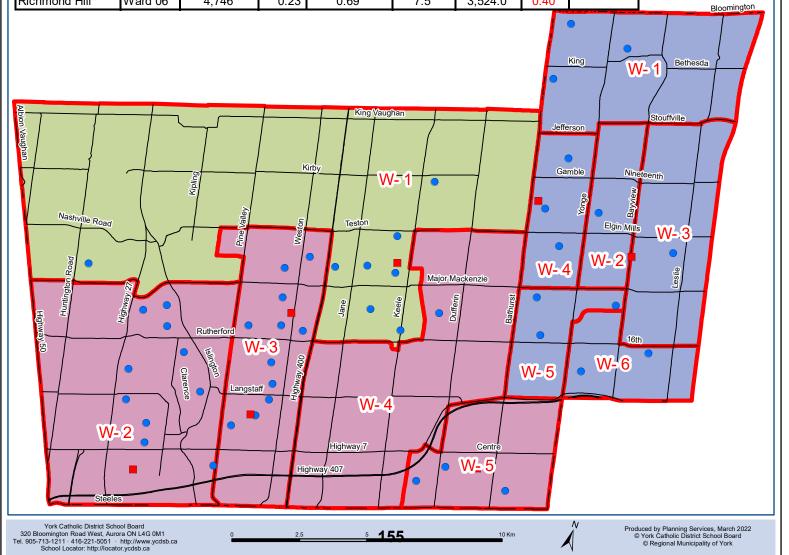


Vaughan / Richmond Hill Ward Boundary Map - Scenario #A2

Scenario #A2 (Vaughan 4 Trustees / Richmond Hill 2 Trustees)

Vaughan: Ward 1 = 1 Trustee Vaughan: Wards 2-5 = 3 Trustees (At Large) Richmond Hill: Wards 1-6 - 2 Trustees (At Large)

	Ward	Electoral Group Population	Electo	oral Quotient 2022	# of Schools	Enrolment	Elector	rnatative al Quotient 2022
Vaughan	Ward 01	24,875	1.22	1 Trustee	9	5,153	1.08	1 Trustee
Vaughan	Ward 02	24,701	1.21	3 Trustees			1.07	
Vaughan	Ward 03	29,481	1.44	3.30	29	14,765	1.28	3 Trustees
Vaughan	Ward 04	5,396	0.26	Average EQ	Average	Average	0.23	2.92
Vaughan	Ward 05	7,783	0.38	1.10	9.7	4,921.7	0.34	
Richmond Hill	Ward 01	6,156	0.30				0.52	
Richmond Hill	Ward 02	3,412	0.17	2 Trustees			0.29	2 Trustees
Richmond Hill	Ward 03	2,698	0.13	1.37	15.0	7,048.0	0.23	2.37
Richmond Hill	Ward 04	5,582	0.27				0.47	
Richmond Hill	Ward 05	5,386	0.26	Average EQ	Average	Average	0.46	
Richmond Hill	Ward 06	4,746	0.23	0.69	7.5	3,524.0	0.40	



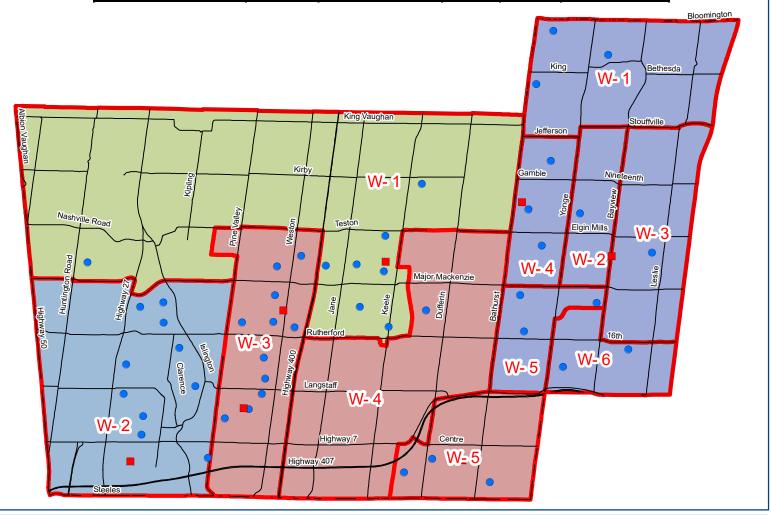


Vaughan / Richmond Hill Ward Boundary Map - Scenario #A3

Scenario #A3 (Vaughan 4 Trustees / Richmond Hill 2 Trustees)

Vaughan: Ward 1 = 1 Trustee
Vaughan: Ward 2 = 1 Trustees
Vaughan: Wards 3-5 = 2 Trustees (At Large)
Richmond Hill: Wards 1-6 = 2 Trustees (At Large)

	Ward	Electoral Group Population	Electo	oral Quotient 2022	# of Schools	Enrolment	Elector	rnatative al Quotient 2022
Vaughan	Ward 01	24,875	1.22	1 Trustee	9	5,153	1.08	1 Trustee
Vaughan	Ward 02	24,701	1.21	1 Trustee	11	4,505	1.07	1 Trustee
Vaughan	Ward 03	29,481	1.44	2 Trustees	14	10,260	1.28	
Vaughan	Ward 04	5,396	0.26	2.09			0.23	2 Trustees
Vaughan	Ward 05	7,783	0.38	Average EQ	Average	Average	0.34	1.85
Vaughan				1.05	7.00	5130.00		
Richmond Hill	Ward 01	6,156	0.30				0.52	
Richmond Hill	Ward 02	3,412	0.17	2 Trustees			0.29	
Richmond Hill	Ward 03	2,698	0.13	1.37	15.0	15.0	0.23	2 Trustees
Richmond Hill	Ward 04	5,582	0.27				0.47	2.37
Richmond Hill	Ward 05	5,386	0.26	Average EQ	Average	Average	0.46	
Richmond Hill	Ward 06	4,746	0.23	0.69	7.50	7.50	0.40	



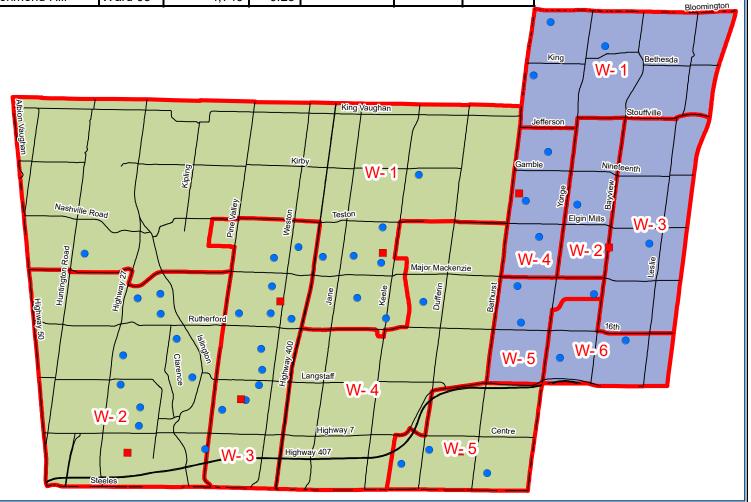


Vaughan / Richmond Hill Ward Boundary Map - Scenario #B1

Scenario #B1 (Vaughan 5 Trustees / Richmond Hill 1 Trustee)

Vaughan: Wards 1-5 = 5 Trustees (At Large) Richmond Hill: Wards 1-6 = 1 Trustee (At Large)

	Ward	Electoral Group Population	Electoral Quotient 2022		# of Schools	Enrolment
Vaughan	Ward 01	24,875	1.22			
Vaughan	Ward 02	24,701	1.21	5 Trustees		
Vaughan	Ward 03	29,481	1.44	4.52	38	19,918
Vaughan	Ward 04	5,396	0.26	Average EQ	Average	Average
Vaughan	Ward 05	7,783	0.38	0.90	7.6	3,983.6
Richmond Hill	Ward 01	6,156	0.30			
Richmond Hill	Ward 02	3,412	0.17	1 Trustee		
Richmond Hill	Ward 03	2,698	0.13	1.37	15	7,048
Richmond Hill	Ward 04	5,582	0.27			
Richmond Hill	Ward 05	5,386	0.26			
Richmond Hill	Ward 06	4,746	0.23			



10 Km



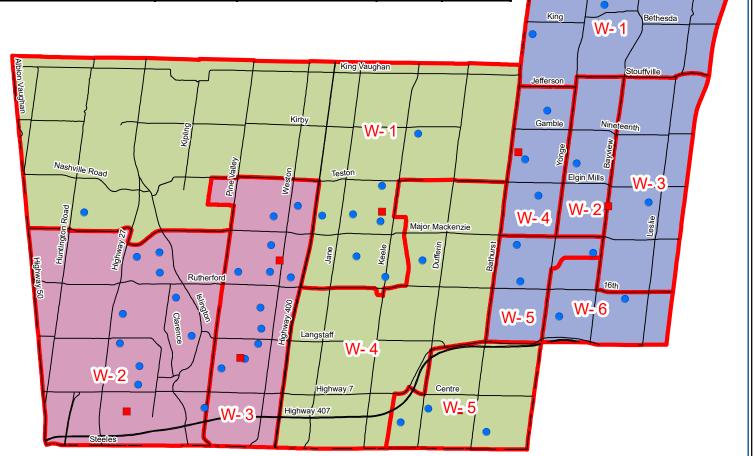
YORK CATHOLIC DISTRICT SCHOOL BOARD

Vaughan / Richmond Hill Ward Boundary Map - Scenario #B2

Scenario #B2 (Vaughan 5 Trustees / Richmond Hill 1 Trustee)

Vaughan: Wards 1,4 and 5 = 2 Trustees (At Large)
Vaughan: Wards 2,3 = 3 Trustees (At Large)
Richmond Hill: Wards 1-6 = 1 Trustee (At Large)

	Ward	Electoral Group Population	Electoral Quotient 2022		# of Schools	Enrolment
Vaughan	Ward 01	24,875	1.22	2 Trustees	14	8,400
Vaughan	Ward 04	5,396	0.26	1.87		
Vaughan	Ward 05	7,783	0.38	Average EQ	Average	Average
				0.93	7	4,200
Vaughan	Ward 02	24,701	1.21	3 Trustees	24.0	11,518
Vaughan	Ward 03	29,481	1.44	2.66		
				Average EQ	Average	Average
				0.89	8.0	3,839.3
Richmond Hill	Ward 01	6,156	0.30			
Richmond Hill	Ward 02	3,412	0.17	1 Trustee		
Richmond Hill	Ward 03	2,698	0.13	1.37	15	7,048
Richmond Hill	Ward 04	5,582	0.27			
Richmond Hill	Ward 05	5,386	0.26			
Richmond Hill	Ward 06	4,746	0.23			





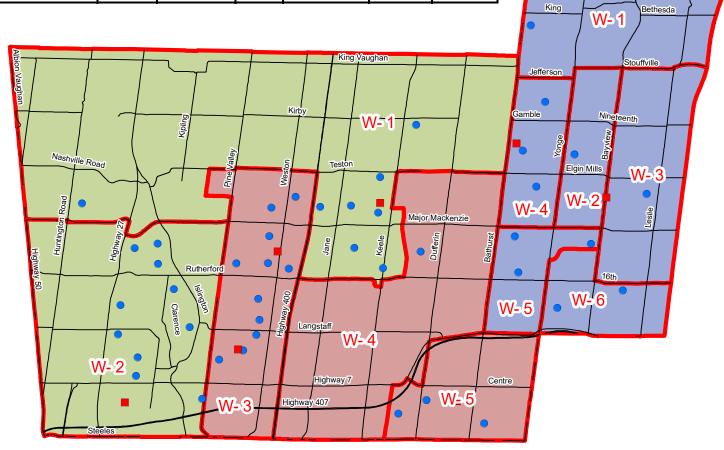
YORK CATHOLIC DISTRICT SCHOOL BOARD

Vaughan / Richmond Hill Ward Boundary Map - Scenario #B3

Scenario #B3 (Vaughan 5 Trustees / Richmond Hill 1 Trustee)

Vaughan: Wards 1-2 = 3 Trustees (At Large)
Vaughan: Wards 3-5 = 2 Trustees (At Large)
Richmond Hill: Wards 1-6 = 1 Trustee (At Large)

	Ward	Electoral Group Population	Electo	oral Quotient 2022	# of Schools	Enrolment
Vaughan	Ward 01	24,875	1.22	3 Trustees	20	9658
Vaughan	Ward 02	24,701	1.21	2.43		
				Average EQ	Average	Average
				0.81	6.7	3,219.3
Vaughan	Ward 03	29,481	1.44	2 Trustees		
Vaughan	Ward 04	5,396	0.26	2.09	18	10260
Vaughan	Ward 05	7,783	0.38	Average EQ	Average	Average
				1.05	9.0	5130.0
Richmond Hill	Ward 01	6,156	0.30			
Richmond Hill	Ward 02	3,412	0.17	1 Trustee		
Richmond Hill	Ward 03	2,698	0.13	1.37	15	7,048
Richmond Hill	Ward 04	5,582	0.27			
Richmond Hill	Ward 05	5,386	0.26			
Richmond Hill	Ward 06	4,746	0.23			





YORK CATHOLIC DISTRICT SCHOOL BOARD

Vaughan / Richmond Hill Ward Boundary Map - Scenario #B4

Scenario #B4 (Vaughan 5 Trustees / Richmond Hill 1 Trustee)

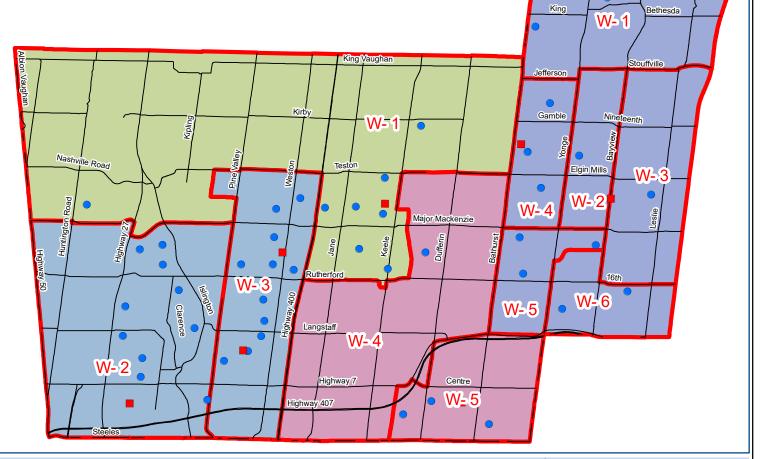
Vaughan: Ward 1 = 1 Trustee

Vaughan: Wards 2-3 = 3 Trustees (At Large)

Vaughan: Wards 4-5 = 1 Trustee

Richmond Hill: Wards 1-6 = 1 Trustee (At Large)

_	Ward	Electoral Group Population	Electo	oral Quotient 2022	# of Schools	Enrolment
Vaughan	Ward 01	24,875	1.22	1 Trustee	9	5,153
Vaughan	Ward 02	24,701	1.21	3 Trustees	24	11,518
Vaughan	Ward 03	29,481	1.44	2.66	Average	Average
				Average EQ	8.00	3,839
				0.89		
Vaughan	Ward 04	5,396	0.26	1 Trustee	5.00	3,247
Vaughan	Ward 05	7,783	0.38	0.65		
Richmond Hill	Ward 01	6,156	0.30			
Richmond Hill	Ward 02	3,412	0.17	1 Trustee		
Richmond Hill	Ward 03	2,698	0.13	1.37	15	7,048
Richmond Hill	Ward 04	5,582	0.27			
Richmond Hill	Ward 05	5,386	0.26			
Richmond Hill	Ward 06	4,746	0.23			



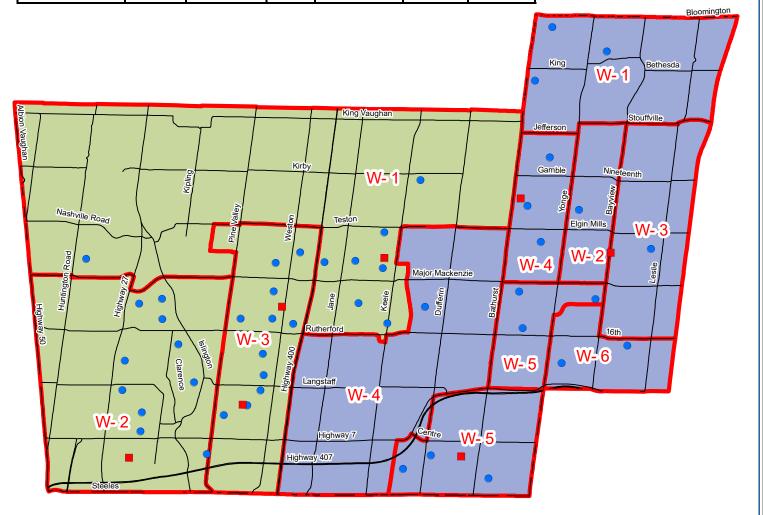


Vaughan / Richmond Hill Ward Boundary Map - Scenario #C1A

Scenario #C1A: Vaughan and RH Combined Scenarios

Vaughan: Wards 1-3 = 4 Trustees (At Large) RH Wards 1-6 & V Wards 4-5 = 2 Trustees (At Large)

		Electoral Group Population	Electoral Quotient 2022		# of Schools	Enrolment
Vaughan	Ward 01	24,875	1.22	4 Trustees	33	16,671
Vaughan	Ward 02	24,701	1.21	3.87	Average	Average
Vaughan	Ward 03	29,481	1.44	Average EQ		
				0.97	8.25	4,168
Vaughan	Ward 04	5,396	0.26			
Vaughan	Ward 05	7,783	0.38	2 Trustees	20	10,295
Richmond Hill	Ward 01	6,156	0.30	2.02		
Richmond Hill	Ward 02	3,412	0.17			
Richmond Hill	Ward 03	2,698	0.13	Average EQ	Average	Average
Richmond Hill	Ward 04	5,582	0.27	1.01	10	5,148
Richmond Hill	Ward 05	5,386	0.26			
Richmond Hill	Ward 06	4,746	0.23			





YORK CATHOLIC DISTRICT SCHOOL BOARD

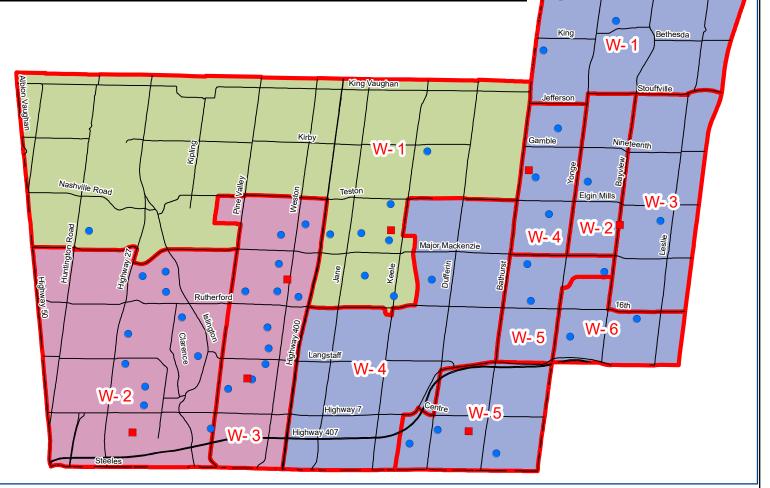
Vaughan / Richmond Hill Ward Boundary Map - Scenario #C1B

Scenario #C1B: Vaughan and RH Combined Scenarios

Vaughan: Ward 1 = 1 Trustee

Vaughan: Wards 2-3 = 3 Trustees (At Large)
RH Wards 1-6 & V Wards 4-5 = 2 Trustees (At Large)

	Ward	Electoral Group Population	Electoral Quotient 2022		# of Schools	Enrolment
Vaughan	Ward 01	24,875	1.22	1 Trustee	9	5,153
Vaughan	Ward 02	24,701	1.21	3 Trustees	24	11,518
Vaughan	Ward 03	29,481	1.44	2.66	Average	Average
				Average EQ	8.0	3,839
				0.89		
Vaughan	Ward 04	5,396	0.26			
Vaughan	Ward 05	7,783	0.38			
Richmond Hill	Ward 01	6,156	0.30	2 Trustees	20	10,295
Richmond Hill	Ward 02	3,412	0.17	2.02		
Richmond Hill	Ward 03	2,698	0.13			
Richmond Hill	Ward 04	5,582	0.27	Average EQ	Average	Average
Richmond Hill	Ward 05	5,386	0.26	1.01	10.0	5,148
Richmond Hill	Ward 06	4,746	0.23			



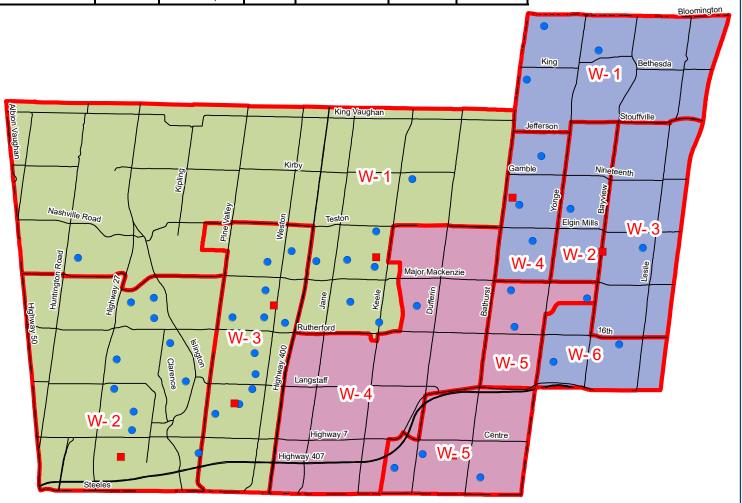


Vaughan / Richmond Hill Ward Boundary Map - Scenario #C2A

Scenario #C2A: Vaughan and RH Combined Scenarios

Vaughan: Wards 1-3 = 4 Trustees (At Large)
RH Ward 5 & V Wards 4-5 = 1 Trustee (At Large)
Richmond Hill: Wards 1-4 and 6 = 1 Trustee (At Large)

	Ward	Electoral Group Population	Electoral Quotient 2022		# of Schools	Enrolment
Vaughan	Ward 01	24,875	1.22	4 Trustees	33	16,671
Vaughan	Ward 02	24,701	1.21	3.87		
Vaughan	Ward 03	29,481	1.44	Average EQ	Average	Average
				0.97	8.25	4,168
Vaughan	Ward 04	5,396	0.26	1 Trustee		
Vaughan	Ward 05	7,783	0.38	0.91	8	4,176
Richmond Hill	Ward 05	5,386	0.26			
Richmond Hill	Ward 01	6,156	0.30			
Richmond Hill	Ward 02	3,412	0.17	1 Trustee		
Richmond Hill	Ward 03	2,698	0.13	1.11	12	6,119
Richmond Hill	Ward 04	5,582	0.27			
Richmond Hill	Ward 06	4,746	0.23			





Richmond Hill

YORK CATHOLIC DISTRICT SCHOOL BOARD

Vaughan / Richmond Hill Ward Boundary Map - Scenario #C2B

Scenario #C2B: Vaughan and RH Combined **Scenarios**

Vaughan: Ward 1 = 1 Trustee Vaughan Wards 2-3 = 3 Trustees (At Large) RH Ward 5 & V Wards 4-5 = 1 Trustee (At Large) Richmond Hill: Wards 1-4 and 6 = 1 Trustee (At Large)

Electoral **Electoral Quotient** # of Ward Group **Enrolment** 2022 **Schools Population** Vaughan Ward 01 24,875 1.22 1 Trustee 9 5,153 Vaughan Ward 02 24,701 1.21 3 Trustees Ward 03 29,481 1.44 11,518 Vaughan 2.66 24 Average EQ Average Average 0.89 8.00 3,839 0.26 1 Trustee Vaughan Ward 04 5,396 Ward 05 7,783 0.38 0.91 8 Vaughan 4,176 Richmond Hill Ward 05 5.386 0.26 Richmond Hill Ward 01 6,156 0.30 Richmond Hill Ward 02 3,412 0.17 1 Trustee Ward 03 Richmond Hill 2,698 0.13 1.11 12 6,119

0.27

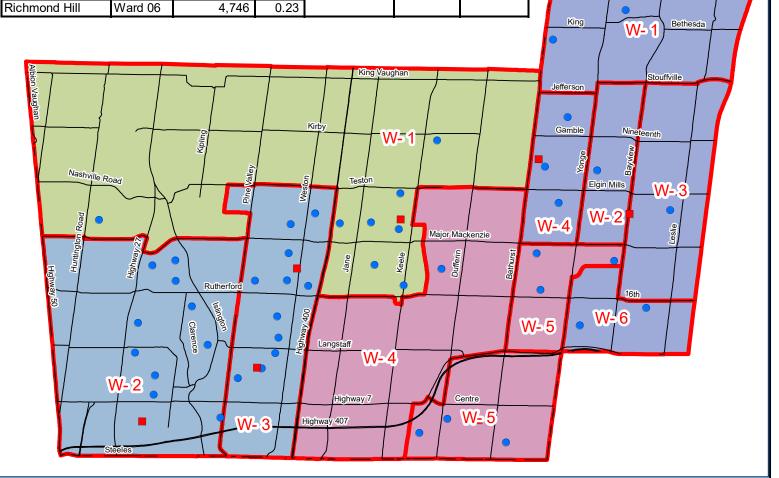
0.23

5,582

4.746

Ward 04

Ward 06



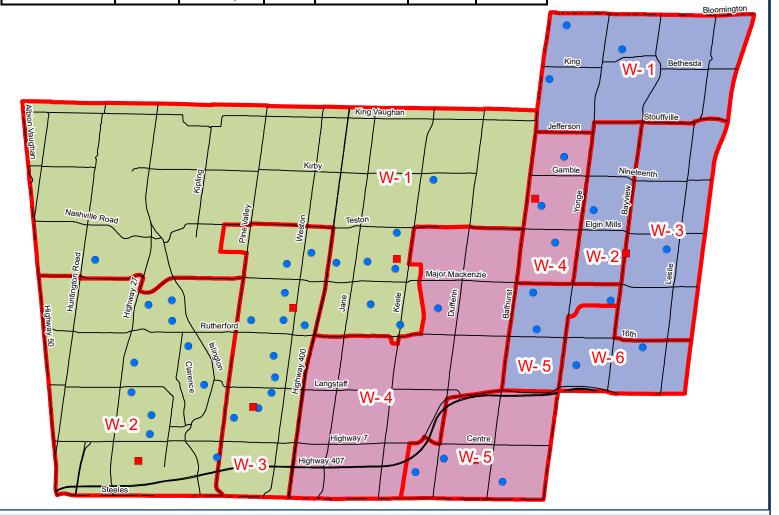


Vaughan / Richmond Hill Ward Boundary Map - Scenario #C3A

Scenario #C3A: Vaughan and RH Combined **Scenarios**

Vaughan: Wards 1-3 = 4 Trustees (At Large) RH Ward 4 & V Wards 4-5 = 1 Trustee (At Large) Richmond Hill: Wards 1-3, 5-6 = 1 Trustee (At Large)

	Ward	Electoral Group Population	Electoral Quotient 2022		# of Schools	Enrolment
Vaughan	Ward 01	24,875	1.22	4 Trustees	33	16,671
Vaughan	Ward 02	24,701	1.21	3.87		
Vaughan	Ward 03	29,481	1.44	Average EQ	Average	Average
				0.97	8.25	4,168
Vaughan	Ward 04	5,396	0.26	1 Trustee		
Vaughan	Ward 05	7,783	0.38	0.92	9.00	4,741
Richmond Hill	Ward 04	5,582	0.27			
Richmond Hill	Ward 01	6,156	0.30			
Richmond Hill	Ward 02	3,412	0.17	1 Trustee	11.00	5,554
Richmond Hill	Ward 03	2,698	0.13	1.10		
Richmond Hill	Ward 05	5,386	0.26			
Richmond Hill	Ward 06	4,746	0.23			





YORK CATHOLIC DISTRICT SCHOOL BOARD

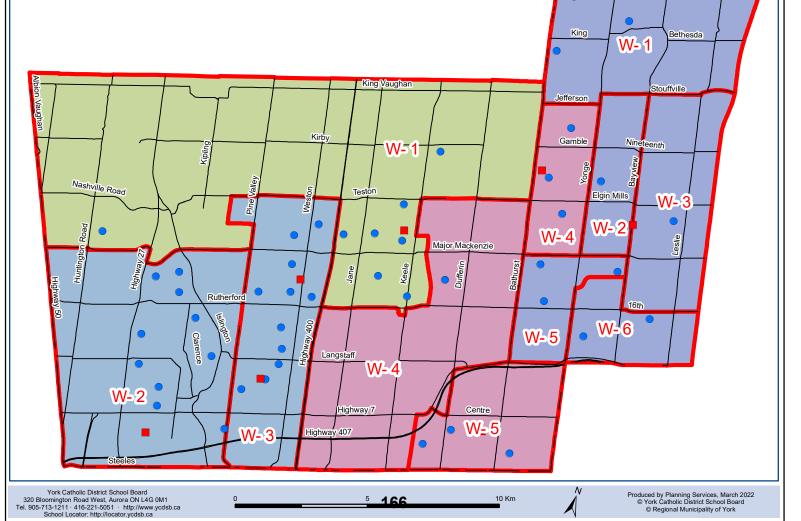
Vaughan / Richmond Hill Ward Boundary Map - Scenario #C3B

Scenario #C3B: Vaughan and RH Combined Scenarios

Vaughan: Ward 1 = 1 Trustee

Vaughan Wards 2-3 = 3 Trustees (At Large)
RH Ward 4 & V Wards 4-5 = 1 Trustee (At Large)
Richmond Hill: Wards 1-3 and 5-6 = 1 Trustee (At Large)

	Ward	Group Population	Electo	oral Quotient 2022	# of Schools	Enrolment
Vaughan	Ward 01	24,875	1.22	1 Trustee	9	5,153
Vaughan	Ward 02	24,701	1.21	3 Trustees	24	11,518
Vaughan	Ward 03	29,481	1.44	2.66		
				Average EQ	Average	Average
				0.89	8	3,839
Vaughan	Ward 04	5,396	0.26	1 Trustee		
Vaughan	Ward 05	7,783	0.38	0.92	9	4,741
Richmond Hill	Ward 04	5,582	0.27			
Richmond Hill	Ward 01	6,156	0.30			
Richmond Hill	Ward 02	3,412	0.17	1 Trustee		
Richmond Hill	Ward 03	2,698	0.13	1.10	11	5,554
Richmond Hill	Ward 05	5,386	0.26			
Richmond Hill	Ward 06	4,746	0.23			



REPORT TO: Board of Trustees

FROM: Administration

DATE: March 29, 2022

RE: Metrolinx Permission to Enter Agreement - St Anthony CES

EXECUTIVE SUMMARY

The purpose of this report is to seek Board approval to enter into a Permission to Enter (PTE) agreement with Metrolinx. The PTE agreement will allow Metrolinx to access St. Anthony CES during the month of July 2022 to conduct geotechnical investigations (boreholes) in 2 locations on school property.

To avoid disruption to the students and staff at St. Anthony, the agreement identifies a term between July 4, 2022 and July 29, 2022 for Metrolinx to be permitted access to the property. Administration supports the execution of a PTE agreement with Metrolinx.

BACKGROUND

As previously reported to the Board, Administration was contacted by Metrolinx in June 2021 with a request to conduct geotechnical investigations (boreholes) on the St. Anthony CES property. At that time a number of concerns had been raised with the work proposed as well as the alignment of the tunnels themselves. At this point Metrolinx continues to proceed with the alignment impacting St. Anthony, and as such Metrolinx continues to require access to the site for such investigations.

Through consultation with the local trustee, Area Superintendent, principal of St. Anthony and the St. Anthony community, concerns have been raised regarding the possible impacts to the learning environment at St. Anthony should Metrolinx be permitted to conduct its work while students are in class. A number of different work schedules were proposed and evaluated, including (weekends only, work outside of school hours, as well school holidays (Christmas/March Break).

Over the past several months Administration has conveyed these concerns with Metrolinx staff, and identified terms required to permit Metrolinx and its contractors to access the site.

UPDATE

Through continued discussions and negotiations with Metrolinx, a proposed agreement has been developed that would permit Metrolinx with access to the St. Anthony property for the month of July to conduct its work. Metrolinx has advised that it requires 19 days to complete its work.

TERMS AND CONDITIONS

The Following illustrates the proposed terms and conditions of the Permission to Enter Agreement.

Licensed Area: See Schedule A

Scope of Work: See Schedule B

Term: July 4 to July 29, 2022

Non-Intrusive site visits permitted from June 1 to June 30, 2022

(required for utility locates)

Notice: Metrolinx is required to provide 3 business days prior written notice

before entering the property.

3rd Party Monitoring: To be conducted by a specified contractor (On behalf of the Board, to

be paid by Metrolinx)

<u>Insurance:</u> Metrolinx responsibility (general liability of \$10,000,000/occurrence)

The agreement has been reviewed by a solicitor on behalf of the Board.

ANALYSIS

The proposed borehole locations as illustrated in Appendix A are situated on the soft surface play field to avoid any damage to the asphalt. When complete, Metrolinx is required to restore the property to its original condition.

The timeframe proposed addresses concerns from the school community that Metrolinx that there should be no borehole drilling when students are in school. Deferring the work to the month of July will provide the least amount of disruption to the school. Administration has confirmed that there are no capital or maintenance projects planned for this summer.

SUMMARY

Metrolinx requires access to the St. Anthony CES property to conduct borehole drilling in advance of the Yonge North Subway Extension. To avoid any disruption to the students and staff at St. Anthony, this work is proposed to be carried out during the month of July 2022. The agreement has been reviewed by the Board's solicitor. Administration supports the execution of the agreement.

RECOMMENDATION

That the Board authorize Administration to enter into a Permission to Enter agreement with Metrolinx for the purpose of conducting geotechnical investigations.

ATTACHMENTS

Schedule A - Licensed Area Schedule B - Scope of Work

Prepared By: Adam McDonald, Assistant Manager of Planning Services

Submitted By: Tom Pechkovsky, Coordinating Manager of Planning & Operations Endorsed By: Domenic Scuglia, Director of Education & Secretary of the Board

SCHEDULE "A" – LICENSED AREA





20 Bay Street, Suite 600, Toronto, Ontario M5J 2W3

Schedule B Geotechnical Work Plan

Two boreholes will be advanced behind the school building as shown on the Borehole Location Plan, as shown on Schedule A.

- Borehole #30 is located away from the building to minimize obstruction of the yard
- Borehole #31 is located to allow unobstructed access to the parking lot and swinging gates.
- Both boreholes will be drilled off of the hard surface, as suggested by the YCDSB

Pre-Drill Rig Mobilization Activities

Pre-drill rig mobilization activities to be scheduled in coordination with the school. Non-intrusive PTE is required on or before June 1, 2022 for the following activities to be completed prior to the drill rig mobilization on July 4, 2022. Any delay after June 1 will result in the drilling mobilization being delayed also.

- Technical meeting to gather information for Site Specific HASP, Emergency Response Plan and Access Management Plan.
- Preparation of HASP. YCDSB input required (approximately two weeks)
- Borehole stake out (paint on the ground)
- Ontario One Call utility locates (approximately two weeks)
- Private locator to confirm utility locates (approximately one day)
- Briefing session with school administration: Safety, timing, contact information.
- Drill rigs will not be mobilized until every activity above is complete. Expected duration of pre-drilling activities is approximately four weeks.

Drilling Activities

The planned drilling activities on school property will be the same as what has taken place near the school on Kirk Drive:

- Auger drilling using portable, diesel-powered drilling equipment mounted on a truck (refer to Figure B-1 for a photograph of an operating drill rig)
- The work area at each drill rig location will be fenced. The limits of the fenced area are shown on the Borehole Location Plan. The blue area is the work area. The yellow area is for drum storage.
- In-situ testing following ASTM Standard Penetration Test method. The sampling tool is driven by a falling hammer striking the drill rods, creating a metallic hammering sound.
- Each borehole will include approximately 8 m of rock coring.
- Three monitoring wells will be installed at BH 31. The monitoring wells will be installed as shallow, medium and deep installations. The deep monitoring well will be installed in the sampled borehole. The shallow and medium monitoring wells will be installed in a second borehole drilled next to the sampled borehole. Boreholes drilled in the hard surface area will be provided with lockable flush mounted covers so they do not create a tripping hazard (refer to Figure B-2). The monitoring wells will be accessed two or three times after installation to measure groundwater levels and obtain samples for chemical analysis. These visits can be scheduled outside of classroom hours

 All excess soil and groundwater generated during the drilling will be stored temporarily in steel drums located in the yellow work area, which will be emptied at least once per week, and more frequently if necessary.

Additional Health and Safety Measures

Metrolinx and its consultant One T+ will proceed to drilling works only after the Board is satisfied with our thorough health and safety measures, which include but are not limited to:

- School and Board input on Site-Specific Safety Plan (HASP), Emergency Response Plan, and Access Management Plan, as noted in the Pre-Drilling section above
- Once timing is confirmed, briefing session with School and Board staff to communicate the drilling plan, procedures and safety measures. Community Engagement team available to school/students/parents.
- Accredited Competent Supervisor on-site during the hours of drill operations, daily site safety inspections (school Principal invited to join), daily COVID-19 screening for workers.
- Frequent communication between Metrolinx, YCDSB, and St. Anthony's at every stage in the process.
- The work zones (blue and yellow areas on Borehole Location Plan) will be fully fenced and the safety fence will be draped with a portable noise barrier (refer to Figure B-3). This will restrict access to the work areas, obscure the view of the work zones and help to dampen some of the noise created by the drilling operations.





Figure B-3 – Example of Noise Barrier Fencing



York Catholic District School Board

REPORT NO. 2022:02 of the TRANSPORTATION REVIEW COMMITTEE

To: Regular Board Meeting

March 29, 2022

A Transportation Review Committee Meeting was held via Live Stream on Monday, February 28, 2022, starting at 4:30 pm.

PRESENT:

Committee Members: D. Giuliani, M. Iafrate, J. Wigston

Administration: D. Scuglia, T. Pechkovsky, E. Pivato, C. Tupchong

Other Trustees: E. Crowe, F. Alexander, M. Marchese, R. Cantisano, D. Mazzotta

Absent with Notice: Nil

Recording: K. Andriano

Presiding: D. Giuliani, Committee Chair

1. ACTION ITEM(S): Nil

2. DISCUSSION/INFORMATION ITEM(S):

- a) Our Lady Queen of the World CHS Transportation French Immersion Transportation
- b) French Immersion Transportation
- 3. INFORMATION ITEM(S):
 - a) TRUSTEE MOTION: Secondary Transportation Eligibility Policy Amendment
 - b) Stop Arm Cameras Upper Canada District School Board Letter
- **4. FUTURE MEETING DATE:** The committee is requesting a meeting when the Ministry provides the Grant for Student Needs numbers
- 5. ADJOURNMENT: 6:09 PM

Dino Giuliani, Committee Chair

REPORT

Report To: The Board of Trustees

From: Administration
Date: March 29, 2022

Report: Ad-Hoc Committee for Naming of Virtual School

EXECUTIVE SUMMARY:

This report is to inform the Board of Trustees of a new YCDSB virtual school for the 2022-2023 school year.

BACKGROUND INFORMATION:

On February 17, 2022, the Ministry of Education of Ontario announced that as part of a <u>COVID-19 Learning</u> <u>Recovery Fund (see page 2)</u> "school boards will be required to provide the option for remote learning in the 2022-23 school year. School boards are permitted to establish one virtual school per elementary and secondary panel based on local demand."

In compliance with the Ministry's directive, YCDSB families were provided an opportunity to choose remote learning for the 2022-2023 school year via a digital registration form available from March 9 to March 23, 2022. As of March 24, four hundred and twenty-one (421) individuals registered for remote learning in the YCDSB's first ever virtual school.

While the virtual school does not have a physical location, it is a separate school for the purposes of attendance and assessment and evaluation and consequently shall be accorded a name in compliance with Policy 709 - Naming of Schools.

SUMMARY:

The Ministry of Education's requirement for the provision of remote learning in 2022-2023 coupled with the Board's Policy on the Naming of Schools lends way to the naming of a new YCDSB school.

RECOMMENTION:

THAT an Ad-Hoc Committee be formed in order to name the new YCDSB virtual school as per the Section B Guidelines of Policy 709 - Naming of Schools.

THAT Trustees Elizabeth Crowe, Maria Iafrate and Jennifer Wigston, be appointed to the committee.

Prepared and Submitted by: Eugene Pivato, Associate Director Endorsed by: Domenic Scuglia, Director of Education

York Catholic District School Board

REPORT NO. 2022:01 of the JOINT BOARD CONSORTIUM PUBLIC SESSION

To: Regular Board Meeting

March 29, 2022

A regular session of the Joint Board Consortium was held electronically on Wednesday, March 2, 2022 commencing at 4:01 p.m.

PRESENT:

YRDSB Trustees: L. Gilbert, A. Tam, E. Terrell and Student Trustee B. Yu

YRDSB Staff: J. Fair

YCDSB Trustees: E. Crowe and T. McNicol, M. lafrate

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

STSYR Staff: C. Tupchong, N. Smith and L. Toniutti

Presiding: YCDSB (Acting-Chair) T. Pechovsky

Recording Officer: S. Infanti

Regrets: YRDSB Director of Education, L. Sirisko

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 21, 2021 meeting.

- 3. PRESENTATION(S): Nil
- 4. DECISION ITEM(S):
 - 1. Election of Joint Board Consortium Co-Chairs for 2021-2022
 - 2. 2022-2023 Proposed Meeting Schedule

5. DISCUSSION/INFORMATION ITEM(S):

The Committee received information for the following:

- a) Funding Model Review Update
- 6. FUTURE ITEM(S): Nil

ADJOURNMENT: 4:27 p.m.

Adjourned by common consent

SPECIAL EDUCATION ADVISORY COMMITTEE REPORT NO. 2022: 04

To: Regular Board Meeting

March 29, 2022

A meeting of the Special Education Advisory Committee was held on **March 7**, **2022** virtually over Google Meet at 7:00 p.m.

PRESENT:

Committee Members: N. Byrne, J. Gamboa, S. Gatti, M. Iafrate, N. Lai, D. Legris, J. Man,

J. Wigston

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

Administration: A. Cabraja, D. Candido, E. Miceli-Bush

Regrets: D. Giuliani, L. Lausic, E. Morgillo, L. Paluzzi, N. Welch

Recording C. Mong

Guests: D.Cree, Early ON Program Coordinator, York Region

R. Dizon, Program Coordinator, York Region

1. ACTION ITEM(S):

THAT the YCDSB SEAC sends a letter to the Minister of Health and the Minister of Education regarding the shortage of nurses to help support students with complex medical needs to safely and meaningfully attend school.

THAT the YCDSB SEAC sends a letter to the Minister of Education regarding the Special Incident Portion Claim funding.

2. CORRESPONDENCE:

RCCDSB – Nursing shortage in Ontario

DDSB - Special Incidence Portion Claim funding

DPCDSB – Provincial Protocols for C19 within Ontario Schools

3. PRESENTATIONS/DISCUSSIONS/INFORMATION:

- Early ON Programing
- R.I.S.E. Program
- CAR Report (deferred)
- YCDSB SEAC Letter in support of DSBN re: Nursing shortage in Ontario
- Status of Exceptional Student learning during Covid 19

4. ASSOCIATION REPORTS:

- DSAYR: March 21 is World Down Syndrome Day. As done in the past years, resources will be sent to YCDSB and YRDSB to be shared in the classroom.
- EIS: Early Intervention services is pleased to be one of the agencies delivering Caregiver Mediated Early Years (CMEY) programs through the York Simcoe Autism Network (YSAN). Caregiver-mediated early years (CMEY) programs offered through the Ontario Autism Program (OAP) support families with young children ages 12 months to 48 months (4 years). These programs help young children with Autism and their caregivers learn new skills and meet individualized goals. The two programs being delivered by the EIS Infant and child development program (ICDS) through the York Simcoe Autism Network (YSAN)are: Pivotal Response Treatment (PRT) and Social ABC's. To access CMEY services, families must be invited to participate in caregiver mediated early years programs. To receive an invitation, children must be registered with the Ontario Autism Program (OAP).

- Easter Seals: March is Easter Seals Month: Please visit their <u>website</u> for more information.
- LDAYR: March Break camp will take place March 14-18, 2022. Summer Camp registration: please visit their website for more details.
- York Hills: Spring webinar and workshops are now available. Please visit their website for more information.

5. ITEMS FOR FUTURE AGENDA:

- Kindergarten Pilot Project update
- CAR Report
- SEAC Banner
- **6. NEXT MEETING:** April 6, 2022

J. WIGSTON, CHAIR, SEAC



Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1
Tel: 905-713-2711, 416-221-5050, 1-800-363-2711, Automated Lines: 905-713-1211, 416-221-5051
Fax 905-713-1272 • www.ycdsb.ca

March xx, 2022

Honourable Christine Elliot Minister of Health 5th Floor, 777 Bay Street Toronto ON M7A 2J3 Chirisitine.elliot@pc.ola.org

Honourable Stephen Lecce Minister of Education Mowat Block 22nd Floor 900 Bay Street Toronto ON M7A 1L2 Minister.edu@ontario.ca Stephen.lecce@pc.ola.org

Honourable Christine Elliot and Honourable Stephen Lecce.

The York Catholic District School Board's Special Education Advisory Committee is writing to you in support of District School Board of Niagara's recent letter denoting the impact of the current nursing shortage on school boards across the province. Currently there are hundreds of students across Ontario awaiting nursing care that is required for them to attend school safely and meaningfully. School staff cannot perform the duties of a nurse/registered health care professional, but stress that it is also imperative that we take every reasonable step to ensure that all students have access to education.

Though this shortage is not the responsibility of school boards, many school districts including the YCDSB have advised they are committed to being part of a temporary solution for student and families affected. One way Boards have supported students requiring health care services in our schools is by allowing parents/guardians or a temporary health care service provider, designated by the parents/guardians, to visit the school, adhering to all safety protocols, to provide the health care services, where possible, for their child. Furthermore, our schools continue to creatively engage with and provide academic support to students who are at home awaiting nursing care. We are aware that the updates to the Ministry of Health "Family-Managed Home Care/Self Directed Care" program eligibility requirements now include parents/guardians of students with complex medical needs that prevent them from attending school due to the shortage of school nurses. However, families and Board staff note that funding for this program is exceedingly difficult to access and few families receive support, likely due to the extensive and complex process required to procure the funding.

It is a clear and widespread fact that in-person learning is the best learning environment for students. With the support from the province and significant planning, commitment and efforts by District School Boards, schools opened this fall. Tragically however many students are unable to attend school with their peers, and their families are bearing much of the burden in managing the care of students who do not have at-school nursing support secured at this time. Like many other School Boards across Ontario, we are committed to being part of the solution for our students and families affected. We stand with other Boards in requesting that this issue be a top priority for this government and that an immediate and accessible solution be developed to allow all children to access the learning they require and deserve.

Sincerely,

Jennifer Wigston Chair Special Education Advisory Committee Trustee Vaughan Area 4 York Catholic District School Board Eleonora Morgillo
Co-Chair
Special Education Advisory Committee
SEAC Association Representative for Autism Ontario
York Region, York Catholic District School Board

cc: Board of Trustees, YCDSB

Domenic Scuglia, Director of Education, YCDSB

Chairs of all Ontario Special Education Advisory Committees



Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1
Tel: 905-713-2711, 416-221-5050, 1-800-363-2711, Automated Lines: 905-713-1211, 416-221-5051
Fax 905-713-1272 • www.ycdsb.ca

March xx, 2022

Honourable Stephen Lecce Minister of Education Mowat Block 22nd Floor 900 Bay Street Toronto ON M7A 1L2 Minister.edu@ontario.ca Stephen.lecce@pc.ola.org

Honourable Stephen Lecce,

The York Catholic District School Board's Special Education Advisory Committee is writing to you in support of Durham District School Board's Special Education Advisory Committee recent letter with regard to **Special Incident Portion Claim Funding.**

In the spring of 2018, the previous government announced an increase to the Special Incidence Portion (SIP) claim funding of \$11,016.00, increasing the funding amount up to \$38,016.00 per student from the previous funding amount of \$27,000.00. On August 24, 2018, after school board budgets were prepared and approved, the Ministry announced that the increase would be clawed back to \$28,518.00, bringing the net increase to \$1,518.00 per student.

SEACs across the province were dismayed by the Ministry of Education decision to claw back that increase given that the true cost of supporting a student with a SIP claim are significantly higher than that amount. For example, the average cost, including salary and benefits, for an Educational Assistant is \$58,870.00. A student who requires 2 plus Educational Assistants to support their learning needs would be a cost of \$117,740.00 plus. The Ministry of Education's SIP amount covers approximately 24.2% of the cost to support a student with significant learning needs. The YCDSB covers the remaining 75.9% of the cost from our Special Education and operational grants.

The budget gap at the YCDSB between Special Education revenues and expenditures for the last three years has averaged 5.3% This current school year alone, the YCDSB allocated \$8,841,444.00 more than what was given in Special Education Grants to Special Education services. Some of the money YCDSB used to fund this gap is the Local Priorities funding (Support for Student Funding), which is not guaranteed to be received annually from the Province.

YCDSB SEAC is expressing our concerns that the funding the Ministry of Education provides for SIP is inadequate. The claw back of the SIP increase announced on August 24, 2018, along with the reallocation to the Special Education Per Pupil amount resulted in a net decrease in funding, further increasing the YCDSB deficit. As the Auditor General highlighted in 2018, the Ministry of Education's "[f]unding formula uses out-of-date benchmarks and is due for a comprehensive external review." YCDSB SEAC is extremely concerned by the direction funding for special education is taking, leaving our most vulnerable children further at risk. Inadequate funding of Special Education at the YCDSB puts our most vulnerable children at risk by cutting the services that they need to be successful. Our entire system is strained when the YCDSB takes revenues from other areas to meet its statutory commitment to children accessing Special Education services.

We request the Minister to evaluate the true costs associated with SIP claims to support our students and increase funding accordingly. We further request, that the Special Education funding model be reviewed and changed to accurately reflect the increasing and more complex needs of students with special needs.

Sincerely,

Jennifer Wigston Chair Special Education Advisory Committee Trustee Vaughan Area 4 York Catholic District School Board

Eleonora Morgillo Co-Chair Special Education Advisory Committee SEAC Association Representative for Autism Ontario York Region, York Catholic District School Board

cc: Board of Trustees, YCDSB
Domenic Scuglia, Director of Education, YCDSB
Chairs of all Ontario Special Education Advisory Committees

REPORT NO. 2022:03 of the

POLICY REVIEW COMMITTEE

To: Board of Trustees March 29, 2022

A regular virtual session of the Policy Review Committee was held through Google Meet on Tuesday, March 8, 2022 starting at 6: 30 p.m.

PRESENT:

Committee Members Present: F. Alexander, E. Crowe, M. Iafrate, M. Marchese, D. Mazzotta,

J. Wigston

Other Trustees: R. Cantisano, T. McNicol

Absent with Notice: C. Cotton, D. Giuliani **Student Trustee**: A. Casbarro, A. Peta-Dragos

Administration: A. Arcadi, C. Chu, K. Elgharbawy, M. Farrell, M. Gray, C. McNeil, E. Pivato,

D. Scuglia

Recording: J. Di Bratto

Presiding: F. Alexander - Chair

ACTION ITEMS:

1. THAT the Board approve the following revised policy: Policy 106 Delegations to the Board

2. THAT the Board approve the following revised policy:

Policy 308 Textbooks

3. THAT the Board approve the following revised policy:

Policy 427 Workplace Violence

4. THAT the Board approve the following revised policy:

Policy 608 Volunteers in Schools

5. THAT the Board approve the following revised policy:

Policy 708 Outdoor Activity Equipment

6. THAT the Board approve the following revised policy:

Policy 712 Flag Display

7. THAT the Board approve the following policies to be amended with regards to the Human Rights statement:

Policy 117 (formerly 218) Code of Conduct

Policy 203 Student Transportation Services

Policy 204 Child Protection and Abuse

Policy 219B Student Dress and School Uniform – Secondary

Policy 316 Secondary School Post-Examination Review

INFORMATION/DISCUSSION ITEMS:

Policy 310 Retention and Acceleration of Students

Policy 809 Staff Use of External Legal Resources

FUTURE ITEMS:

YCDSB Approval Authority Schedule

Policy 319 Supplementary Learning Resources

Policy 401 Chaplaincy Teams

Policy 402 Accommodations for Students with Moderate to Severe Learning Needs

Policy 405B Appointments to Academic Positions of Responsibility

Policy 407 Policy Record Checks – Board Employees

Policy 413 Attendance Support Program

Policy 415 Accessibility Standards for Employment

Policy 424 Disposition of Complaints Against Employees

Policy 710 Environmental Education: Our Sacred Earth

Policy 808 Travel, Meal and Expense Reimbursement

Policy 809 Staff Use of External Legal Resources

Policy 811 Investment of Board Funds

Policy 812 Fair Labour Practices for School Uniforms

Future meeting date for Policy Review Committee

May 10, 2022, June 7, 2022

Adjournment – 9:16 p.m.

F. Alexander, Committee Chair

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY		
Policy Section	Policy Number	
Governance	106	
Former Policy #	Page	
803	1 of 11	
Original Approved Date	Subsequent Approval Dates	
May 1969	May, 1988, June 22nd, 1999 January 2003, March 25, 2008 February 25, 2014 November 29, 2016 January 31, 2017 June 15, 2021	

SECTION A

POLICY TITLE: DELEGATIONS TO THE BOARD

1. PURPOSE

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

This policy is consistent with all applicable legislation, including the *Education Act*, The *Ontario Human Rights Code*, *Municipal Freedom of Information and Protection of Privacy Act* (MIFIPPA), and *Occupational Health and Safety Act* (OHSA).

2. OBJECTIVE

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

3. PARAMETERS

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

In an effort to conducting efficient Board meetings:

All approved delegations will be heard and Trustees may ask questions for clarification purposes only.

There will be no engagement or debate between the Board of Trustees, Board staff and the official spokesperson of the delegation.

Where the matter brought before the Board requires a decision, the Board will notify the official spokesperson through written communication of the decision, or of the date of the meeting at which a decision is to be made.

Upon receipt of a public request to make a delegation in accordance with the parameters outlined in this policy, the Executive Committee of the Board will:

- i) Review the request and determine whether the presentation will be heard. (Presentations contrary to directives by the Ministry of Education, Ministry of Labour, Ministry of Health and our local and provincial Health Units will not be heard).
- ii) Determine if the approved delegation request will be heard before the whole Board, in a private session of the Board, referred to a committee of the Board, or referred to the Director of Education to determine appropriate action(s).

DELEGATIONS TO THE BOARD: PUBLIC PRESENTATIONS

- 3.1 An individual or delegation wishing to make a presentation to the Board shall process the request through the Administrator to the Director and Trustee Services who will provide direction and a copy of Form Admin. 29(a) which must be fully completed and received at least seven (7) days prior to the date of the meeting.
- 3.2 An individual or delegation wishing to make a presentation to the Board requesting the development of a proposed policy or the revision of an existing policy must also complete and submit Appendix 4 (Rationale for the Development, Review or Revision of a Policy) of Policy 101: Meta Policy: Policy Management and Governance along with Form Admin. 29(a) to the Administrator to the Director and Trustee Services as outlined in parameter 3.1.
- 3.3 An individual or delegation wishing to make a presentation to the Board related to a specific Pupil Accommodation Review shall only be received by the Board of Trustees at a Special Meeting of the Board in accordance with Board Policy 713: *Pupil Accommodation Review of Schools.*
- 3.4 No more than three (3) delegations will be approved for any Regular Board meeting by the Executive Committee of the Board.
- 3.5 During the budget development process, the Board explicitly solicits stakeholder input and as such, more than three delegations may be approved by the Executive Committee for Board meetings in May and June.
- 3.6 If there are numerous delegation requests on a particular matter, the Executive Committee reserves the right to reduce the delegation time to 5 minutes and/or call a special board meeting to hear the delegations.

- 3.7 At the discretion of the Chair, delegations may be added to a Board agenda in the event of a time sensitive situation.
- 3.8 The Chair reserves the discretion to defer a request for a presentation.
- 3.9 Following approval to hear the presentation, before the full Board or a committee of the Board, the spokesperson for the group (or individual) shall be notified of the meeting date and time and shall be apprised of the expectations for the presentation.
- 3.10 Up to two (2) individuals may serve as spokespersons for any delegation, and no other members of the delegation shall address the Board, except by request of a Trustee and permission of the Chair.
 - 3.10.1 Written material in support of the presentation, including PowerPoint, will be provided to Trustees by end of day Saturday (11:59pm) the Friday prior to the scheduled Board meeting.
 - 3.10.2 If supporting information is not submitted within the timeline, the delegation will be removed from the agenda and presented at a future Board meeting.
- 3.11 A maximum of *ten* (10) minutes per delegation is allowed to make a presentation. The Chair may choose to extend the time.
- 3.12 All delegation presentations must agree to be livestreamed during the meeting.

DELEGATIONS TO THE BOARD: PRESENTATION OF A PETITION

- 3.13 An individual or delegation wishing to present a petition as part of their delegation to the Board shall present a written copy of the petition to the Administrator to the Director and Trustee Services at least fifteen (15) minutes prior to the start of the Board Meeting. Receipt of the petition will be noted by the Chair on behalf of the Board and noted in the minutes of the meeting by the recording secretary .
 - 3.13.1 For the purpose of a virtual presentation the original petition must be to the Catholic Education Centre prior to the meeting to the Administrator to the Director and Trustee Services.
- 3.14 An individual or delegation wishing to present a petition to the Board related to a specific Pupil Accommodation Review shall only be received by the Board of Trustees at a Special Meeting of the Board in accordance with Board Policy 713: Pupil Accommodation Review of Schools.
- 3.15 Petitions shall contain original signatures only, written directly on the face of the petition, along with printed names, addresses, postal codes and email addresses.
 3.12.1 Electronic petitions shall not be accepted.
- 3.16 If a Trustee wishes to present a petition to the Board on behalf of their community, they should process it through the Executive Committee for placement on a Board agenda.

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

- 3.17 All public delegations related to a specific Pupil Accommodation Review shall only be received by the Board of Trustees at the Special Meeting of the Board in accordance with Board Policy 713: *Pupil Accommodation Review of Schools* and this policy.
- 3.18 Members of the public will be given the opportunity to provide feedback on a *Final Staff Report with Community Consultation (Report 2)* through public delegations to the Board of Trustees at a Special Meeting of the Board no later than ten (10) business days after a *Final Staff Report with Community Consultation (Report 2)* is publicly posted.
- 3.19 The Special Meeting of the Board to receive public delegations related to a *Final Staff Report with Community Consultation (Report 2)* shall be announced and advertised publicly by the Board through a range of communication methods and shall be posted on the Board's website.
- 3.20 In accordance with Ministry *Guidelines* and in alignment with Board Policy 713: *Pupil Accommodation Review of Schools*, there is no limit to the number of delegations approved for presentation at the Special Meeting of the Board as it is designated solely to receiving input to a *Final Staff Report with Community Consultation (Report 2)*. There may be occasions where the number of delegation requests received exceeds the time allotment of the Special Meeting of the Board. If this occurs a date and time for the Board to reconvene the Special Meeting of the Board will be confirmed by the Chair of the Board and communicated to community stakeholders.
- 3.21 An individual or delegation wishing to give input to the Board related to a *Final Staff Report with Community Consultation (Report 2)* may notify the Administrator to the Director and Trustee Services to the Director's Office: Trustee Services at any time prior to the start of the Special Meeting of the Board or notify designated personnel at any time during the Special Meeting of the Board. A copy of Admin 29(c) for completion will be distributed to the individual or delegation.
- 3.22 One person shall serve as spokesperson for a group. Additional written material in support of the presentation may be provided to Trustees at the meeting, but shall be provided to the Administrator to the Director and Trustee Services to the Director's Office for inclusion in the *Final Staff Report with Public Delegations Addendum* (Report 3).
- 3.23 Each presentation of input shall be limited to a maximum of five (5) minutes.
- 3.24 Feedback received through the presentation of public delegations related to a *Final Staff Report with Community Consultation (Report 2)* shall be included in the *Final Staff Report with Public Delegations Addendum (Report 3)*.

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

3.25 Items should be forwarded to the Executive Committee of the Board for consideration.

4. **RESPONSIBILITIES**

4.1 Executive Committee

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

4.2 Director of Education

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

4.3 Administrator to the Director and Trustee Services

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

5. **DEFINITIONS**

5.1 Delegation

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

5.2 Petition

A formal request presented to an Official of the Board pertaining to a defined issue and/or concern. Such requests will be presented in the form of a typewritten document containing original signatures only, written directly on the face of the petition, printed names, addresses, postal codes and email addresses. Email, faxed or photocopied petitions are not accepted and will not be presented.

6. APPENDICES

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

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

Appendix 4 - Rationale for the Development, Review or Revision of a Policy

7. REFERENCE DOCUMENTS

YCDSB Policy 101 Meta Policy: Policy Management and Governance YCDSB Policy 713 Pupil Accommodation Review of Schools

Approval by Board	June 15, 2021
	Date
Effective Date	June 16, 2021
	Date
Revision Date(s)	June 15, 2021
	Date
Review Date	June 2025
	Date



YORK CATHOLIC DISTRICT SCHOOL BOARD

Admin. 29(a) June 2021

PUBLIC REQUEST TO MAKE A PRESENTATION OR PRESENT A PETITION

Please Note:

Each individual/group is allowed a maximum of 10 minutes to make a presentation and to answer questions from Trustees.

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

Name: Address: Home Telephone: Home Telephone:	INDIVIDUAL M	AKING THE REQUEST:		
Home Telephone: Name of Group Being Represented (if Applicable): Name of Home School being represented: Are you a York Catholic District School Board employee? Yes No Is this request related to a Motion and/or decision of the Board? Yes No SPOKESPERSON (No more than three people) Name: Address: Home Telephone: Home Telephone:	Name:			
Name of Group Being Represented (if Applicable): Name of Home School being represented: Are you a York Catholic District School Board employee? Yes \(\text{No} \) Is this request related to a Motion and/or decision of the Board? Yes \(\text{No} \) SPOKESPERSON (No more than three people) Name: Address: Home Telephone: Home Telephone:	Home Address:		Email Addre	ss:
Name of Home School being represented: Are you a York Catholic District School Board employee? Yes No Statistics request related to a Motion and/or decision of the Board? Yes No SPOKESPERSON (No more than three people) Name: Name: Address: Home Telephone:	Home Telephone:		Business Telephor	ne:
Are you a York Catholic District School Board employee? Yes \(\text{No} \) \(\text{Is this request related to a Motion and/or decision of the Board? Yes \(\text{No} \) \(\text{SPERSON (No more than three people)} \) Name: Name: Address: Address: Home Telephone:	Name of Group Being Represented (if Applicable):			
Is this request related to a Motion and/or decision of the Board? Yes \(\text{No} \) \(\text{SPERSON (No more than three people)} \) Name: \(\text{Name:} \) Address: \(\text{Address:} \) Home Telephone: \(\text{Home Telephone:} \)	Name of Home School being represented:			
Name: Address: Home Telephone: Name Telephone:	Are you a York Catholic District School Board employee? Yes □ No □			
Name: Address: Home Telephone: Home Telephone:	Is this request related to a Motion and/or decision of the Board? Yes □ No □			
Address: Home Telephone: Home Telephone:	2) SPOKESPERSON (No more than three people)			
Home Telephone: Home Telephone:	Name:		Name:	
	Address:		Address:	
	Home Telephone:		Home Telephone:	
Business Telephone: Business Telephone:	Business Telephor	ne:	Business Telephor	ne:
Email Address: Email Address:	Email Address:		Email Address:	
) SPECIFIC STATEMENT OF ISSUE:				

[Please see reverse]

4)	SUMMARY OF KE	Y PRESENTATION POINTS:
5)		OUR KEY RECOMMENDATIONS/SUGGESTIONS PROBLEM/ISSUE:
_	Form prepared by:	Date:
I a	m aware that my dele	gation presentation will be livestreamed during the Board Meeting.
		EQUIPMENT REQUIREMENTS
sup	port you during the prese	electronic format (PowerPoint, Slides, Audio, Video) the information you provide will help us ntation. Please email a copy of the electronic presentation by end of day Saturday (11:59pm) thrs in advance of the Board meeting. Email Presentation to board.delegations@ycdsb.ca
Ple	ease specify technolog	y requirements needed:
	Presentation (PowerPoint,	Google Slide, Keynote) with no audio and video embedded
	Presentation (PowerPoint,	Google Slide, Keynote) with audio and video embedded
	Internet Needed (Example	e: playing YouTube video or reference to a website)
Otl	her:	

HIGHLIGHTS OF POLICY 106 – DELEGATIONS TO THE BOARD:

Presenters should ensure that a completed Admin. 29(a) form is received by the Administrator to the Director and Trustee Services Office at the Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario, L4G 0M1 by mail or fax (905) 713-1272 at least 7 days in advance of the meeting for a Public Presentation and at least 15 minutes prior to the start of the Board Meeting for a Presentation of a Petition.

Written material in support of the presentation, including PowerPoint, shall be provided to Trustees by end of day Saturday (11:59pm) the Friday 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.

Presenters who are requesting the development of a proposed policy or the revision of an existing policy as part of their delegation to the Board must also complete and submit Appendix 4 (Rationale for the Development of a Proposed Policy or Revision of an Existing Policy) of Policy 101: Meta Policy: Policy Management and Governance.

Presenters who use the name/title/position of a person in a negative, critical or derogatory manner shall have their presentation terminated. The Chair will direct the presentation to a private meeting of the Board. The presentation shall be processed as per Policy No. 424: Disposition of Complaints About Board Employees.

YORK CATHOLIC DISTRICT SCHOOL BOARD

Admin. 29(c) File Ref. M14 February 2017



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

Please Note:

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

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

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

1) INDIVIDUAL MAKING THE REQ	UEST
Name:	
Address:	Email Address:
Home Telephone:	Business Telephone:
Name of Home School being represente	ed:
Identify the applicable geographical are	a being addressed: (Insert Geographical Area)
	(Insert Geographical Area)
2) SPOKESPERSON (An individual or applicable):	one designated person to represent a group of individuals, if
Name:	
Address:	
Home Telephone:	

[Please see reverse]

HIGHLIGHTS

A presenter who uses the name/title/position of a person in a negative, critical or derogatory manner shall have their presentation terminated by the Committee Chair.

A presenter(s) is not required to supply a complete text of their remarks in advance of the meeting. At the presenter's discretion, they may elect to prepare, copy and distribute their text to trustees/staff at the meeting (35 copies).

If presenters submit all presentation materials to the Administrator to the Director and Trustee Services, no later than 6 calendar days prior to the scheduled Board Meeting they will be included in the Special Board meeting agenda package.



Appendix 4 Policy 101 Meta Policy Rationale for the Development, Review or Revision of a Policy Form

RATIONALE FOR THE DEVELOPMENT, REVIEW OR REVISION OF A POLICY

NAME:		
INDICATE ONE (- U STAFF	
THE PURPOSE OF	F THE PROPOSED OR REVISED POLICY/PROCEDURE:	7
THE PROPOSED (OF THE PROPOSED OR REVISED POLICY/PROCEDURE - INDICATE HOW OR REVISED POLICY WOULD SUPPORT THE BOARD'S MISSION, VISION TUDENT/STAFF ACHIEVEMENT AND WELLBEING:	
INDICATE WHO W	VOULD BE DIRECTLY OR INDIRECTLY AFFECTED BY THE PROPOSED (7) HOW?	_ ⊃R
	SHOULD BE INVOLVED IN DEVELOPING THE PROPOSED POLICY OR	
REVISING THE EX	CISTING POLICY.	

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

WHO WILL ORGANIZE ONGOING MONITORING OF THE NEW POLICY AND HOW WILL IT BE EVALUATED?
WHAT ARE THE IMPLICATIONS ASSOCIATED WITH THE PROPOSED OR REVISED POLICY (i.e. Financial, Human Resources, Awareness, Other)?
WHAT ARE THE PROPOSED TIMELINES FOR IMPLEMENTATION?
ADDITIONAL COMMENTS
SIGNATURE OF REQUESTOR:
DATE:
Please Note:
York Catholic District School Board Staff are to submit this completed Form to the Policy Steering Committee
one week in advance of the next scheduled Committee meeting.
Stakeholders are to submit this completed Form along with the Delegation to Board Form as per the
procedures outlined in Policy 106 Delegations to the Board and Input on Agenda Items.



YORK CATHOLIC DISTRICT SCHOOL BOARD **BOARD POLICY** Policy Section Policy Number Program/Curriculum 308 Former Policy # Page 608 1 of 4 Original Approved Date Subsequent Approval Dates May 1993 May 2003 August 26,1980 May 27, 2014 **TBD**

POLICY TITLE: TEXTBOOKS

SECTION A

1. PURPOSE

The purpose of this policy is to ensure that appropriate textbooks are selected by the York Catholic District School Board and its schools. Textbooks approved by the Ministry of Education in accordance with the eligibility requirements and evaluation criteria outlined in *Guidelines for Approval of Textbooks* are listed on the *Trillium List*.

2. OBJECTIVE

In accordance with the <u>Education Act</u>, the applicable <u>Regulations</u> of <u>Ontario</u> and the <u>Guidelines for Approval of Textbooks</u>, it is the policy of the York Catholic District School Board to select and approve the use of textbook titles contained in the <u>Trillium List</u>. Textbook selections shall support the teachings of the Catholic Church and principles of equity which acknowledges the diversity of the human experience and the dignity and worth of all persons.

3. PARAMETERS

- 3.1 The selection and approval of all textbooks shall be guided by the Ontario Ministry of Education's <u>Guidelines for Approval of Textbooks</u>, the Ontario Catholic School Graduate Expectations and our Catholic Teachings, including our Catholic virtues and character traits. and the <u>York Catholic Communities of Faith</u> document containing Character Education traits and Catholic Virtues which are embedded in the <u>Ontario Catholic School Graduate Expectations</u>.
- 3.2 In the case of those subjects where the *Trillium List* does not list titles in specific grades or courses, textbooks, if deemed essential to the delivery of course material, shall be selected by the Principal in consultation with the teachers and/or subject councils and in

- accordance with the <u>Culturally Responsive and Relevant Pedagogy</u> (CRRP) Toolkit and Policy 319 <u>Supplementary Learning Resources</u>.
- 3.3 In the case of The selection of Religious Education textbooks and resources, these shall be consistent with the expectations in the Ontario Catholic Curriculum Policy Documents from the Institute of Catholic Education. In the case Where the Assembly of Catholic Bishops of Ontario have recommended a specific textbook, then that is the use of that textbook will be used take precedence over the foregoing the one that shall be used unless prior approval has been obtained by the Director of Education.

Textbooks shall be free of bias.

3.4 Schools may recover the costs for the replacement or repair of lost or damaged textbooks. These charges shall not exceed the replacement or repair cost (Ontario Ministry of Education: Fees for Learning Materials and Activities Guideline).

4. RESPONSIBILITIES

4.1 Director of Education

4.1.1 To oversee compliance of the Selection and Approval of Textbooks Policy and Independent Procedures.

4.2 Superintendent of Education – Curriculum and Assessment

- 4.2.1 To ensure that the selection of textbooks is consistent with this policy. York Catholic District School Board's Resource List is kept up to date and aligned with the Guidelines for Approval of Textbooks and the York Catholic Communities of Faith document.
- 4.2.2 To consult with school board staff regarding the selection of textbooks as necessary.

4.3 Superintendents of Education

4.3.1 To support the implementation of this policy and related procedures. the Selection and Approval of Textbooks Policy and Independent Procedures.

4.4 Principals

- 4.4.1 To consult with the Superintendent of Curriculum and Assessment as well as teachers, when selecting from the list of the textbooks approved by the Ontario Ministry of Education and included in the *Trillium List* for the use of students of the school.
- 4.4.2 Where they consider a textbook to be required and no textbooks for that class/course are included in the Trillium List, shall select a suitable textbook in consultation with the teachers concerned and as per the evaluation criteria outlined in the Guidelines for the Approval of Textbooks, the CRRP Toolkit and in accordance with Policy 319 Supplementary Learning Resources.
- 4.4.3 To Shall give preference to books that have been written by Canadian authors and published edited, printed and bound in Canada.
- 4.4.4 To provide without charge for the use of students enrolled, such textbooks as they relate to the courses in which the student is enrolled.

4.5 Teachers

4.5.1 To use and permit students to use textbooks that are approved by the Ontario Ministry of Education and included in the *Trillium List*, in their a-course or class. that he or she teaches.

4.5.2 Where they consider a textbook to be required and no textbooks for that class/course are included in the Trillium List, shall select a suitable textbook in consultation with the Principal and as per the evaluation criteria outlined in the Guidelines for Approval of Textbooks, the CRRP Toolkit and in accordance with Policy 319 Supplementary Learning Resources.

5. **DEFINITIONS**

Bias

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

5.1 Catholic Virtues

By practicing virtue, we become virtuous and our conduct reflects the teachings of the Catholic Church and the principles of equity and inclusion. Virtues are categorized as Theological, Cardinal and Moral. The Theological Virtues of Faith, Hope and Love are nurtured as the foundation of healthy and vibrant Catholic persons and communities. These also undergird the Cardinal Virtues of Prudence, Justice, Temperance and Courage that in turn enables us to be people and communities of virtue and grace. The York Catholic Communities of Faith document focuses on the Moral Virtues of unity, wisdom, perseverance, reverence, responsibility, integrity, courage, compassion, justice and hope that are embedded in the Ontario Catholic School Graduate Expectations and serve to:

- 5.1.1 Affirm our human dignity:
- 5.1.2 Promote the well-being and happiness of the individual;
- 5.1.3 Serve the common good; and,
- 5.1.4 Define our rights and obligations as stated in the Human Rights Code Section-19 (1). This Act shall not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the Constitution Act, 1867 and the Education Act. R.S.O. 1990, c. H.19, s. 19 (1).

5.2 Character Education (Traits)

Character Education can be defined as the development of positive character traits within persons that are infused into the climate and daily routine of our Catholic schools. Character Education draws on scripture, Catholic tradition and the community as sources of inspiration, knowledge, practice and resources. Character Education is inextricably linked to Catholic virtues and are expressed and celebrated in liturgical celebrations and spiritual formation. The *York Catholic Communities of Faith* document focuses on the character traits of inclusiveness, initiative, perseverance, respect, responsibility, honesty, courage, compassion, fairness and optimism that are embedded in the *Ontario Catholic School Graduate Expectations*. The infusion of positive character traits into the climate and daily routines of our Catholic schools also serves to:

- 5.2.1 Affirm our human dignity:
- 5.2.2 Promote the well-being and happiness of the individual;
- 5.2.3 Serve the common good; and,
- 5.2.4 Define our rights and obligations.

5.3 Ontario School Catholic Graduate Expectations

All personnel selecting textbooks for schools will be guided by the *Ontario School Catholic Graduate Expectations* as choices are made to support the success of each student as –

- 5.3.1 A discerning believer formed in the Catholic Faith community,
- 5.3.2 An effective communicator,
- 5.3.3 A reflective and creative thinker,
- 5.3.4 A self-directed, responsible, life-long learner,
- 5.3.5 A collaborative contributor,
- 5.3.6 A caring family member, and,
- 5.3.7 A responsible citizen.

5.4 Textbook

A comprehensive learning resource that is in print or electronic form, or that consists of any combination of print, electronic, and non-print materials collectively designed to support a substantial portion of the Ontario curriculum expectations for a specific grade and subject in elementary school or for a course in secondary school. Such a resource is intended for use by an entire class or group of students.

6. CROSS REFERENCES

Education Act

Ontario Ministry of Education <u>Fees for Learning Materials and Activities Guideline</u>, 2011 Ontario Ministry of Education, <u>Guidelines for Approval of Textbooks</u>, 2008

YCDSB 21st Century Competencies

YCDSB Culturally Responsive and Relevant Pedagogy Toolkit

YCDSB Valuing Diversity: A Framework for Equity and Inclusive Education in the Curriculum, 2010

York Catholic Communities of Faith Document, 2006

YCDSB Policy 312A <u>Textbooks, Program Enhancement Fees or Replacement of</u>

Materials - Elementary

YCDSB Policy 312B Textbooks, Program Enhancement Fees or Replacement of

Materials - Secondary

YCDSB Policy 319 Supplementary Learning Resources

YCDSB Policy 613 Equity & Inclusive Education

Approval by Board	May 2003
	Date
Effective Date	May 2003
	Date
Revision Date(s)	May 27, 2014
	Date
Review Date	May 2019
	Date



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY		
Policy Section	Policy Number	
Human Resources	427	
Former Policy #	Page	
412/504	1 of 6	
Original Approved Date	Subsequent Approval Dates	
September 25, 1990	July 2, 1991 July 6, 2010 June 19, 2012 October 29, 2013 March 29, 2016 March 28, 2017	
	TBD	

POLICY TITLE: WORKPLACE VIOLENCE

SECTION A

1. PURPOSE

The York Catholic District School Board recognizes its obligation and is committed to establishing policies and procedures to minimize and/or prevent violence in the workplace in order to foster the safety and security of Board employees.

2. OBJECTIVE

The York Catholic District School Board does not tolerate violence or unacceptable behaviour in the workplace perpetrated by or against employees. In the event of a violent incident perpetrated by an employee, the York Catholic District School Board will discipline the employee, up to and including dismissal from employment.

3. PARAMETERS

3.1 Workplace Violence Prevention Program

The York Catholic District School Board shall establish a workplace violence prevention program to take every reasonable precaution under the circumstances to reduce the risk of violence in the workplace. All employees are expected to be aware of and participate in such program this policy and procedure, annually. as required The workplace violence prevention program shall include:

- 3.1.1 Workplace violence risk assessment and reassessment process.
- 3.1.2 Measures and procedures to control the risks identified in the assessment or reassessment of the risk of workplace violence risk assessment-identified as

- likely to expose a worker to physical injury.
- 3.1.3 Measures and procedures for summoning immediate assistance when workplace violence occurs or is likely to occur.
- 3.1.4 Reporting and investigation process-Measures and procedures for workers to report incidents of workplace violence to the school board or supervisor.
- 3.1.5 Information Details of how the school board or Supervisor will investigate and deal with incidents or complaints of workplace violence.
- 3.1.6 Training and education.
- 3.1.7 Provision of information to workers related to a risk of workplace violence from a person with a history of violence if:
 - 3.1.7.1 The worker can reasonably be expected in the course of their professional duties and responsibilities to encounter that person in the course of their work, and;
 - 3.1.7.2 The risk of workplace violence is likely to expose the worker to physical injury.
 - 3.1.7.3 Personal information about a person with a history of violent behaviour must not be disclosed more than is reasonably necessary to protect workers from physical injury.
- 3.1.8 Risk of domestic violence that may reasonably enter into the workplace.

3.2 Annual Review

This policy will be reviewed in consultation with through the Joint Health & Safety Committee, as often as necessary, but at least annually to ensure its effectiveness in accordance with the *Occupational Health and Safety Act*.

Any changes will be referred to the Board of Trustees Policy Review Committee for approval.

3.3 Risk Assessment Section Moved to Workplace Violence Procedure

- 3.3.1 The risk of workplace violence shall be re-assessed as often as necessary to ensure the policy and related administrative procedures continue to protect workers from workplace violence.
- 3.3.2 Once the results have been analyzed by the parties, recommendations as well as actions must be taken to remove as many risks as can be reasonably removed and to instruct employees how to recognize any remaining risk.
- 3.3.3 Specific written policies and procedures will be developed to respond to all identified risks.

3.4 Training and Education Section Moved to Workplace Violence Procedure

- 3.4.1 All employees are required to be trained on the contents of this policy and to receive a copy of the policy.
- 3.4.2 Employee training shall include:
- i)The means to recognize potentially violent situations;
- ii)Procedures, practices, administrative arrangements and controls that

have been developed to minimize or eliminate the risk to workers;

- iii)The appropriate responses of workers to incidents of violence, including how to obtain assistance:
- iv)Procedures for reporting violent incidents.
- 3.4.3 Employees will be provided with newly acquired information,

including personal information, related to a risk of workplace violence to them in a timely manner.

-3.5 Reporting Section Moved to Workplace Violence Procedure

- 3.5.1 Each and every incident of violence in the workplace shall be reported immediately to the School Administrator / Department Manager / Supervisor.
- 3.5.2The Employer's Report of Accident/Violent Incident Admin 10 will be used to record and report any incident of workplace violence to the Superintendent of Human Resources or designate.
- 3.5.3 Dependent upon the nature of the violent incident, other forms may require completion and submission.

3.6 InvestigationSection Moved to Workplace Violence Procedure

- 3.6.1 Under the direction of the Superintendent of Human Resources, all violent incidents shall be investigated immediately by the appropriate School Administrator/ Department Manager / Supervisor along with the Health & Safety Officer and Certified Worker Member.
- 3.6.2 Incidents involving students shall be investigated in accordance with the procedures established by the Student Services Department and Safe and Caring Schools program.

4. RESPONSIBILITIES

4.1 Director of Education

4.1.1 To oversee compliance with the Workplace Violence policy.

4.2 Senior Administrators Team

- 4.2.1 To support the implementation and compliance with the Workplace Violence policy.
- 4.2.2 To be responsible for providing leadership in the implementation of the Workplace Violence policy.

4.3 Health and Safety Officer

- 4.3.1 To be responsible for:
 - 4.3.1.1 Providing the management of the implementation of the Workplace Violence policy.
 - 4.3.1.2 In collaboration with colleagues and/or external service providers, coordinating the training for employees and in consultation with the Board's Organization Development/Privacy/FOI Coordinator, for For ensuring employees are provided with appropriate training on the Workplace Violence policy and procedure.
- 4.3.2 To ensure that investigations are completed for incidents of workplace violence.

4.4 Principals/Department Managers/Supervisors

- 4.4.1 To communicate this policy and related procedure to employees and ensure training is complete.
- 4.4.2 To be responsible for taking every precaution reasonable in the circumstances for the protection of employees, including but not limited to, in situations where

- a student or students are assailants.
- 4.4.3 To be responsible for assessing the risk of violence to employees in their jurisdiction, minimizing those risks where necessary or reasonably possible and for informing any affected employee of such risk or potential risk.
- 4.4.4 To be responsible for reporting risks of violence and incidents of violence, to the Health and Safety Officer and Senior Administration according to the timelines set out in the Workplace Violence procedure.
- 4.4.5 To be responsible for ensuring access to proper medical care for assessment and treatment, if applicable, is provided for anyone involved in an incident and for securing the safety of employees, before investigating the incident.
- 4.4.6 To be responsible for contacting police or other authorities, regarding incidents of workplace violence as soon as may be reasonably necessary and for cooperating with police, or other authorities, as required during any investigation related to workplace violence.
- 4.4.7 To conduct investigations for incidents of workplace violence.
- 4.4.8 To ensure a copy of this policy and related procedure are posted on the Health and Safety bulletin board.

4.5 Employees

- 4.5.1 To be responsible for informing their School Administrator/ Department Manager/Supervisor of any workplace violence, potential risk of workplace violence, or unacceptable behaviour they may experience or witness. This includes potential for domestic violence that may expose them or co-workers to physical injury in the workplace. issues in the employee's non-work life that may impact on the employee's or his or her co-worker's safety.
- 4.5.2 To be responsible for reporting to their School Administrator/Department Manager/Supervisor any incidents of violence or close calls according to the procedures.
- 4.5.3 To be responsible for attending participating in any training or information session provided by the employer to reduce violence or risks of violence.
- 4.5.4 To cooperate with the police or other authorities, as required during any investigation related to workplace violence.
- 4.5.5 To review the policy and procedure annually and be aware of their responsibilities, as well as the overall policy/procedural requirements.

4.6 Non-Employees (Parents/CSC Members)

- 4.6.1 To be responsible for informing the School Administrator of any workplace violence, potential risk of workplace violence, or unacceptable behaviour they may experience or witness.
- 4.6.2 To cooperate with the police or other authorities, as required during any investigation related to workplace violence.

5. **DEFINITIONS**

5.1 Domestic Violence

Is characterized by abusive, coercive, forceful, or threatening acts or words used by one member of a family, household, or intimate relationship against another. Domestic violence can enter the workplace when an abuser attempts to harass, stalk, threaten or injure a victim at work.

5.2 Refusal to Work

A worker may refuse to work or do particular work where he or she they have has reason to believe that workplace violence is likely to endanger themselves. himself or herself

5.3 Workplace

In or on the property of the York Catholic District School Board or away from York Catholic District School Board property if the employee is engaged in work-related activities or it may impact work relationships.

5.4 Workplace Violence

- i) The exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker;
- ii) An attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker;
- iii) A statement or behaviour that is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker. *OHSA* R.S.O. 1990, c.0.1 s1(i).

Workplace Violence can consist of physical or psychological unacceptable behaviours including but not limited to:

- i) Hitting, kicking, punching, pushing, shoving, slapping, pinching, grabbing, biting;
- ii) Carrying or brandishing weapons of any sort;
- iii) Throwing objects at an individual with a view to cause physical injury or fear;
- iv) Destruction of workplace, co-worker's or others' property;
- v) Threats of violence;
- vi) Intimidating behaviour or gesture that causes the recipient to have a fear of physical violence; and
- vii) Obscene or threatening communication e.g., telephone, emails, instant messaging.

6. CROSS REFERENCES

Occupational Health and Safety Act and Regulations (OHSA)

YCDSB Policy 202 Safe Schools - Student Discipline

YCDSB Policy 409 Occupational Health & Safety

YCDSB Policy 425 Workplace Harassment

YCDSB Policy 430 Right to Disconnect: Fostering a Healthy Workplace - TBD

Approval by Board	March 28, 2017		
	Date		
Effective Date	March 29, 2017		
	Date		
Revision Dates	March 28, 2017		
	Date		
Review Date	March 2018		
	Date		



PROCEDURE: WORKPLACE VIOLENCE

Addendum to Policy 427: Workplace Violence

Effective: March 2017

TBD

PURPOSE

The York Catholic District School Board is committed to establishing policies and procedures to minimize and/or prevent violence in the workplace in order to foster the safety and security of employees.

These This procedure is designed in conjunction with Policy 427: Workplace Violence and outlines the process for workplace violence risk assessment, summoning immediate assistance from available staff, reporting and investigating incidents of workplace violence, risk of domestic violence, training and education, and providing information on persons with a history of violence where reasonable under the circumstances. the reporting and the investigation of a violent incident in the workplace.

1. Workplace Violence Procedures Risk Assessment/Reassessment

- 1.1 The risk of workplace violence shall be re-assessed annually and/or as often as necessary to ensure the policy and related administrative procedures continue to protect workers from workplace violence.
- 1.2 Once the results have been analyzed by the Principal/Supervisor/Manager, recommendations, as well as actions, may be taken to control or remove as many risks as can be reasonably removed under the circumstances, and to instruct employees how to recognize any remaining risk.
- 1.3 Specific written measures policies and protocols will be developed to respond to all identified risks.
- 1.4 Under specific circumstances, a school may be required to conduct a workplace violence risk reassessment, for example when there has been:
 - 1.4.1 An increase in the number, frequency or severity of workplace violence incidents for that specific workplace (e.g. school, classroom, etc.).
 - 1.4.2 A significant change in the physical environment of the workplace (e.g. the addition/removal of portables or security controls).
 - 1.4.3 A significant change in the student population of a school (e.g. at the beginning of a school year or when there is a significant change in the numbers or make-up behaviour related or special education needs of the student population mid-year).
 - 1.4.4 A significant change in curriculum or scheduling or a change in to the learning environment of students that could possibly trigger potentially violent behaviours and that may require a transition plan and explicit teaching and support from the school and Multidisciplinary Special Education teams as identified in the Safety Plan or IEP (e.g. curriculum, noise, scheduling, new staff). (e.g. noisy construction at a school), to determine if such change could provoke violent behaviours.
- 1.5 Principal/Supervisor/Manager shall conduct a workplace violence risk reassessment and revise measures and procedures, including but not limited to, creating/updating safety plans, in an effort to prevent further workplace injury or the occurrence of a domestic violence injury.
- 1.6 The results of a workplace violence risk assessment and reassessment shall will be provided to the Joint Health & Safety Committee. as is reasonable under the circumstances.

2. Summoning Immediate Assistance

- 2.1 The School Board shall ensure that each site has a set procedure in determining how employees will summon immediate assistance.
- 2.2 Each site shall have methods of summoning immediate assistance and include this information in their Emergency Response Plan. Types of communication devices can include, but are not limited to: the PA system, walkie talkies, phone/cell phone, etc.

2.3 Workers responding must be aware of their roles and responsibilities and must have received information to respond safely.

3. Reporting

- 3.1 Each and every Employees must report incidents of workplace violence in the workplace shall be reported immediately through the online incident reporting tool, and to the School Administrator/Department Manager/Supervisor. (see Appendix A).
- 3.2 If the situation presents an emergency, the School Administrator /
 Department Manager / Supervisor will immediately contact York Region Emergency
 Services (911) and the Superintendent of the School, who will then inform the Health and
 Safety Officer. The School Administrator/Department Manager/Supervisor will use the
 Admin 10 Employer's Report of Accident/Violent Incident to report any incident of
 workplace violence to the Health & Safety Officer.
 Dependent upon the nature of the violent incident, other forms, as stipulated
 on the Admin 10 may be required.
- 3.3 The Health & Safety Officer will notify the Joint Health & Safety Committee Certified Worker Member and affiliated unions of all workplace violence incidents.
- The Ministry of Labour shall be contacted by the Health & Safety Officer under any of the following circumstances:
 - 3.4.1 In the event of a critical injury or death related to workplace violence. Within 48 hours, a written report will be provided to the MOL describing the circumstances of the critical injury or death.
 - 3.4.2 In the event of a work refusal related to workplace violence when the refusal continues to be an issue after a Stage One investigation by a Certified Worker Member, and the School Administrator/Department Manager/Supervisor, and Health & Safety Officer.
- 3.5 The Joint Health & Safety Committee and associated union, if applicable, shall receive reports of all incidents of workplace violence that result in the person being disabled from performing their usual work or requiring medical attention, within four (4) working days of the incident. This timeline may be extended under exceptional circumstances.

4. Investigation

- 4.1 The School Administrator/Department Manager/Supervisor shall immediately begin the investigation process for student related incidents of workplace violence.

 Incidents involving students as the assailant shall be investigated in accordance with the procedures established by the Student Services Department and Safe and Caring Schools program.
- 4.2 The School Administrator/Department Manager/Supervisor, along with the Health & Safety Officer and Certified Worker Member, shall immediately begin the investigation process for non-student related incidents of workplace violence. The Health and Safety Officer and Certified Worker Member may be resourced to inform the investigation. by using the Violent Incident Investigation Report (see Appendix B). Where there is a critical injury or fatality, the Health and Safety Officer and Certified Worker Member are to be contacted and involved in the investigation.
- 4.3 The School Administrator/Department Manager/Supervisor shall immediately make the appropriate inquiries of the victim and/or witnesses. to determine if the incident is minor or serious.
- 4.4 All investigations will have associated action plans, timelines for completion and assigned responsibilities to specific workplace parties.
- 4.5 Once the investigation has been completed, and with consideration to confidentiality and privacy obligations of the Board, feedback will be provided to the affected employee, as

- 4.6 Investigations of all workplace violence incidents will be kept confidential and the individual's right to privacy will be respected, as per 4.5 above.
- 4.7 If an employee of YCDSB is the assailant, the Superintendent of Human Resources shall take appropriate disciplinary measures based on the facts of the incident and the outcome of the investigation.
 - 4.7.1 If a student of YCDSB is the assailant, the YCDSB Board will follow the Progressive Discipline process in accordance with the Education Act, regulations and policies, and/or appropriate special education processes.
- 4.8 Employees affected by workplace violence will be offered referred to the Employee and Family Assistance Program (EFAP) resources to ensure access to mental wellness and other support services as required. to ensure they receive the appropriate medical and psychological treatment as required.

5. Domestic Violence

- 5.1. The Board shall take every reasonable precaution in the circumstances to protect employees if it becomes aware or ought to reasonably be aware that domestic violence may occur in the workplace and that it would likely expose a worker to physical injury.
- 5.2 Employees have a duty to inform their School Administrator/Department Manager/ Supervisor if they or their fellow co-workers are subject to domestic violence that may create a risk to themselves or others in the workplace.
- 5.3. When an Administrator/Supervisor is informed of an employee experiencing domestic violence they will take actions to protect employees and students, under the advice of their Superintendent and Human Resources, regardless of whether the threat of domestic violence is from a co-worker or from someone outside of the workplace. Actions may include, but are not limited to communications to appropriate employees, warnings, employee reassignment or transfer, informing Police, and requesting restraining orders.

6. Work Refusals

- 6.1 Under the Occupational Health & Safety Act, a worker has the right to refuse work if they have reason to believe they may be endangered by workplace violence. Under Ontario Regulation 857, teachers cannot refuse work where the circumstances are such that the life, health or safety of a student is in imminent jeopardy.
- An employee shall report the circumstances of the work refusal to their School Administrator/Department Manager/Supervisor.
- 6.3 The School Administrator/Department Manager/Supervisor will direct the worker to wait in a safe location near the work area. The School Administrator/Department Manager/Supervisor may ask another employee to perform the work being investigated, but that worker must be advised of the work refusal and its reasons in the presence of a Certified Worker Member. The School Administrator/Department Manager/Supervisor may assign reasonable alternative work to the worker.
- The School Administrator/Department Manager/Supervisor will contact the Health and Safety Officer, who in turn will notify the Certified Worker Member and associated union, if applicable, prior to conducting the investigation. A Certified Worker Member of the Joint Health and Safety Committee must be present during the initial investigation. The employee may contact the Certified Worker Member and/or the employee's union (if applicable).
- The School Administrator/Department Manager/Supervisor will commence the investigation when all required persons are present; refuser(s), supervisor, and Certified Worker Member. The principal or supervisor is in charge of the investigation in consultation with the Health and Safety Officer.

- At the conclusion of the investigation, the School Administrator/Department Manager/Supervisor will inform the worker(s) of the findings of the investigation and will propose recommendations to the worker(s).
- 6.7 If the worker(s) accepts the recommendations, these recommendations are to be implemented as soon as possible. The investigation is closed, and the Health & Safety Officer issues a report to all participants and the Joint Health & Safety Committee.
- 6.8 If the worker does not accept the recommendations resulting from the investigation, the Health and Safety Officer and the Certified Worker Member will notify the Ministry of Labour. The Work Refusal has moved to Stage 2. If the Ministry of Labour inspector decides not to come to the workplace, the inspector will give a decision over the telephone.
- 6.9 If the Ministry of Labour inspector decides to come to the workplace, the School Administrator/Department Manager/Supervisor may ask another employee to perform the work being investigated, but that worker must be advised of the work refusal and its reasons in the presence of a Certified Worker Member.
- 6.10 If the Ministry of Labour inspector decides to come to the workplace, the School Administrator/Department Manager/Supervisor may assign reasonable alternative work to the worker. The alternate work is not to be reprisal for initiating a work refusal.
- 6.11 Upon the arrival of the Ministry of Labour Inspector, the participants of the initial investigation are is to be readily available to participate in the Inspector's investigation.
- 6.12 The Inspector makes a decision based upon the his-investigation and issues a report, which the Health and Safety Officer distributes to all of the participants.
- 6.13 If the Inspector deems the situation to be "not likely to endanger", the Inspector will direct the worker to return to work and issue a report for distribution to all parties.
- 6.14 If the Inspector deems the situation to be "likely to endanger", the Inspector may issue orders and a report for distribution to all parties.
- 6.15 Upon completion of any order(s), the supervisor will notify the Certified Worker Member and the Health and Safety Officer for verification and will send the completed verification notice to the Inspector, along with a communication that the report indicated either a "likely to endanger" or "not likely to endanger" determination.
- 6.16 The worker is notified of the completion of the orders and either returns to work without incident or further refusal or is provided a workplace accommodation to ensure safety.

7. Training and Education

- 7.1 All employees are required to be trained on the contents of the workplace violence policy and procedure.
- 7.2 Employee training shall include:
 - 7.2.1 The means to recognize potentially violent situations:
 - 7.2.2 Procedures, practices, administrative arrangements and controls that have been developed to minimize or eliminate the risk to workers;
 - 7.2.3 The appropriate responses of workers to incidents of violence, including how to obtain assistance; and
 - 7.2.4 Procedures for reporting violent incidents.
- 7.3 Where circumstances dictate, additional training may be provided to employees such as:
 - 7.3.1 Behaviour Management Systems Training (BMS);
 - 7.3.2 Procedures and safety measures specific to the employee's assignment (e.g., safety plans); and,
 - 7.3.3 Need for and use of personal protective equipment.

8. Information about a Person with a History of Violent Behaviour

- 8.1 The School Administrator/Department Manager/Supervisor, in consultation with the appropriate Superintendent and Human Resources Department, may provide information, including personal information, to employees about a person with a history of violence if:
 - 8.1.1 The employee can be expected to encounter that person in the course of his or her work; and
 - 8.1.2 The risk of workplace violence is likely to expose the worker to physical injury.
 - 8.1.3 No School Administrator/Department Manager/Supervisor shall disclose more personal information in the circumstances than is reasonably necessary to protect the worker from physical injury.

9. Related Documents

OESC Online Incident Reporting Tool - https://ycdsb.oesc-cseo.ca
Safe and Caring Schools
Workplace Violence Risk Assessment
Workplace Violence Risk Reassessment

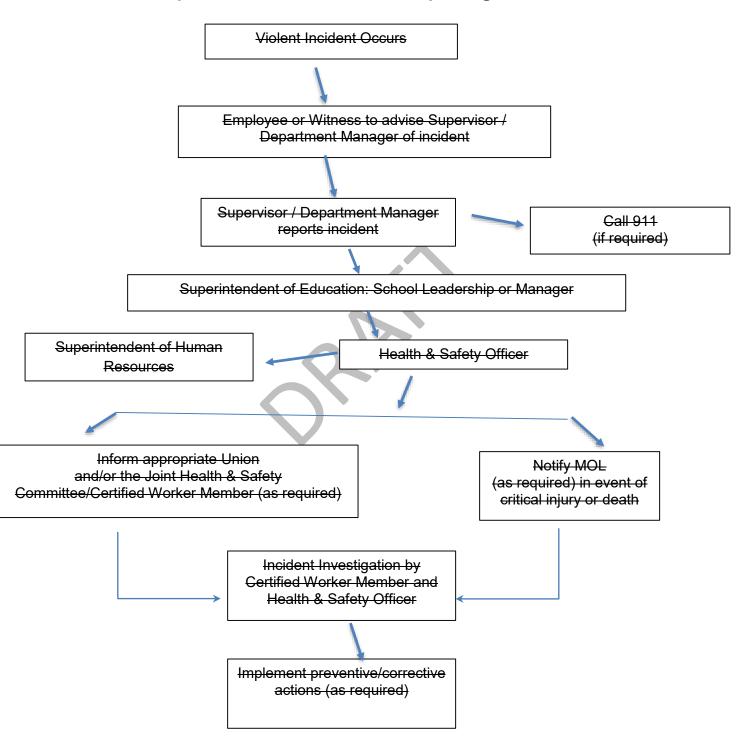
YCDSB Policy 425 <u>Workplace Harassment</u>
YCDSB Policy 427 <u>Workplace Violence</u>
Admin 10 – Employer's Report of Accident/Violent Incident

10. Appendices

Appendix A — Workplace Violence — Incident Reporting Flow Chart Appendix B — Violent Incident Investigation Report Form



Workplace Violence - Incident Reporting Flow Chart





Violent Incident INVESTIGATION REPORT

At the beginning of the interview:

- Make the person being interviewed feel as comfortable as possible
- Ask the person to describe what happened
- Listen carefully
- Ask clarifying questions, interrupting as little as possible
 Repeat the information back to the person being interviewed

Worker Information				
Victim's Name:	!			
Position:				
School/CEC De	epartment:			
Supervisor/Prir	ncipal's Name:			
		Incide	nt Location	
Date of inciden	ıt:		Date reported to S	Supervisor:
Time of Incider	nt:	□ AM □ PM		
Incident Location	on (school name), facility, etc.):		
Area (check all	that apply):			
□ Hallwav	□-(Classroom	□ Gym	□ Office
□ Stairs [′]		<u>-ibrary</u>		□ Staff Room
□ Work Room		School Grounds	□ Other (please	specify):
		Incide	ent Details	
Alleged Aggres	ssor (check all th	nat apply):		
□ Male	· D-f	- emale		
□ Co-worker		Supervisor	□ Parent	□ Visitor/Public
□ Contractor	□-{	Student*	□ Special Needs	: Student**
☐ Other (pleas	se specify):			
		student, please com complete SE50 Forn		duct Report udent Services and document in
Nature of Incid	ent (check all th	at apply):		
	□ Punch	□ Push/Pull	□ Kick	□ Grab
Physical:	□ Scratch	□ Bite	□ Slap	□ Pinch
	□ Spit	☐ Struck by	object ☐ Other (ple	ease specify):
		_ 0	,:	F-2)).
☐ Verbal threa	at ⊟ Verba	al abuse ⊟ Th	reatening Gesture	□ Other:
			J	

See Reverse



Violent Incident INVESTIGATION REPORT

Witnesses Witnesses			
Name of Witnesses:	Contact Information (if available):		
1.	, , ,		
2.			
3.			
Are witness statements attached? ☐ Yes ☐ No			
Are any photographs related to the incident attached	I? □ Yes □ No		
71 01			
Des	cription		
	umstances that may have led to violent behaviour, weapons		
used, etc.	americances and may have real to more a continuous, meapene		
Agencies involved (check all that apply):			
□ Ambulance `			
□ Police			
Officer's Name:			
Officer's Badge #:			
☐ Ministry of Labour			
MOL Inspector's Name:			
Interview (Interview (v Questions		
Where were you during the incident?			
What were you doing at the time?			
What did you see or hear?			
Who was present?			
What was the victim doing when the incident occurred?			
Do you know what might have provoked this act of violence or was the incident unprovoked?			
In your opinion, was the incident preventable?			
Preventive and/or Corrective Actions			
List any potential preventive and/or corrective actions,			
Signatures :	and Distribution		
Names of Investigators:			
Date of Investigation:			
Signatures:			
3			
L L			



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
Policy Section	Policy Number
Community	608
Former Policy #	Page
708	1 of 17
Original Approved Date	Subsequent Approval Dates
August 27, 2002	November 26, 2013

POLICY TITLE: VOLUNTEERS IN SCHOOLS

1. PURPOSE

The York Catholic District School Board acknowledges volunteers as valued partners who assist staff to enrich the learning experience of our students. We further recognize that the personal interests, background and dedication of volunteers enrich the programs, services and educational opportunities for our students.

2. OBJECTIVE

As a Catholic Learning Community, the York Catholic District School Board encourages, welcomes and supports volunteers in our schools.

3. PARAMETERS

- 3.1 The Principal is authorized by the Board "to assign to a person who volunteers to serve without remuneration such duties in respect of the school as are approved by the Board, and to terminate such assignment." (*Education Act*, R.S.O.1990, c.E.2, Section 171(1)4).
- 3.2 Separate Schools Rights Preserved The Principal shall ensure that all volunteers support the Catholic teachings and values of our faith in accordance with section 19 (1) of the Human Rights Code which states, "This Human Rights Act shall not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the Constitution Act, 1867 and the Education Act. R.S.O. 1990, c.H.19, s.19(1)."
- 3.3 A volunteer is a person who is provided with an opportunity to serve without remuneration alongside, or under the direct supervision of a York Catholic District School Board employee and shall not replace any York Catholic District School Board employee.
- 3.4 A volunteer who has direct and regular contact with students must submit a current Vulnerable Sector Screening to the Principal prior to volunteering and once again every three years thereafter.

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- 3.5 A volunteer shall sign a confidentiality agreement annually to indicate their agreement to an understanding of keeping all information related to the staff and/or students in the school confidential.
- 3.6 All volunteers shall comply with the York Catholic District School Board Policies, Procedures and Guidelines.
- 3.7 Co-operative Education students are not considered to be volunteers for the purposes of this Policy and the accompanying procedures.

4. **RESPONSIBILITIES**

4.1 Board of Trustees

4.1.1 To communicate with members of the community about the Volunteers in Schools Policy and related guidelines, as required.

4.2 Director of Education

4.2.1 To oversee compliance of the Volunteers in Schools Policy and related guidelines.

4.3 Senior Team Administration

4.3.1 To support Principals with the implementation of and the processes associated with the Volunteers in Schools Policy and related guidelines.

4.4 Principal

- 4.4.1 To select, assign and monitor the work of volunteers in schools.
- 4.4.2 To ensure the volunteers are aware of their specific roles and responsibilities in supporting schools, including adherence to relevant Board policies, procedures and guidelines.
- 4.4.3 To ensure staff and volunteers understand their respective roles.
- 4.4.4 To ensure that the role of each volunteer relates to his or her qualifications, skills, abilities and interests.
- 4.4.5 To address the actions of any volunteer who does not adhere to York Catholic District School Board Policies, Procedures and Guidelines.
- 4.4.6 To keep on file all forms [App. A, B, I and E (only if applicable)] signed by Volunteers for the current school year.

4.5 School Staff

- 4.5.1 To welcome volunteers as a support to the school and staff.
- 4.5.2 To understand that volunteers do not assume any responsibility for the diagnosis of learning strengths or difficulties, the assignment of a program, or the assessment and evaluation of student pupil progress.
- 4.5.3 To bring to the Principal's attention, for discussion and follow-up, any difficulties with the work or behaviour of a volunteer in the school.

4.6 Volunteers

- 4.6.1 To understand that volunteers are assigned to support staff in their provision and supervision of school activities and programs.
- 4.6.2 To comply with all Board requirements regarding vulnerable sector screening, offence declarations and confidentiality.
- 4.6.3 To maintain confidentiality of all information pertaining to staff and students.

- 4.6.3 To demonstrate a clear understanding of their activities, duties, responsibilities, rights and the parameters of their involvement.
- 4.6.4 To participate in any training or orientation sessions offered to volunteers in the school that would assist them in their role.
- 4.6.5 To inform the Principal and/or teacher if experiencing difficulty in carrying out assigned duties.
- 4.6.6 To become familiar with and comply with all appropriate and applicable YCDSB policies, procedures, guidelines and rules.

5. **DEFINITIONS**

5.1 Volunteer

A volunteer is an individual who is provided with an opportunity by the YCDSB and agrees to undertake working alongside, or under the direct supervision of a YCDSB employee, without pay, a designated task that is compliant with current legislation requirements and collective agreements.

A volunteer supports a classroom, school or system-wide program under the ultimate responsibility of the Principal at the school level. A volunteer is an optional support, the use of whom reflects decisions made at the school level.

5.2 Vulnerable Sector Screening

The vulnerable sector screening is a background check completed by the police and is required of individuals who intend on working or volunteering with the vulnerable sector. A vulnerable person is defined as a person who, because of their age, a disability, or other circumstances, whether temporary or permanent are (a) in a position of dependence on others or (b) are otherwise at a great risk than the general population of being harmed by a person in a position or authority or trust relative to them.

A vulnerable sector screening search may provide the following information: criminal record (adult and/or young offender, including summary offences); outstanding charges; finding of not guilty by reason of mental disorder; probation; prohibition and other judicial orders which are in effect; convictions/pending charges under Child and Family Services Act; apprehensions and/or contact under the Mental Health Act; and suspect/culprit information, where the release of such will not hinder any ongoing investigation (must have been issued within 2 months of submission).

6. CROSS REFERENCES

<u>Child and Family Services Act</u>
<u>Education Act</u>
<u>Mental Health Act</u>
<u>Municipal Freedom of Information Protection of Privacy Act</u>

YCDSB Policy 202 <u>Safe Schools - Student Discipline</u>

YCDSB Policy 204 Child Protection and Abuse

YCDSB Policy 207A Administration of Oral Prescription Medication to Elementary &

Secondary Students

YCDSB Policy 207B Administration of Oral Non-Prescription Medication to Elementary

Students

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YCDSB Policy 209	Supporting Students with Prevalent Medical Conditions:
·	Anaphylaxis
YCSBP Policy 218	Code of Conduct
YCDSB Policy 223	Bullying Prevention and Intervention
YCDSB Policy 303	School Organized and Continuing Education Excursions
YCDSB Policy 317	Electronic Communications & Social Media
YCDSB Policy 603A	School Fundraising
YCDSB Policy 603B	Fundraising for External Charitable Purposes
YCDSB Policy 606	Catholic School Councils
YCDSB Policy 613	Equity & Inclusive Education
YCDSB Policy 701	Access to School and Board Premises

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	Date
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	Date
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	Date
Review Date	November 2018
	Date

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POLICY TITLE: VOLUNTEERS IN SCHOOL

SECTION B: GUIDELINES FOR SCHOOL ADMINISTRATORS

1.0 The Principal is to ensure that:

- 1.1 All volunteers support the Catholic teachings and values of our Faith;
- 1.2 A fair and transparent recruitment and selection process is being followed.
- 1.3 The appropriate screening of volunteers takes place. The recruitment, selection and screening of volunteers:
- 1.4 They approve the tasks and the assignments of the volunteers;
- 1.5 The provision of Provide training and orientation of of the volunteers occurs;
- 1.6 All volunteers sign the Confidentiality Agreement;
- 1.7 All volunteers complete the Volunteer Agreement and Emergency Contact Admin Form 129:
- 1.8 All volunteers comply with the Board's requirement with respect to Vulnerable Sector Screenings and Annual Offence Declarations and ensure volunteers are compliant with relevant school and Board policies and procedures;
- 1.9 They he/she To intervene when the work of the volunteer appears to be having a negative impact on student, staff or program, or is deemed not to be in the best interests of students; and
- 1.10 They he/she To address any performance or staff concerns, including those with respect to confidentiality, liability and supervision related issues.

2.0 Determining Volunteering Needs

Principals should consult with the school staff and the Catholic School Council to determine needs, equitable access to the opportunity to volunteer, preferences and tasks/assignments which could be supported with a volunteer.

3.0 Recruitment, Selection and Screening

The recruitment, selection and screening process is aimed at filling the needs of the school.

The Board and its employees have a high "duty of care" under the *Education Act*. This duty of care cannot be delegated to volunteers.

3.1 **Recruitment**

Inform the community of volunteer opportunities through a variety of means, including, but not limited to:

- Newsletters;
- School Website;
- School Council Meetings;
- Meet the Teacher Night / Curriculum Evening; and
- Surveys.

3.2 **Selection**

- 3.2.1 In selecting a volunteer who performs duties on a regular basis, Principals will encourage volunteer participation from a wide representation of the community.
- 3.2.2 The Principal should, in consultation with staff inviting volunteers, determine the best "fit" for the volunteers' placements. Generally, a parent/guardian volunteer is not placed as a volunteer in a classroom with his/her own children.

3.3 Screening

- 3.3.1 The depth and degree of screening by the Principal will be dependent upon the volunteering activity, the extent of interaction with and responsibility for students, and the degree of direct supervision of the volunteer.
- 3.3.2 New volunteer applicants must be interviewed by the Principal. This may be an informal process for candidates who are well known to the school.
- 3.3.3 When parents/guardians or grandparents who wish to volunteer in their home school, the Principal, in consultation with all employees, should screen and approve the volunteer candidate. The knowledge that teachers and other staff members have about prospective volunteers should be considered.
- 3.3.4 Volunteers from the community who are not parents/guardians or grandparents of students attending the school, should provide three references which will be checked by the Principal.
- 3.3.5 A volunteer who has direct and regular contact with students, including coaching under the supervision of a staff member, must submit a current Vulnerable Sector Screening to the Principal prior to volunteering and once again every three years thereafter.
- 3.3.6 Principals are to collect on an annual basis the Offence Declaration from volunteers who **continue** to be involved in coaching and situations where "direct and regular" contact occurs with students. (Appendix A).
- 3.3.7 Those volunteers that are involved in overnight field trips must provide a Vulnerable Sector Screening within 6 months of the trip as well as an Offence Declaration just prior to attending the trip. issued within the previous twelve (12) months.
- 3.3.8 All volunteers are to sign the Confidentiality Agreement (Appendix B).
- 3.3.9 The Principal and/or designate staff retains the authority to accept or decline any volunteer's offer of service.
- 3.3.10 In the event of a recent medical pandemic, volunteers must abide by all Board regulations including but not limited to the requirement for the submission of vaccination records.

4.0 Training and Orientation

- 4.1 All volunteers need to be properly welcomed and provided with essential basic information. A tour of the school, introduction to staff and orientation workshop is essential. (See <u>Appendix C</u> School Volunteer Orientation Checklist sample agenda)
- 4.2 Principals will provide an information package for volunteers which should include:
 - 4.2.1 Expectations of the task assignment;
 - 4.2.2 A copy of relevant school routines, i.e. emergency procedures, fire drills, etc.;
 - 4.2.3 A review school equipment, i.e. photocopier, gym storage;
 - 4.2.4 A statement concerning legal liability (See Appendix E;);
 - 4.2.5 A statement on disclosure of abuse by a student (See Appendix F); and
 - 4.2.6 A review of procedures related to health and safety issues (See App. <u>G</u> & <u>H</u>).
- 4.3 Volunteers must follow sign in procedures and wear visitor badges at all times.
- 4.4 Every volunteer must demonstrate a clear understanding of their activities, duties, responsibilities, rights and the parameters of their involvement.
- 4.5 Volunteers should demonstrate a clear understanding of the procedures to be followed if they encounter any difficulties with students. Volunteers shall be made

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aware of health and safety issues, legal liability, and procedures to report abuse. reporting abuse procedures

5.0 Monitor

- 5.1 The Principal is ultimately responsible for the actions and activities of any volunteer within the school.
- 5.2 It is essential to monitor the activities of individual volunteers and to provide them with feedback as necessary.
- 5.3 The Principal will determine whether a change in volunteer assignment or the decision to terminate volunteer activity is necessary.
- 5.4 The performance of volunteers should be reviewed as determined by the Principal.

6.0 Recognition of the Volunteers

- 6.1 The efforts of all volunteers shall be recognized. Volunteers are giving of their time, energy, skills and resources.
- 6.2 The type of recognition may vary from school to school. Some suggestions for acknowledgment are:
 - Acknowledging contributions through the school newsletter;
 - Annual school recognition assembly, event, luncheon, etc.; and
 - Invitation to special school events.





POLICY 608: VOLUNTEERS IN SCHOOLS

LIST OF APPENDICES

Appendix A Volunteer Offence Declaration

Appendix B Confidentiality Agreement

Appendix C School Volunteer Orientation Checklist

Appendix D Volunteer Driver Form (Admin. 74A)

Appendix E Statement of Liability Insurance (Admin. 74B)

Appendix F Statement on Disclosure of Abuse by Student

to a Volunteer

Appendix G Statement on Health and Safety Issues

Appendix H Standard Health and Safety Requirements

Appendix I Volunteer Agreement & Emergency Contact (Admin. 129)

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York Catholic District School Board

VOLUNTEER OFFENCE DECLARATION

l,	hereby declare that:
	I have no convictions for offences under the <u>Criminal Code of Canada</u> up to and including the date of this declaration for which a pardon has not been issued or granted under the <u>Criminal Records Act (Canada)</u> .
	I have the following convictions for offences under the <i>Criminal Code of Canada</i> for which a pardon has not been issued or granted under the <i>Criminal Records Act</i> (<i>Canada</i>).
OFFENCE	DATE
OFFENCE	DATE
DATED at	this day of 20
Name	e (Print) Signature
School	ol

Personal information on this form is collected under the authority of the <u>Education Act</u> and will be used for administrative purposes as determined in the Procedure for Volunteer Programs in Our Schools and will be retained only for the current school year. Questions about this collection of personal information should be directed to the Privacy Manager, York Catholic District School Board, 320 Bloomington Road West, Aurora, Ontario L4G 3G8, Phone (905) 713-1211.

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York Catholic District School Board

CONFIDENTIALITY AGREEMENT

Pursuant to the *Municipal Freedom of Information and Protection of Privacy Act*, volunteers with the York Catholic District School Board will at all times uphold complete confidentiality.

the York Catholic District School Board will at all times uphold complete confidentiality.
The York Catholic District School Board regards security and confidentiality of data a information to be of utmost importance.
I understand that as a volunteer at, ALL student and staff information is confidential. I agree not to access, review, disclose or use confidential student staff information without specific authorization from a school administrator.
I also understand that even when I am no longer a volunteer with Scho any confidential information I have learned must continue to be kept confidential.
I understand that any breach of these confidentiality requirements will result in my immediatermination as a volunteer and may result in legal action.
I understand that I must comply with all York Catholic District School Board policies and schorules applicable to school staff as well as all directions from school administrators and staff who serving as a volunteer.
I understand that my position as a volunteer will not be used to grant special privileges to a person or group, and I will avoid all other conflicts of interest which may arise from my position a volunteer.
I further understand that my authorization to serve as a volunteer may be terminated at t discretion of the Superintendent and school Principal at any time if they determine it is in the best interests of the school or the students.
Volunteer's Name (Please Print)
Volunteer's Signature Date
School Name

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SAMPLE



APPENDIX C

School Volunteer Orientation and Checklist

Prayer, Welcome, and Introductions

Valuable Volunteers:

Celebrating volunteer assistance Areas for volunteer assistance at school School Council Committees and volunteers

Role of Volunteer:

School policy, protocol, procedures Sign in/out, use of volunteers tags/button Classroom/school assignments

Responsibility – liability – accountability Confidentiality – Freedom of Information

Duties and parameters: readiness

Scheduling/timelines/alternate arrangements

Communication with: staff - students - administration - office - others

Problem solving: Code of Conduct Professional, ethical conduct

Health and Safety Issues:

Vulnerable Sector Screening
Insurance and liability issues
Emergency response plans 1) school 2) classroom
Fire/Evacuation Plans and Procedures
Special Needs/Special Programs
Allergy Alert

Child Protection and Abuse Policy & Procedures
Bill 168 Violence in the Workplace
Respectful Workplace Harassment
Equity and Inclusive Education Ethnocultural related Policies
Safe Schools Policy
Duty of Care

Questions/Answers Celebrating Our Work Together



VOLUNTEER DRIVER FORM

The S	School Bo	ard valu	ues your	contribution a	as a voluni	teer driver	and would	like to	thank you.
-------	-----------	----------	----------	----------------	-------------	-------------	-----------	---------	------------

1110 00	shoot board values your contribution a	do a volunteer arreer and would like to thank you.
	Driver" is defined as any person authorile they are driving their own or anothe	orized by the Board who has agreed to be a driver for a certain er licensed automobile.
This w	ill authorize	(Name of volunteer driver)
	To transport students participating in To transport students participating in	n the events listed on the attached school schedule; OR n the following school activity:
Vehicle	e Information: Make Yea	ar Licence Plate #
		UNTEER DRIVERS ARE ADVISED THAT, IN ORDER TO CESS LIABILITY INSURANCE, THEY SHOULD:
B)	legislation in the Province of Ontario Provide the Board prompt written not the use of a licensed automobile dur Provide a copy of the liability certification	otice, with all available particulars, of any accident arising out of ring a trip on business of the Board. cate or the statement of certificate of insurance. Liability Insurance comes into effect only after the "trip driver's"
~ I i ~T	nsurance as required by Ontario law.	Ontario and my vehicle is insured by valid automobile liability
Signat	ure	Date
N(~ .; ~ .; ~	OT OWN THE VEHICLE: declare that I have authorizedstudents participating in the school even the school e	to drive my vehicle to transport rent(s) listed on this form. s and is fully insured as a driver under the vehicle liability slation. It and that there are seat belts in working condition for all
Signa	ture———	Date
 Date	School Na	eme Principal's Signature

Personal information on this form is collected under the authority of the *Education Act* and will be used for administrative purposes as determined in the Procedure for Volunteer Programs in Our Schools and will be retained only for the current school year. Questions about this collection of personal information should be directed to the Freedom of Information Coordinator, York Catholic District School Board, 320 Bloomington Road West, Aurora, Ontario L4G 3G8, Phone (905) 713-1211.

See Part B on reverse...

APPENDIX E Admin. 74B April 2020 Reviewed TBD



YORK CATHOLIC DISTRICT SCHOOL BOARD

STATEMENT OF LIABILITY INSURANCE

The Liability Insurance of the Board covers persons who, at the request of the Board, are performing activities involving supervision of students. This includes volunteers assisting with either in school or co-curricular activities as arranged and/or approved by Principals.

For example, if a volunteer was working with a group of students and an accident occurred resulting in a lawsuit, the Board's Liability Insurance would cover the volunteer, as well as, the Board.

If volunteers are transporting students in their private vehicles to Board approved events, it is necessary that they have liability insurance on their vehicles. It is recommended that the minimum liability limit be \$2,000,000. 1,000,000.

The Board does carry excess third party liability insurance to provide protection for employees of the Board, including volunteers, who may on occasion use vehicles not owned by the Board to transport students, without charge, for emergencies, curriculum or co-curricular activities. The liability covered is that liability imposed by law upon an employee of the Board (including volunteers) for bodily injury or death to students suffered while such students are being transported by the person who is acting on behalf of the Board.

This insurance covers only that liability imposed by law, which may be in excess of the person's own third party auto liability coverage, to a maximum of the Board's non-owned auto policy.

All volunteer "trip drivers" are required to complete the "Volunteer Driver's Form" Appendix D.

Use of a volunteer's car must be authorized by the Principal as the Board's agent.



STATEMENT ON DISCLOSURE OF ABUSE BY A STUDENT TO A VOLUNTEER

Volunteers who work closely with students have a unique opportunity to help these students to build feelings of competence, confidence and self-worth. That student may show increasing trust in the volunteer. But with this opportunity also comes responsibility.

If a student has reached the point of feeling very trusting with a volunteer it could happen, should the student be a victim of abuse, that the student makes a disclosure to the volunteer. As well, a volunteer, after working with a student for a period of time, may come to suspect, either from behavioural or physical signs such as injuries, that the student might be an abuse victim. It is therefore important that volunteers are aware of their responsibilities and the correct procedure to follow.

No one feels comfortable about reporting suspected abuse, but the fact is that it is a legal obligation of every Ontario resident to report any case of suspected child abuse to a Children's Aid Society (C.A.S.). A volunteer should also ensure that any suspicion of child abuse is relayed to the Principal.

One of the most difficult things to handle may be the student who asks the person in whom they have confided and disclosed to "promise not to tell". You cannot legally make such a promise, and you should be clear about it with the child. Also do not try to counsel the student or investigate the situation or circumstances. Be sympathetic and empathetic without being judgmental.



STATEMENT ON HEALTH & SAFETY ISSUES

The York Catholic District School Board values learning and working environments that are safe, nurturing, positive and respectful. Observing the safe work practices in our day-to-day activities is the responsibility of all who work for the York Catholic District School Board, both employees and volunteers. It is in everyone's best interests to work safely in our schools. A list of standard health and safety requirements for all employees and volunteers is attached as Appendix H.

The Board does not provide accident insurance or workers' compensation that would provide benefits or compensation for injuries to volunteers.

Certain safety fundamentals are basic to the operation of our schools and facilities. As well, more in-depth information and procedures cover a large and diverse range of activities in our schools.

As a volunteer, you may be involved in a variety of activities. Use of common sense, good judgment and when in doubt asking questions may be all that is normally required. At times specific training or information will be provided as required (e.g., a list of the students that you will be working with who have specific allergies and the care plan for what to do if they have a reaction). If you feel you require additional information or training, please contact the Principal.

Please report any incident or accident to the Principal even if there seems to be no injury to yourself or others, or damage to equipment etc.

Emergencies and fire drills are generally indicated by an alarm bell. Follow the Principal's instructions calmly but quickly. In an emergency situation, everyone must leave the building. The students have usually rehearsed for these eventualities. Familiarize yourself with the emergency protocols/procedures and if you have any questions, contact the Principal.

Any bodily fluids (e.g. blood, vomit, urine) must be cleaned up and handled in a prescribed manner. If you encounter this situation, please advise a staff member who will contact the school custodian.

Smoking, vaping and alcohol are not permitted on any school property.



STANDARD HEALTH & SAFETY REQUIREMENTS

The York Catholic District School Board is committed to promoting a healthy, safe and respectful workplace for all employees, students, volunteers, visitors and contractors. To fulfil this commitment, the Board shall comply with and enforce legislative requirements including the *Ontario Occupational Health and Safety Act, Environmental Protection Act*, and other federal and provincial statutes, local by-laws, plus all policies, rules or procedures issued by the Board.

In consideration of the above policy it is essential that all employees and volunteers must:

- 1. Work in compliance with the provisions of the *Occupational Health and Safety Act and Regulations Environmental Protection Act and Regulations*, and the Board's environment, health and safety policies and procedures;
- 2. Use or wear protective equipment, devices, and clothing that the supervisor requires to be worn;
- 3. Report to their supervisor the absence of, or a defect in any equipment, protective device of which they are aware, that may endanger themselves or another person;
- 4. Not remove or make ineffective any protective device required by the regulations or by the supervisor;
- 5. Report to their supervisor any contravention of the *Occupational Health and Safety Act, Environmental Protection Act* and Regulations or the existence of any hazard of which they are aware;
- 6. Not use or operate any equipment, machine, device or thing or work in a manner that may endanger themselves or any other person;
- 7. Not engage in any prank, contest, feat of strength, unnecessary running or rough and boisterous conduct;
- 8. Report to their supervisor all accidents and incidents.



Volunteer Agreement and Emergency Contact

I have been provided with an orientation to the school and I agree to act in accordance with the norms and expectations of the school.

I agree to follow the directions provided by the Principal regarding my assigned volunteering duties.

I agree to respect and act in accordance with York Catholic District School Board Policies, Guidelines and Procedures.

By signing this, I acknowledge that I have read, understand and voluntarily agree to the above.

Volunteer's Name:	
	Please print
Volunteer's Signature:	
Date:	
Principal's Signature:	
Date:	

In case of emergency, please notify:

Name:	
Relationship:	
Phone Number:	
Name:	
Relationship:	
Phone Number:	

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BOARD POLICY				
Policy Section Policy Number				
Facilities	708			
Former Policy #	Page			
508	1 of 3			
Original Approved Date	Subsequent Approval Dates			
February 23, 1993	April 29, 2014			

POLICY TITLE: OUTDOOR ACTIVITY EQUIPMENT

SECTION A

1. PURPOSE

York Catholic District School Board recognizes that play and physical activity are essential aspects of a student's growth and development. Through play, students will develop physical fitness, motor control and social skills. The purpose of this policy is to support schools with the creation of an environment where each student can develop these skills through the safe use and installation of outdoor activity equipment.

2. OBJECTIVE

The York Catholic District School Board recognizes that appropriate outdoor activity equipment supports the physical, as well as the social growth and development of all students by providing opportunities to grow and learn together through supervised play and physical education programs.

3. PARAMETERS

- 3.1 Equipment proposed for installation on York Catholic District School premises, upon approval by the Board, shall become the property of the York Catholic District School Board.
- 3.2 Installation of playground structures shall not commence without prior Board approval.
- 3.3 All outdoor activity equipment shall meet the latest version of CAN/CSA Standard Z614-07 Children's Playspaces and Equipment.
- 3.4 Outdoor activity equipment shall meet barrier-free access requirements appropriate to the equipment being installed.
- 3.5 All outdoor activity equipment shall be installed by qualified manufacturers and installers.

- 3.6 The registered name or manufacturer's trademark, address and the identification number or code of the playground equipment shall be visible on the assembled structure.
- 3.7 A semi-annual inspection of outdoor playground structures shall be coordinated by the Superintendent of Facilities Services and Plant Controller of Plant & Accommodation Services and completed by a qualified contractor in accordance with CAN/CSA Standard Z614-07.
- 3.8 The cost of any upkeep or the removal of any outdoor activity equipment shall be incurred by the school.

4. RESPONSIBILITIES

4.1 Director of Education

4.1.1 To oversee compliance of the Outdoor Activity Equipment Policy.

4.2 Superintendent of Facilities Services and Plant

Controller of Plant & Accommodation Services

4.2 .1 To ensure compliance with the Outdoor Activity Equipment Policy.

4.3 Superintendents of Education: School Leadership

- 4.3.1 To support the implementation and compliance of the Outdoor Activity Equipment policy and relevant guidelines and procedures.
- 4.3.2 To review, on an annual basis, the Outdoor Activity Equipment policy, relevant guidelines and procedures with Principals.

4.4 Principals

- 4.4.1 To communicate with the appropriate School Superintendent when considering the purchase and installation of outdoor playground structures.
- 4.4.2 To receive approval from the Superintendent of Facilities Services and Plant Superintendent of Construction & Facility Renewal for the purchase and installation of any/all outdoor playground structures.

5. **DEFINITIONS**

5.1 Outdoor Activity Equipment

Outdoor equipment includes all outdoor structures such as basketball standards, soccer/football posts, tetherball posts, track and field facilities and playground equipment.

5.2 Outdoor Playground Structure

A free standing structure, that is for use in school playgrounds, with one or more components and their supporting members anchored to the ground, or having natural stability, and not intended to be moved.

6. CROSS REFERENCES

CAN/CSA Standard <u>Z614-07 Children's Playspaces and Equipment</u>.

YCDSB Procedure Outdoor Activity Equipment
Procedures School Enhancement Request

Approval by Board	February 23, 1993	
	Date	
Effective Date	February 1993	
	Date	
Revision Dates	April 29, 2014	
	Date	
Review Date	April 2019	
	Data	





PROCEDURE:

OUTDOOR ACTIVITY EQUIPMENT

Addendum to Policy 708: Outdoor Activity Equipment

Effective: April 30, 2014

TBD

PURPOSE

This protocol is designed in conjunction with the YCDSB *Policy 708 – Outdoor Activity Equipment* and specifies the process to be followed when installing outdoor activity equipment.

The main purpose is to ensure that outdoor activity equipment is properly installed, maintained, used and supervised.

Policy 708 is intended to address current recommendations by authorities (e.g. *Canadian Standards Association*) regarding the acquisition, installation and maintenance of outdoor activity equipment.

RATIONALE

Play and physical activity are essential aspects of a student's development. Through play, students can develop physical fitness, motor control and social skills.

One aspect of providing an environment that supports these skills is through the use of outdoor activity equipment. Outdoor activity equipment includes all outdoor structures such as basketball standards, soccer/football posts, tetherball posts, track and field facilities and playground equipment.

LIABILITY

When considering outdoor activity as part of the learning environment, it is imperative that student safety be evaluated and that associated risks be reduced. These procedures shall be followed when deciding which equipment should be installed and how the equipment is to be used, maintained and supervised.

The Board does not purchase and install outdoor activity equipment. Usually the parent community of the school raises funds to have this type of equipment provided for the use of the students. Notwithstanding who funds the apparatus, once the apparatus is on Board premises it becomes the property of the Board in accordance with Board policy.

APPROVAL PROCESS

A proposal to install playground equipment is typically generated by members of the Catholic School Council. Any such proposal must be formally approved by the School Council prior to proceeding with implementing the proposal.

All proposals regarding the installation of outdoor activity equipment shall be forwarded to the Superintendent of Schools and the Superintendent of Facilities Services and Plant Superintendent of Construction & Facility Renewal (or designate) utilizing the School Enhancement Request, Admin 56, to review for compliance with Board standards. The proposal information shall include; but not be limited to:

- i) description of the equipment
- ii) picture, sketch or model of the unit
- iii) CSA compliance documentation
- iv) location of the equipment
- v) cost and method of payment
- vi) manufacturer/installer

No installation of playground equipment will commence without Board approval.

INSTALLATION

i) Location

The location of the equipment on the school site is very important. The structures must be placed such that there are no interferences to the existing facilities and that the existing facilities do not interfere with the use of the structures. Underground services and the natural drainage of the property must be analyzed when locating activity equipment on the site. Supervision requirements should also be considered in this process.

ii) CSA Compliance

All equipment must meet the latest version of CSA Standard Z614-07: Children's Playspaces and Equipment.

iii) AODA Compliance

Playground equipment shall meet barrier free access requirements appropriate to the equipment installed. Consideration shall be given to making the play space available to persons with physical or sensory disabilities such as mobility, hearing, or visual impairment, and reaching and manipulation disabilities.

iv) **Supplier/Manufacturer**

Only fully qualified manufacturers and installers of the equipment shall be engaged to install playground equipment. In order to ensure that qualified manufacturers/installers are employed, the process for implementing the Independent Procedures Non Board Funded Projects must be followed.

v) Impact Attenuation Material

The type and depth of material placed beneath and around the playground structure is of the utmost importance. The acceptable standards for the base material are listed in the Installation Approval Checklist (Appendix 'A'). The perimeter of the area allocated for the playground equipment shall be enclosed with 6" x 6" timbers stacked two tiers high. The impact attenuation material must be a minimum of 6 feet in all directions from the playground structure.

vi) Signage

The registered name or manufacturer's trademark and address and the identification number or code of the playground equipment should be visible on the assembled structure. It should be legible and indelibly identified. Other signage should be posted in a conspicuous location notifying users that the structure is unsupervised when not being used by the school.

A sign noting that the playground equipment is unsupervised when not in use by the school shall be posted. The sign must include "use at own risk" and shall be installed with the playground equipment.

vii) Warranty

A minimum of a one-year warranty must be provided by the manufacturer/installer. This warranty shall include a one-year inspection of the equipment. Any defective equipment noted shall be replaced by the manufacturer/installer at no cost to the school.

viii) Restrictions

To reduce risk of injury by users, standards and/or restrictions on the various components which make up the playground have been established. Appendix 'A' lists some of the conditions and restrictions. As there are various combinations of components and as there are new features for playground equipment being frequently introduced, this list is not an

all-encompassing set of criteria. Therefore, each proposal for playground equipment must be reviewed and approved on a site-by-site basis.

Maintenance/Inspection

In order to ensure that the safety of the users of the playground equipment is not compromised, a planned maintenance program is a necessity. For each piece of equipment, the frequency of thorough inspections depends on the type of equipment, the amount of use, and the local climate. The manufacturer shall provide a recommended maintenance schedule for the entire playspace (ground cover, equipment components, etc.). The detailed inspections shall give particular attention to moving parts and other components that can be expected to wear.

The first maintenance check should be performed with the supplier/installer when the equipment is accepted by the school. This inspection should verify compliance with the plans and specifications and should also serve as an in-service for the personnel who will be responsible for the inspection/maintenance/supervision of this equipment. Appendix 'B' presents a generic list of items which should be considered when developing a maintenance checklist for outdoor equipment.

The Principal is responsible for the daily/weekly use and visual inspection of the equipment. Inspections should include checking for vandalism or for hazardous objects such as broken glass or animal droppings. This inspection may be performed by persons assigned by the Principal. When granting permission for the use of the equipment, this permission should give consideration to the weather conditions (e.g. rain, ice, snow, frozen ground). The material under the playground structures must be raked when necessary to bring the levels of coverage up to standard.

Semi-annual inspections (April and October) to check for loose fittings and deterioration of the equipment shall be performed by a qualified contractor in accordance with CSA Standard Z614-07. Any moving parts should be lubricated during this inspection. The Playground Inspection Report/Log Sheet (Appendix 'C') should be completed on the date of each inspection.

The inspection of the equipment will be performed in accordance with CSA Standard Z614-07 by a qualified contractor. A copy of the report shall be given to the principal. This inspection and resulting maintenance requirements will be at the cost of the school.

Where it is the recommendation of the inspector that the equipment be removed, such recommendation shall be conveyed to the School Principal. If the Principal is in agreement with the recommendation to remove the equipment, the Principal shall advise the Catholic School Council of the recommendation. Maintenance Services will make the necessary arrangements to remove the equipment. The cost of removal is the responsibility of the school.

Supervision and Instruction

Proper use of the apparatus is necessary in order to reduce risk of accident and to gain the maximum benefit for the user. These goals can be obtained through instruction of the users and the supervisors as to how the equipment should be properly used.

The supervising personnel require in-servicing on the proper and improper use of the apparatus. In addition to illustrating how the apparatus should be used, the training should include instructional aids, determination of maximum number of users and identification of potential hazards (e.g. weather conditions).

In the event that an injury results from the use of the equipment requiring more than First Aid, the supervising personnel shall complete the OSBIE Incident Report Form. This report shall be forwarded to the principal and to the Budget/Insurance Coordinator.

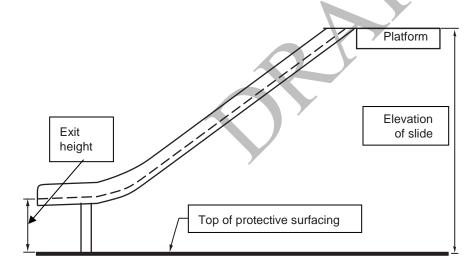
Conclusion

The proper installation, maintenance and supervision of outdoor activity equipment are essential to providing an environment in which the students can safely develop strength and skills. By being cognizant of the needs and physical characteristics of the users and applying that information throughout the various stages of the planning and implementation process, the safety of the students will be enhanced and the liability risks of the staff and the Board will be reduced.

PROCEDURES
INSTALLATION AND USE OF OUTDOOR ACTIVITY EQUIPMENT
(Reference Policy 708)

INSTALLATION APPROVAL CHECKLIST

- 1. Prior to installation of any outdoor playground structures and/or equipment, plans must be submitted to the Superintendent of Construction & Facility Renewal Superintendent of Facilities Services and Plant for approval.
- 2. When planning outdoor activity equipment, the following criteria must be considered:
 - i) Generally accepted standards must be applied. For example, a tetherball post is six feet high, soccer net is 24x8 feet, basketball standard is mounted at 10-foot elevation.
 - ii) Track rides shall be in the horizontal plane only. There shall be no vertical component to the direction of this apparatus.
 - iii) Slides shall meet the standards illustrated in Figure 1.
 - iv) Impact attenuation material shall meet the requirements of Table D.1 of CSA Standard Z614-07 (attached).
 - v) There shall be no platform in excess of 6 feet above the ground.
 - vi) There shall be no swings of any type in playground equipment.



Note: If the elevation is more than 1.2 m (47.24 in), the exit height shall be between 175 and 380 mm (6.89 and 14.96 in). If the elevation is less than 1.2 m (47.24 in), the exit height shall be not less than the finished grade and not greater than 275 mm (10.83 in).

Figure 1

3. Equipment which is set into the ground shall be concrete encased. Top of concrete footing shall have minimum coverage of 6 inches prior to placement of impact attenuation material.

Table D.1: Comparison of protective surfacing materials chart

	Table D.1: Comparison of protective surfacing materials chart					
Material type	Characteristics	Advantages	Disadvantages	Maintenance		
Loosefill materials						
Sand	A natural, clean, and non-packing material. Size, texture, and composition of particles can vary. Some sand types are not appropriate for playground use because of a tendency to compact. With 300 mm (11.81 in) depth of material, an impact attenuation of more than 2.5 m (98.43 in) critical height, depending on the type of sand, can be achieved.	- Low to medium cost - Easy to obtain - Easy to install - Durable - Non-flammable - Some types provide excellent impact-absorption qualities - Does not support microbial growth	 Can be hard to walk on Cannot be used with wheelchairs or other mobility aides Can be swallowed or get into users' eyes, hair, clothes, and shoes Can hide insects, animal excrement, and sharp objects Can be thrown, scattered, or tracked onto other surfaces Moisture, high humidity, and freezing temperatures can reduce its effectiveness 	- Can have higher ongoing maintenance costs (due to kick-out, redistribution, topping-up, etc.) - Requires regular inspection, periodic raking, levelling and sifting of compacted sand, removal of foreign matter - Requires periodic addition of sand to top it up, typically every 1 to 3 yr Subsurface preparation is essential; it should not be installed over asphalt or concrete		
Pea gravel	Pea gravel consists of small, clean, and rounded particles. Crushed, broken, or irregular particle sizes should be avoided. With a 300 mm (11.81 in) depth of clean material, impact attenuation up to 2.5 m (98.43 in) critical height can be achieved.	- Low cost - Easy to obtain - Easy to install - Less attractive than sand to animals - Non-flammable - Does not support microbial growth - Can provide good drainage with proper base	 Can be hard to walk on and cannot be used with wheelchairs or other mobility aides Can conceal insects, animal excrement, and sharp objects Can be swallowed and put in ears or nose Potential of formation of "hard pan" under surface Can be thrown, scattered, and tracked onto other surfaces. On hard surfaces, it can contribute to slip-fall injuries Moisture, high humidity, and freezing temperatures can reduce its effectiveness 	- Can have higher ongoing maintenance costs (due to kick-out, redistribution, topping-up, etc.) - Requires regular inspection, periodic raking, and removal of foreign matter - Requires periodic addition of gravel to top it up, typically every 1 to 2 yr Clean-up of adjacent lawns and sidewalks is necessary - Subsurface preparation is essential; it should not be installed over asphalt or concrete.		
Wood/bark mulch	Bark mulch comes from trees used in urban tree management and landscaping programs. Bark mulch can contain twigs and leaves. Wood chips generally do not contain twigs or leaves. Wood sources should be checked prior to chipping for toxins or allergens. With a 300 mm (11.81 in) depth of material, critical height of up to 3 m (118.11 in) can be obtained	- Low cost - Easy to obtain - Attractive natural appearance - Retards insect infestation and fungal growth with its mildly acidic composition	 Can be swallowed or get into user's eyes Can be thrown or scattered Decomposes and compacts over time Can conceal animal excrement and sharp objects Supports microbial growth when wet Moisture, high humidity, and freezing temperatures can reduce its effectiveness 	- Can have higher ongoing maintenance costs (due to kick-out, redistribution, topping-up, etc.) - Requires regular inspection, periodic raking, and removal of foreign matter - Requires periodic addition and replacement of bark mulch or wood chips, typically every 1 to 3 yr. - Should not be installed over asphalt or concrete		

Material type	Characteristics	Advantages	Disadvantages	Maintenance				
Loosefill m	Loosefill materials							
Engineere d wood fibre	Engineered wood fibre is processed new or virgin wood. It contains no twigs or leaves. The wood source should be checked prior to chipping for toxins and allergens. Installation over asphalt or concrete can result in reduced impact results. With a 300 mm (11.81 in) depth of material, a critical height of more than 3 m (118.11 in) can be obtained	- Wheelchair accessible - Fairly durable - Easy to obtain - Less abrasive than sand - Retards insect infestation and fungal growth - Free of twigs and leaves - Free of contaminants - Stays in place better than other loosefill surface material (e.g., sand, pea gravel) - Can be installed over hard surfaces under certain conditions	Initially more expensive than other loosefill options Can conceal insects, animal excrement, and sharp objects Supports microbial growth when wet Moisture, high humidity, and freezing temperatures can reduce its effectiveness Decomposes and compacts over time	Can have higher ongoing maintenance costs (due to kick-out, redistribution, topping-up, etc.) Requires regular inspection, periodic raking, and removal of foreign matter Requires periodic addition and replacement of engineered wood fibre, typically every 3 to 5 yr. Adequate drainage is essential and will lower long-term maintenance costs Engineered wood fibre should not be worked or loosened				
Shredded tire crumb	Rubber crumb is created by the grinding up of tire material. For playground use, rubber crumb should be free of metal or wire from the reprocessing of tires. Suppliers should also be able to confirm that the rubber does not contain lead, other toxins, or allergens such as latex. Installation over asphalt or concrete can result in reduced impact results. With a 200 mm (7.87 in) depth of material, a critical height of more than 3 m (118.11 in) can be achieved	- Durable - Easy to install - Non-abrasive - Does not support microbial growth - Less attractive to animals - Some types of rubber crumb are wheelchair accessible	- Can conceal insects, animal excrement, and sharp objects - Wide variation in quality - Can contain wire or metal, or other toxins (e.g., lead, latex) - Can be thrown or scattered - Can hide foreign matter - Can be lodged in ears or nose, or dust particles can enter and remain in lungs	- Can have higher ongoing maintenance costs (due to kick-out, redistribution, topping-up, etc.) - Requires regular inspection, periodic raking, and removal of foreign matter - Requires periodic addition and replacement of surface material typically every 2 to 5 yr.				

Material type	Characteristics	Advantages	Disadvantages	Maintenance
	hetic materials			
Tiles	Synthetic tiles and mats are a combination of chemical binder and rubber filler. Tiles are available in various thicknesses, lengths, colours, and patterns. The tiles must be installed according to the manufacturer's instructions. Installation over asphalt or concrete can cause poor impact results without adequate subgrade preparation. A critical height of up to 3 m (118.11 in) can typically be achieved; however, the attenuation results are highly variable depending upon the manufacturer, type of rubber, depth, pattern, etc.	- Wheelchair accessible - Stay in place - Easy to clean - Consistent impactabsorbing qualities - Lower maintenance costs over the long term - Decompose slowly - Tend to be more stable than poured- in-place rubber surfacing	More expensive than other surfacing materials because tiles typically have a shorter lifespan than the equipment Require professional installation Wide variation in quality Will lose impactattenuating properties over time	Regular inspection for damage and debris General maintenance cost involves sweeping, blowing, or vacuuming debris from surface Damaged or worn tiles can be replaced Tiles will need to be replaced when they lose their impact- absorbing ability A blower or vacuum is sometimes required to remove debris from air pockets found in tile surfaces
Pour-in- place	Pour-in-place is a seamless synthetic surface that is formed with a chemical binder and a rubber filler. It can be installed on concrete or asphalt but must be used at suitable thickness and be well anchored. A critical height of up to 3 m (118.11 in) can typically be achieved; however, the attenuation results are highly variable depending upon the manufacturer, type of rubber, and depth.	- Wheelchair accessible - Stays in place - Easy to clean - Consistent impact-absorbing qualities - Lower maintenance costs over the long term - Decomposes slowly - Tends to have better impact attenuation properties than tile surfacing	More expensive than other surfacing materials because pour-in-place typically has a shorter lifespan than the equipment Requires professional installation Wide variation in quality Will lose impactattenuating properties over time	Regular inspection for damage and debris General maintenance cost involves sweeping, blowing, or vacuuming debris from surface Surface can be repaired Rubber surface will need to be replaced when it loses its impactabsorbing ability Must be swept free of dirt and other debris that can collect and decrease its shock absorption A blower or vacuum is sometimes required to remove debris from air pockets found in tile surface

MAINTENANCE CHECKLIST

Chains:
- check for bent/worn/open links, pinch points, rust or any rough edges
S-Hooks:
- check for excessive wear, that they are properly closed; never reuse
Seats:
- check rubber seats for wear, sharp edges/points, scorching, burn damage
- safety bar on baby seats should be intact and fixed
- check tires for wear and cracks; ensure all fastening points are secure
Hanger Bearings:
- check for worn or excessive play in bearings/bushings
- lubricate nuts, bolts, grease fittings; replace corroded bolts and rivets
- check that clamps are secure
Grease Fittings:
- lubricate moving parts as required; wipe off excess oil or grease
Stability in Ground:
- structures should not be easily swayed, connections should be solid and adequately
secured
- check all posts (wood and steel) in ground for corrosion or rot 150mm (6in) below grade
Exposed Concrete:
- all exposed concrete must be removed to 150mm (6in) in below grade
- backfill and level depressions/open holes with proper material
Tilting:
- check units and components for signs of tilting and/or sinking
- check alignment of major support posts/beams, platforms, fireman poles, steps, etc.
End/Centre Fittings;
- Check that nuts, bolts of clamps and fittings are secure
- Check for sharp-edged, cracked or broken fittings
Chain Covers:
- check all fastening points (top and bottom)
- check for damaged covers and any visible signs of wear on swing chains
Hand/Safety Railings, Support Bars/Legs, Steps & Fastening Points:
- check for splitting, splinters, or protruding bolts or nails
- check all welds; check that all bolts and nuts are secure
- block off entrance or openings if any delay is due to repairs
Sidewalls Bedway;
- check for protruding bolts or rivet heads, missing or loose bolt welds and make sure all
are properly fastened and secure
- check for rust or corrosion, metal fatigue and rough/sharp edges
Entrapment Points/Areas:
- all angles joining points or openings should be less than 76mm (3in) or greater than
254mm (10in) to reduce the change of head entrapment
- cfor any point, crush, or shear points that could cause injury
Stairs of Slides:
- check all platforms and steps for safety
- check welds at all steel joints; check all bolts at points of fastening
Tube Slides – Cracking/Damage:
- check for cracks, sharp edges, discolouration, scorching or burning, abrasion or wear
 check for cracks, sharp edges, discolouration, scorching or burning, abrasion or wear ensure proper fastening top and bottom; tighten bolts or replace them
 check for cracks, sharp edges, discolouration, scorching or burning, abrasion or wear ensure proper fastening top and bottom; tighten bolts or replace them Spring and Bar:
 check for cracks, sharp edges, discolouration, scorching or burning, abrasion or wear ensure proper fastening top and bottom; tighten bolts or replace them
 check for cracks, sharp edges, discolouration, scorching or burning, abrasion or wear ensure proper fastening top and bottom; tighten bolts or replace them Spring and Bar: check for loose spring mounts, replace broken springs check for stability in ground, tilting, exposed concrete or footings
 check for cracks, sharp edges, discolouration, scorching or burning, abrasion or wear ensure proper fastening top and bottom; tighten bolts or replace them Spring and Bar: check for loose spring mounts, replace broken springs check for stability in ground, tilting, exposed concrete or footings check for missing protective pieces; ensure hand support bars are in place and secure
 check for cracks, sharp edges, discolouration, scorching or burning, abrasion or wear ensure proper fastening top and bottom; tighten bolts or replace them Spring and Bar: check for loose spring mounts, replace broken springs check for stability in ground, tilting, exposed concrete or footings
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 check for cracks, sharp edges, discolouration, scorching or burning, abrasion or wear ensure proper fastening top and bottom; tighten bolts or replace them Spring and Bar: check for loose spring mounts, replace broken springs check for stability in ground, tilting, exposed concrete or footings check for missing protective pieces; ensure hand support bars are in place and secure Handles:

- check for missing protective caps	
Pivot Points – Nuts and Bolts:	
- test pivot points for free movement; check swivels/bearing points for wear	
- check for loose, worn, rusted/corroded hardware	
- grease/lubricate properly; remove excess lubricant	
Ground Clearance and Surface Below Equipment:	
- fill any depressions at and around all equipment with proper material	
- ensure concrete footings are not exposed	
- ensure all equipment is properly placed away from other equipment and traffic patterns	
Locking Devices – Interior/Exterior, Wood checking:	
- check all locking devices, interior and exterior to ensure they are secure	
- check all wood timbers for major cracking; note cracks exceeding 19mm (0.75in) in	
width	
Protrusions, Protective Caps/Plugs;	
- check for protruding bars, bolts, nuts, etc.	
- cover or file sharp edges	
- cap all open-ended pipes with plastic plugs; replace broken cap covers	
- check tires for protrusions	
Wooden Boarders, Benches:	
- check for and remove all splinters	
- check for decaying wood	
- check wood for any excessive cracks, welds on seating, insecure fittings	
- check the condition of paint/stain	
- look for graffiti, vandalism	
Debris – Broken Glass:	
- check entire play area for debris and broken glass and animal feces	
- rake in sandboxes to loosen sand; check for glass, animal feces, etc.	
Signs:	
- check for any visible damage	
- replace or have repainted any weathered or damaged signage	
Asphalt Paths:	
check for any visible damage; check for low ponding areas	

INSPECTION COMPANY (Name, Address, Contact Information)									
		Playgrou	nd Inspection	n Report as pe	r CSA Standard	Z614-07			
Customer: YCDSB				School:					
Inspection Date:		Inspector:		Next Inspectio	n:	Signage:			
Ec	quipment Descript	ion	Photo	Meets CSA	Age of Equip	ment	Surface Type	е	Meets CSA
Equipment Component	CSA Secti	on/Standard Req	uirement		Con	ndition		Hazard Rating	Picture
Component			/		·			rtating	
			7						

Hazard Rating: 0 Meets CSA standard; 1 – may cause permanent injury; 2 – may cause injury; 3 – minor variance to standard



BOARD POLICY		
Policy Section	Policy Number	
Facilities	712	
Former Policy #	Page	
	1 of 4	
Original Approved Date	Subsequent Approval Dates	
	May 8, 2012	
	June 21, 2016	

POLICY TITLE: FLAG DISPLAY ON BOARD PREMISES

SECTION A

1. PURPOSE

The York Catholic District School Board supports the establishment of protocols to display flags in accordance with *Regulation 298 of the Education Act*.

The purpose of this policy is to provide a protocol to schools on the raising and lowering of flags.

2. OBJECTIVE

It is the policy of the York Catholic District School Board to use proper etiquette for the display of Canadian, provincial, municipal and Vatican and other special purpose flags on school premises.

3. PARAMETERS

- 3.1 The Education Act, regulation 298 requires that every school shall display the National Flag of Canada and the Provincial Flag of Ontario. If circumstances limit the school to one outdoor flag pole, the National Flag of Canada will be flown.
- 3.2 The <u>Government of Canada</u> rules for flying the National Flag of Canada states that the National Flag will always be flown on its own flagpole, with the sleeve nearest to the pole. It is improper to fly the national flag with any other flag of any type on the same flagpole.
- 3.3 If schools have a second flagpole, the regulation should be followed, and the school shall fly the provincial flag.

- 3.4 Flags shall be treated with dignity and respect, and flown or displayed properly. The flag must be folded properly prior to storing. Care should be taken when handling a flag and the flag shall not touch the ground.
- 3.5 A flag shall not be flown or displayed if it is torn, faded or damaged in any way.
- 3.6 A flag shall be sent to the Board Office for disposal in a dignified way by the Plant department.
- 3.7 The National Flag may be obtained through the York Catholic District School Board Facilities Department.
- 3.8 If the school has a flagpole that is fitted to accommodate more than one flag, the following display precedence will be observed:
 - 1. National Flag of Canada
 - 2. Flag of the Province of Ontario
 - 3. Municipal Flag
 - 4. Vatican (papal) Flag (if available)
 - 5. School Flag (if available)
 - 6. Other Organizations as approved by the Board of Trustees (as designated by the Principal)
- 3.9 In a line of three flags, the National Flag of Canada should be in the centre. The province of Ontario Flag is displayed on the left and the third flag is displayed on the right.
- 3.10 No flag shall be flown or displayed above (higher than) the Canadian flag.

4. **RESPONSIBILITIES**

4.1 Director of Education

4.1.1 To oversee compliance of the Flag Display on Board Premises policy.

4.2 Superintendent of Facilities Services and Plant

Senior Manager of Facilities & Maintenance Services

- 4.2.1 To ensure schools have access to a supply of official national and provincial flags.
- 4.2.2 To ensure proper destruction of flags in a dignified manner.

4.3 School Principal

- 4.3.1 To maintain the flag in proper condition.
- 4.3.2 To direct the custodian, of the raising and lowering of the flag and maintenance of the flag pole.

5. **DEFINITIONS**

5.1 Half-Mast

The midpoint of the flagpole at which the flag can be lowered as a sign of mourning.

6. CROSS REFERENCES

Regulation 298 Education Act

Government of Canada, Rules for flying the National Flag of Canada

Approval by Board	June 21, 2016
	Date
Effective Date	June 22, 2016
	Date
Revision Dates	June 21, 2016
	Date
Review Date	June 2021
	Date



POLICY TITLE: FLAG DISPLAY ON BOARD PREMISES

SECTION B: GUIDELINES

1. Schools may display the Vatican flag, municipal flag and school flag, if available according to the Guidelines provided.

When possible, the flag is flown daily from sunrise to sunset.

- 2. Flags may also be displayed inside the school either horizontally or vertically.
 - 2.1 If hung horizontally, the upper part of the leaf should be up and the stem down.
 - 2.2 If the flag is hung vertically, against a wall, the flag should be placed so that the upper part of the leaf is to the left and the stem is to the right as seen by spectators.
- 3. The flag will be lowered at all schools to 'half-mast' as a sign of mourning on the death of:
 - 3.1 The sovereign or member of the immediate family of the sovereign;
 - 3.2 The current or a former governor-general of Canada;
 - 3.3 The current or a former prime minister of Canada;
 - 3.4 The lieutenant-governor or former lieutenant-governor of Ontario;
 - 3.5 The premier, or former premier, or a cabinet minister of Ontario;
 - 3.6 A current or past Trustee or Supervisory Officer of the York Catholic District School Board, where possible.
- 4. The flag will be lowered to 'half-mast' at specific school sites as a sign of mourning on the death of:
 - 4.1 An individual associated with the school, parish or community, as approved by the Superintendent of Schools; and,
 - 4.2 The Member of Parliament or Member of the Ontario Legislative Assembly for the riding in which the school is located.
- 5. If the school is open, the flag will be lowered to 'half-mast' on:
 - 5.1 April 28, Workers' Mourning Day;
 - 5.2 June 23, National Day of Remembrance for Victims of Terrorism;
 - 5.3 November 11, Remembrance Day; and,
 - 5.4 December 6, National Day of Remembrance and Action on Violence Against Women.

York Catholic District School Board

REPORT

Report To: Policy Review Committee

From: Administration

Date: March 8, 2022

Report: Human Rights Statement – Amendment to recent approved policies

Executive Summary

This report is intended to provide information to the committee, for review and approval, related to policy revisions.

Recommendation

At the Policy Review Committee Meeting held on January 18, 2022, it was noted that revised hiring policies had a different wording related to equity and inclusion in comparison to other recently revised policies which have a standardized wording embedded under the policy objective.

Hiring policies wording (added to recent approved hiring policies)

The York Catholic District School Board is an equal opportunity employer committed to providing an environment of diversity and employment equity and is dedicated to creating a workplace culture of inclusiveness that reflects the diverse communities that it serves.

Standardized wording (added to recent approved policies)

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

In comparing policies and in consultation with the YCDSB Human Rights and Equity Advisor, the recommendation is that the wording provided in the hiring policies is appropriate and specific to hiring practices and that the standardized wording in all other policies is not necessary since it is fully covered in YCDSB's *Policy 101 Meta Policy: Policy Management and Governance* through parameter 3.1 to 3.1.5. When a policy undergoes review, it is assessed using the human rights and equity analysis, and decision making tool (THREAD), which is an appendix to the policy that assures the goal of human rights and equity is achieved accordingly and any revisions to the policy that are needed are undertaken.

Summary

Upon approval of the Policy Review Committee the following recently approved policies, with the exception of the hiring policies, will be amended to remove the standardized wording.

Approved June 16, 2020 - Regular Board Meeting

Policy 203 Student Transportation Services

Approved November 30, 2021 - Regular Board Meeting

Policy 117 (formerly 218) Code of Conduct Policy 219B Student Dress and School Uniform – Secondary Policy 316 Secondary School Post-Examination Review

Approved December 16, 2021 – Special Board Meeting

Policy 204 Child Protection and Abuse

All other recent approved policies are hiring policies and require no revision.

Prepared and submitted by: Eugene Pivato, Associate Director of Education Endorsed by: Domenic Scuglia, Director of Education



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: 17137 Fax: 905-713-1272 ● www.ycdsb.ca

March 23, 2022

(Further Revised from the February 16, 2022 version presented at the Transportation Review Committee Meeting of February 28, 2022)

TRANSPORTATION TO ST. JOAN OF ARC CATHOLIC HIGH SCHOOL

Whereas

in accordance with YCDSB *Policy 203 Student Transportation Services*, eligibility for transportation to and/or from a student's designated home school is a function of the distance from their residence to their home school and grade level;

Whereas

students in the following Elementary Feeder Schools are eligible to attend St. Joan of Arc CHS (home school), as well as St. Elizabeth CHS (for those elementary schools south of Major Mackenzie), or Cardinal Carter CHS (for those elementary schools north of Major Mackenzie):

- Father John Kelly CES
- o St Raphael of the Archangel CES
- o Blessed Trinity CES
- o Divine Mercy CES
- St David CES
- Holy Jubilee CES
- o St James CES
- St Cecilia CES

Whereas

those students choosing St Elizabeth CHS and Cardinal Carter CHS will be provided school transportation to and/or from student's home.

Whereas

- (a) A secondary student whose residence is more than 4.8 kilometres from their home secondary school is eligible for Board-provided transportation.;
- (b) A secondary student whose residence is more than 3.2 kilometres from their home secondary school, who's home address is not transit served, is eligible for Board-provided transportation.

Whereas

students in the St Cecilia area required to take 3 YRT busses in order to attend St Joan of Arc.

Whereas

the review of Dual and Triple Feeder school alignments for the secondary panel is planned for the 2022/2023 school year.

LET IT BE RESOLVED:

THAT an exception to Policy #203 be made that would provide all students within Area G (St. Cecilia CES) (map attached) with school transportation (bussing) which would allow these students to attend St. Joan of Arc Secondary School, effective September 2022 and until such time that the dual and triple feeder review for Maple be completed.

Rose Cantisano

Trustee

Vaughan Area 1: Ward 1 (Maple/Kleinburg)

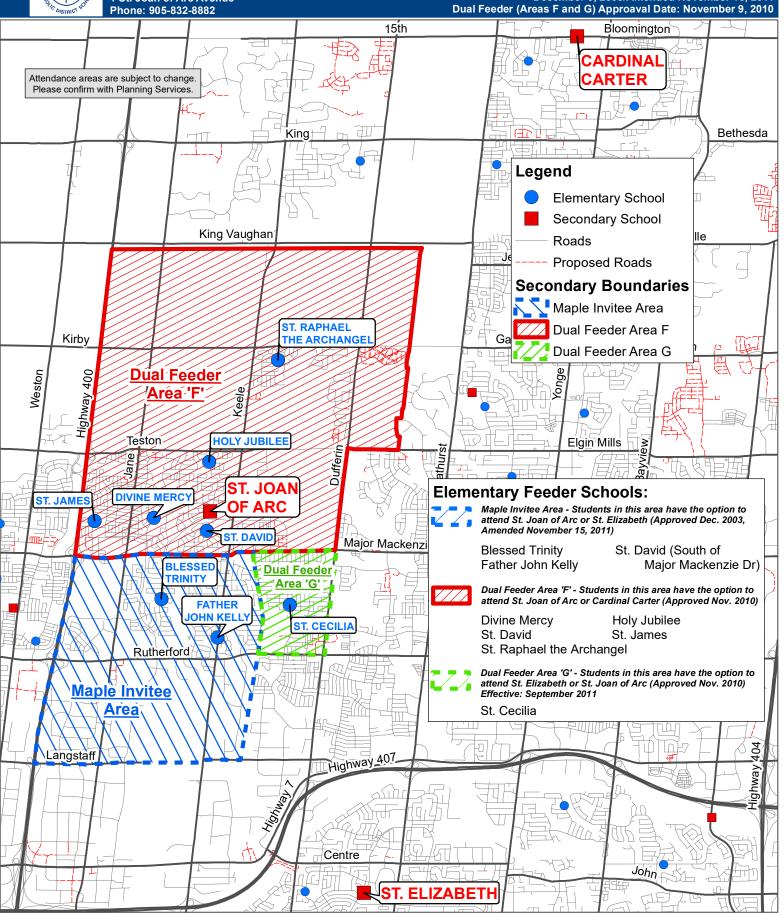
2022:02:0216:RC

School Attendance Area - City of Vaughan

ST. JOAN OF ARC CHS

Board Approved: February 29, 2003 **Maple Invitee Area Approval Date:** December 9, 2003/Amended November 15, 2011

1 St. Joan of Arc Avenue





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: 17132 Fax: 905-713-1272 ● www.ycdsb.ca

February 16, 2022

TEMPORARY USES, DOMES

Whereas Physical activity for our students has become more of an importance for

our students, especially during a pandemic situation;

Whereas some of our gym areas are constrained due to existing school populations,

which reduces overall gym time for our students;

Whereas our school fields are integral to our physical education programs, but a

limited due to weather conditions;

Whereas our Board has entered into agreements with third party sports dome

providers. Our agreements with these third parties provides indoor gym

time for our students;

Whereas not all our school communities benefit from these sports dome facilities,

which is not equitable for all students of the York Catholic District School

Board.

LET IT BE RESOLVED

THAT the YCDSB entertain interest from our school communities to proceed with possibility of sports domes at our secondary school sites;

THAT if there is interest, the YCDSB engage a third party firm to assist staff to work with these third party sports dome providers;

THAT this process begins immediately.

Respectfully Submitted,

Dino Giuliani Trustee

Ref: 2022:01:0216:DG



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: 17132 Fax: 905-713-1272 ● www.ycdsb.ca

February 22, 2022

POLICE LIAISON SERVICES SCHOOL RESOURCE OFFICERS / VALUES, INFLUENCES, PEERS (VIP) PROGRAMMES

Whereas

The Education Act requires school Boards, in Section 300.0,1, sub sections 1, 3 and 6, to provide a safe learning environment.

- 1. To create schools in Ontario that are safe, inclusive and accepting of all pupils.
- 3. To address inappropriate pupil behaviour and promote early intervention.
- 6. To provide pupils with a safe learning environment.

AND in Section 169, sub sections 7.1 and 7.2 regarding the duties of School Boards to implement anti bullying programs and provide related resources.

7.1 establish and provide annual professional development programs to educate teachers and other staff of the board about bullying prevention and strategies for promoting positive school climates; 2012, c. 5, s. 4.

programs, interventions and other supports, bullying

7.2 provide programs, interventions or other supports for pupils who have been bullied, pupils who have witnessed incidents of bullying and pupils who have engaged in bullying, and the programs, interventions and other supports may be provided by social workers, psychologists or other professionals who have training in similar fields, as determined by the board; 2012, c. 5, s. 5.

Whereas

In 2007 Jordan Manners was killed at a Toronto secondary school. As a result, the Toronto District School Board established a School Resource Officer program. In 2017, the Toronto District School Board removed School Resource Officer program.

Whereas

Another student in a GTA school was shot and killed. In a recent TV interview with the mother of Jordan Manners suggested that removing the School Resource Officer program was a mistake. https://globalnews.ca/video/8629224/jordan-manners-mother-on-latest-school-homicide-in-toronto/

Whereas

The YCDSB has a VIP/SRO program that it runs with York Region Police in our schools which helps keep our students and schools safe.

Whereas

At this time, YCDSB senior administration is reviewing the VIP/SRO program.

LET IT BE RESOLVED

THAT any review of the VIP/SRO program by senior administration, <u>not</u> result in <u>any</u> reduction of the current program, but it be enhanced and increased in all YCDSB schools.

Respectfully Submitted, Dino Giuliani, Trustee

Ref: 2022:03:0222:DG

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: March 29, 2022

RE: TCH 36: 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 YRDSB, DPCDSB, HDSB and HCDSB) 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

<u>Appendix I – Board Wide 5 Year Summary</u> <u>Appendix II – Grade 8 Students to Secondary location by school</u>

Prepared By: Adam McDonald, Assistant Manager, Planning Services

Submitted By: Tom Pechkovsky, Co-ordinating Manager, Planning & Operations Endorsed By: Domenic Scuglia, Director of Education & Secretary of the Board

Table 1. Grade 8 Students By Grade 9 Destination

Years	Graduating Grade 8s	Retained	in YCDSB	Distric	Region t Schol ard	Catholic YI	Outside		Outside	ОТН	IER ³	Syste	m 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%

Table 2. Grade 9 Students by Grade 8 Origin

Years	Incoming Grade 9s		ed From DSB	York Region District Schol Board		Catholic Outside YR 1			Outside R ²	ОТЬ	IER 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	4,626	3,196	69.1%	875	18.9%	10	0.2%	0	0.0%	545	11.8%	1,430	30.9%	

^{1 -} Includes Dufferin Peel CDSB and Halton CDSB

^{2 -} Includes Halton DSB

^{3 -} Includes Other school Boards, private schools and students who left the provin 257

		STUDENTS RETAINED													STUDNETS LOST								
AREA	SCHOOL	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 Lisieux	YCDSB TOTAL	YCDSB Retained	YRDSB Total	Catholic Outside York Region	Public Outside York Region	OTHER	Grand Total
Area 1	Canadian Martyrs	0	0	0	0	0	0	50	0	0	0	0	0	0	0	0	50	88%	6	0	0	1	57
Area 1	Father Frederick McGinn	47	0	1	0	0	1	2	1	0	3	0	0	0	0	1	56	82%	11	0	0	1	68
Area 1	Good Shepherd	0	0	0	0	0	0	27	0	1	0	0	0	0	0	0	28	85%	3	0	0	2	33
Area 1	Holy Name	24	0	0	1	0	0	0	0	0	1	0	0	1	0	0	27	46%	21	0	0	11	59
Area 1	Holy Spirit	2	0	0	0	0	0	2	1	0	0	0	0	30	0	0	35	97%	1	0	0	0	36
Area 1	Light of Christ	19	0	0	0	0	0	0	0	0	0	0	0	5	0	0	24	73%	6	0	1	2	33
Area 1	Notre Dame	1	0	0	0	0	0	18	0	0	0	0	0	19	0	0	38	66%	15	0	0	5	58
Area 1	Our Lady of Good Counsel	0	0	0	0	0	0	27	0	0	0	0	0	0	0	0	27	69%	9	0	0	3	39
Area 1	Our Lady of Grace	0	0	0	0	0	0	1	0	0	0	0	0	18	0	0	19	83%	2	0	0	2	23
Area 1	Our Lady of Hope	62	0	0	0	0	1	1	0	0	1	0	0	0	0	0	65	96%	1	0	0	2	68
Area 1	Our Lady of the Annunciation	31	0	0	0	0	2	0	0	0	1	0	0	0	0	0	34	83%	4	0	0	3	41
Area 1	Our Lady of the Lake (Elementary)	0	0	0	0	67	1	1	0	0	0	0	0	0	0	0	69	80%	14	0	0	3	86
Area 1	St. Elizabeth Seton	0	0	0	0	0	0	35	0	0	1	0	0	4	0	0	40	71%	13	0	0	3	56
Area 1	St. Jerome	0	0	0	0	0	0	5	1	0	0	0	0	54	0	0	60	94%	4	0	0	0	64
Area 1	St. John Chrysostom	0	0	0	0	0	0	5	0	0	0	0	0	14	0	0	19	68%	7	0	0	2	28
Area 1	St. Joseph, Aurora	7	0	0	0	0	0	1	1	0	0	0	0	16	0	0	25	63%	12	0	0	3	40
Area 1	St. Mary	34	0	0	0	0	0	0	0	0	0	1	0	0	0	0	35	66%	13	0	0	5	53
Area 1	St. Nicholas	0	0	0	0	0	0	16	0	0	0	0	0	7	0	0	23	79%	5	0	0	1	29
Area 1	St. Patrick, Schomberg	0	0	0	0	0	0	0	0	0	0	0	0	23	0	0	23	79%	6	0	0	0	29
Area 1	St. Paul	0	0	0	0	0	0	17	0	0	0	0	0	0	0	0	17	74%	3	0	0	3	23
	Area 1 Total	227	0	1	1	67	5	208	4	1	7	1	0	191	0	1	714	77%	156	0	1	52	923
Area 2	All Saints	0	0	0	0	0	0	0	46	2	1	0	0	0	0	0	49	79%	12	0	0	1	62
Area 2	Blessed Scalabrini	0	0	0	1	0	0	1	0	0	16	0	0	0	2	2	22	92%	2	0	0	0	24
Area 2	Our Lady of the Rosary	0	0	0	0	0	0	0	0	0	27	0	0	0	1	0	28	82%	4	0	0	2	34
Area 2	San Lorenzo Ruiz	0	0	1	0	0	1	0	8	30	0	0	0	0	0	0	40	62%	19	0	0	6	65
Area 2	Sir Richard W. Scott	0	0	16	0	0	0	0	1	8	0	0	0	0	0	0	25	86%	3	0	0	1	29
Area 2	St. Anthony	0	1	0	0	0	6	0	0	0	4	0	0	0	15	0	26	84%	4	0	0	1	31
Area 2	St. Benedict	0	0	29	0	0	0	0	1	1	0	0	0	0	1	0	32	91%	3	0	0	0	35
Area 2	St. Brendan	1	0	1	0	0	0	0	1	54	0	0	0	0	0	0	57	85%	10	0	0	0	67
Area 2	St. Brigid	1	0	0	0	0	0	0	0	27	0	0	0	0	1	0	29	69%	8	0	0	5	42
Area 2	St. Edward	0	0	2	0	0	2	0	3	29	0	0	0	1	1	0	38	73%	11	0	0	3	52
Area 2	St. Francis Xavier	0	0	39	0	0	2	0	0	2	0	0	0	0	0	0	43	86%	6	0	0	1	50
Area 2	St. John XXIII	0	0	1	0	0	0	0	8	0	0	0	0	0	0	0	9	56%	6	0	0	1	16
Area 2	St. Joseph the Worker	0	0	0	0	0	0	0	0	0	28	0	0	0	0	0	28	85%	4	0	0	1	33

^{1 -} Includes Dufferin Peel CDSB and Halton CDSB

^{2 -} Includes Halton DSB

^{3 -} Includes Other school

		STUDENTS RETAINED														STUDNETS LOST							
AREA	SCHOOL	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 Lisieux	YCDSB TOTAL	YCDSB Retained	YRDSB Total	Catholic Outside York Region	Public Outside York Region	OTHER	Grand Total
Area 2	St. Joseph, Markham	0	0	0	0	0	0	0	3	33	0	0	0	0	0	0	36	62%	17	0	0	5	58
Area 2	St. Julia Billiart	0	0	0	0	0	0	0	2	48	0	0	0	0	0	0	50	77%	12	0	0	3	65
Area 2	St. Justin Martyr	0	0	2	0	0	1	0	38	14	0	0	0	0	25	0	80	72%	25	0	0	6	111
Area 2	St. Kateri Tekakwitha	0	0	0	0	0	0	0	0	24	0	0	0	0	0	0	24	71%	8	0	0	2	34
Area 2	St. Mark	0	0	0	0	0	0	0	1	39	0	0	0	0	0	0	40	89%	5	0	0	0	45
Area 2	St. Matthew	0	0	0	0	0	0	0	13	2	0	0	0	0	0	0	15	94%	1	0	0	0	16
Area 2	St. Michael Academy	0	0	0	0	0	0	0	3	0	3	0	0	0	28	0	34	71%	8	0	0	6	48
Area 2	St. Monica	0	0	0	0	0	2	0	40	0	0	0	0	0	2	0	44	98%	1	0	0	0	45
Area 2	St. Patrick, Markham	0	0	3	0	0	0	0	3	12	0	0	0	0	1	0	19	53%	15	0	0	2	36
Area 2	St. Rene Goupil-St. Luke	0	0	0	0	0	0	0	0	0	0	0	1	0	31	0	32	94%	1	0	0	1	34
	Area 2 Total	2	1	94	1	0	14	1	171	325	79	0	1	1	108	2	800	78%	185	0	0	47	1,032
Area 3	Immaculate Conception	0	53	0	0	0	0	0	0	0	1	0	0	0	0	0	54	89%	3	0	0	4	61
Area 3	Our Lady of Fatima	0	26	0	10	0	0	0	0	0	1	0	0	0	0	0	37	71%	8	0	0	7	52
Area 3	San Marco	1	1	0	24	0	0	0	0	0	0	0	0	0	0	0	26	93%	0	0	0	2	28
Area 3	St. Agnes of Assisi	0	4	0	0	0	0	0	0	0	0	37	0	0	0	0	41	82%	7	0	0	2	50
Area 3	St. Andrew	0	3	0	15	0	0	0	0	0	1	9	1	0	0	0	29	58%	21	0	0	0	50
Area 3	St. Angela Merici	0	2	0	28	0	0	0	0	0	0	0	0	0	0	0	30	97%	1	0	0	0	31
Area 3	St. Catherine of Siena	0	20	0	7	0	0	0	0	0	1	1	0	0	0	0	29	100%	0	0	0	0	29
Area 3	St. Clare	0	32	0	0	0	0	0	0	0	2	1	0	0	0	0	35	81%	5	0	0	3	43
Area 3	St. Clement	2	2	0	42	0	0	0	0	0	0	2	0	0	0	0	48	92%	0	3	0	1	52
Area 3	St. Emily	0	0	0	2	0	0	0	0	0	0	62	0	0	0	0	64	93%	4	0	0	1	69
Area 3	St. Gabriel the Archangel	0	46	0	1	0	0	0	0	0	0	0	0	0	0	0	47	90%	3	0	0	2	52
Area 3	St. Gregory the Great	0	41	0	2	0	0	0	0	0	1	0	0	0	1	0	45	80%	4	0	0	7	56
Area 3	St. John Bosco	0	43	0	1	0	0	0	0	0	2	1	0	0	0	0	47	84%	5	0	0	4	56
Area 3	St. Margaret Mary	0	4	0	25	0	0	0	0	0	1	1	0	0	0	0	31	78%	5	0	0	4	40
Area 3	St. Michael the Archangel	0	12	0	2	0	0	0	0	0	2	51	1	1	0	1	70	83%	6	0	0	8	84
Area 3	St. Padre Pio	0	8	0	7	0	0	0	0	0	1	39	0	0	0	0	55	77%	12	1	0	3	71
Area 3	St. Peter	0	0	0	24	0	0	0	0	0	1	0	1	0	0	0	26	79%	4	1	0	2	33
Area 3	St. Stephen	1	17	0	19	0	0	0	0	0	0	19	2	0	0	0	58	77%	15	1	0	1	75
Area 3	St. Veronica	4	4	0	0	0	0	0	0	0	0	67	0	0	0	0	75	87%	9	0	0	2	86
	Area 3 Total	8	318	0	209	0	0	0	0	0	14	290	5	1	1	1	847	83%	112	6	0	53	1,018
Area 4	Blessed Trinity	2	4	0	2	0	12	0	0	0	19	3	24	0	0	0	66	88%	5	0	0	4	75
Area 4	Christ the King	0	0	0	0	0	26	0	1	0	1	0	0	0	30	3	61	88%	4	0	0	4	69
Area 4	Corpus Christi	0	0	0	0	0	13	0	0	0	0	0	0	1	1	0	15	75%	4	0	0	1	20

^{1 -} Includes Dufferin Peel CDSB and Halton CDSB

^{2 -} Includes Halton DSB

^{3 -} Includes Other school

								STUD	ENTS	RET	AINEC)								STUDNE	TS LOST		
AREA	SCHOOL	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 Lisieux	YCDSB TOTAL	YCDSB Retained	YRDSB Total	Catholic Outside York Region	Public Outside York Region	OTHER	Grand Total
Area 4	Divine Mercy	6	4	0	2	0	0	0	0	0	0	1	29	1	0	0	43	91%	0	0	0	4	47
Area 4	Father Henri Nouwen	0	0	0	0	0	0	0	0	0	1	0	0	0	0	18	19	95%	0	0	0	1	20
Area 4	Father John Kelly	0	0	0	0	0	0	0	0	0	19	1	7	0	0	0	27	90%	0	0	0	3	30
Area 4	Guardian Angels	1	2	0	0	0	0	0	0	0	1	32	0	0	0	0	36	86%	6	0	0	0	42
Area 4	Holy Jubilee	11	1	0	3	0	0	1	0	0	0	1	38	0	0	1	56	85%	7	0	0	3	66
Area 4	Our Lady Help of Christians	1	0	0	0	0	39	0	0	0	0	0	0	0	1	1	42	88%	4	0	0	2	48
Area 4	Pope Francis	1	1	0	17	0	0	0	0	0	0	1	2	0	0	0	22	54%	15	0	0	4	41
Area 4	St. Anne	0	0	0	0	0	1	1	0	0	0	0	0	0	1	30	33	100%	0	0	0	0	33
Area 4	St. Cecilia	0	1	0	2	0	1	0	1	0	50	0	6	0	5	0	66	80%	14	0	0	3	83
Area 4	St. Charles Garnier	0	0	0	0	0	1	0	1	0	0	0	0	0	4	64	70	92%	3	0	0	3	76
Area 4	St. David	2	1	0	0	0	0	0	0	0	2	0	15	0	0	0	20	87%	2	0	0	1	23
Area 4	St. James	5	1	0	0	0	0	0	0	0	2	1	28	0	0	0	37	86%	2	1	0	3	43
Area 4	St. John Paul II	0	0	0	0	0	11	0	0	0	0	0	0	0	8	1	20	87%	2	0	0	1	23
Area 4	St. Joseph, Richmond Hill	0	0	0	0	0	33	1	0	0	0	0	0	0	0	0	34	83%	4	0	0	3	41
Area 4	St. Marguerite d'Youville	0	0	0	0	0	0	0	0	0	3	0	0	0	0	32	35	95%	1	0	0	1	37
Area 4	St. Mary Immaculate	0	0	0	0	0	0	0	0	0	1	0	0	1	0	35	37	84%	4	0	0	3	44
Area 4	St. Mary of the Angels	0	10	0	0	0	0	0	0	0	3	42	1	0	0	0	56	60%	32	0	0	5	93
Area 4	Area 4 St. Raphael the Archangel			0	0	0	0	0	0	0	3	1	28	0	0	1	52	87%	6	0	0	2	60
	Area 4 Total			0	26	0	137	3	3	0	105	83	178	3	50	186	847	84%	115	1	0	51	1,014
	Grand Total		344	95	237	67	156	212	178	326	205	374	184	196	159	190	3,208	80%	568	7	1	203	3,987

^{1 -} Includes Dufferin Peel CDSB and Halton CDSB

^{2 -} Includes Halton DSB

^{3 -} Includes Other school

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: March 29, 2022

RE: Pope Francis Catholic Elementary School – Historical Boundaries (Information)

EXECUTIVE SUMMARY

The purpose of this report is to provide the Board the historical boundaries for Pope Francis Catholic Elementary School.

Attached for Trustee's reference are historical boundary maps for Pope Francis CES, and the boundary map for Our Lady of Fatima Catholic Elementary School, which served the area before the opening of Pope Francis CES.

ATTACHMENTS

Appendix I- Our Lady of Fatima Boundary Map (June, 18, 2013)

Appendix II – Pope Francis CES Boundary Map – upon opening of the school (August 26, 2014)

Appendix III- Pope Francis CES Boundary Map – (February 27, 2018)

Appendix IV- Pope Francis CES Boundary Map – (February 22, 2022)

Prepared By: Adam McDonald, Assistant Manager of Planning Services

Submitted By: Tom Pechkovsky, Coordinating Manager of Planning & Operations Endorsed By: Domenic Scuglia, Director of Education & Secretary of the Board

OUR LADY OF FATIMA CES BOUNDARY DESCRIPTION

Local Boundary (South of Rutherford Road)

NORTH: The south side of Rutherford Rd. from the Humber River to Islington Ave.;

EAST: West of (NOT INCLUDING) Islington Ave from Rutherford Rd. to Calgary Gardens.

SOUTH: The backlots of Calgary Gardens to Colton Cres., then the backlots of Colton Cres., Wycliffe Ave, and Kilmur Gate from Calgary Gardens to Clarance St.; then east of (NOT INCLUDING) Clarence St. from Kilmur Gate to Cromdale Ridge.; then the backlots of Cromdale Ridge from Clarence St. to The Humber River.

WEST: The Humber River from Cromdale Ridge to Rutherford Rd.

Northern Boundary (North of Rutherford Road)

NORTH: Both sides of Nashville Rd. from Highway 50 to the Hydro Corridor; then the Hydro Corridor from Nashville Rd. to King-Vaughan Rd.; then south of (NOT INCLUDING) King-Vaughan Rd. from the Hydro Corridor to Kipilng Ave.

EAST: West of (NOT INCLUDING) Kipling Ave. from King Vaughan Rd. to the East Branch of the Humber River; then the Humber River from Kipling Ave. to Rutherford Rd., then the north side of Rutherford Rd. from the Humber River to Islington Ave.; then the east side of Islington Ave. from Rutherford Rd. to Canadian Company Ave.; then the east side of Canadian Company Ave. from Islington Ave. to Major Mackenzie Dr.

SOUTH: The south side of Major Mackenzie Dr. from Canadian Company Ave. to Highway 27; then east of (NOT INCLUDING) Highway 27 from Major Mackenzie Dr. to Rutherford Rd.; then north of (NOT INCLUDING) Rutherford Rd. from Highway 27 to Highway 50.

WEST: The east side of Highway 50 fom Rutherford Rd. to Nashville Rd.

NOTE: The Northern Boundary of Our Lady of Fatima excludes the Block 61 Development Area. This area is defined as follows:

NORTH: South of (NOT INCLUDING) Nashville Rd. from Huntington Rd. to the Railway;

EAST: The Railway from Nashville Rd. to Major Mackenzie Dr.;

SOUTH: North of (NOT INCLUDING) Major Mackenzie Dr. from the Railway to Huntington Rd.

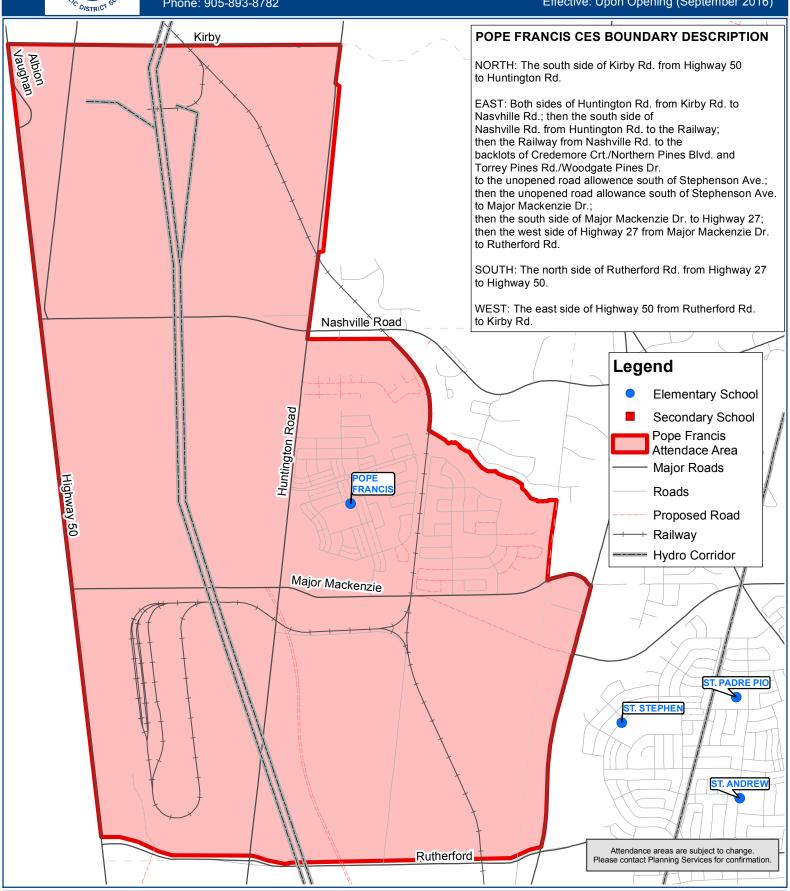
WEST: West of (NOT INCLUDING) Huntington Rd. from Major Mackenzie Dr. to Nashville Rd.

ADMINION TO THE PART OF THE PA

School Attendance Area - City of Vaughan

Pope Francis CES

15 Secord Avenue Phone: 905-893-8782 Board Approved: August 26, 2014 Effective: Upon Opening (September 2016)

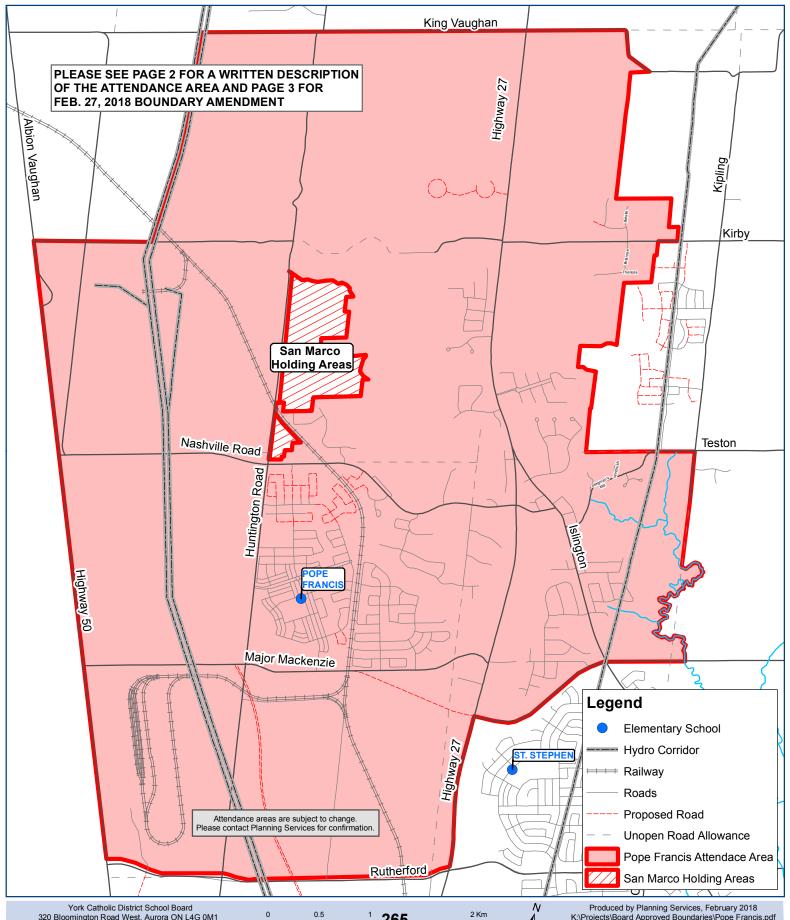


School Attendance Area - City of Vaughan

Pope Francis CES

Board Approved: February 27, 2018 Effective: March1, 2018

15 Secord Avenue Phone: 905-893-8782



POPE FRANCIS BOUNDARY DESCRIPTION (Effective March 2018)

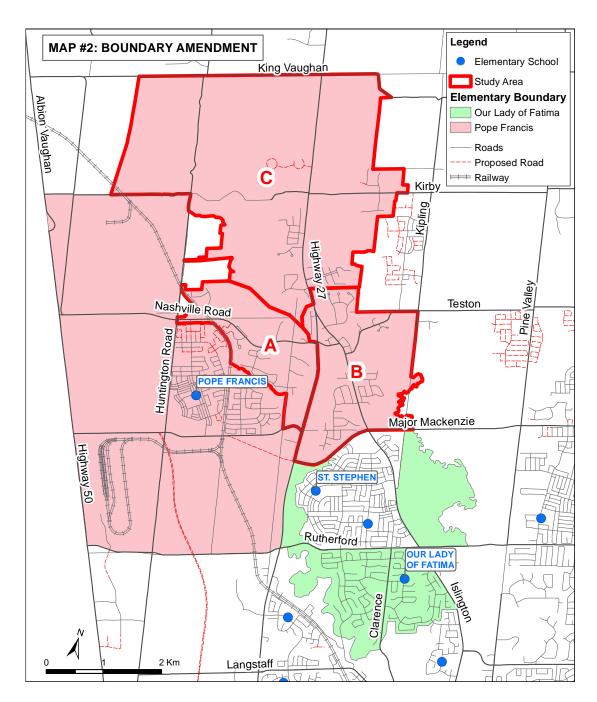
NORTH: The south side of Kirby Rd. From Highway 50 to the Hydro Corridor; then the Hydro Corridor from Kirby Rd. to King-Vaughan Rd.; then south of (NOT INCLUDING) King-Vaughan Rd. from the Hydro Corridor to the midpoint between Highway 27 and Kipling Ave.

EAST: The midpoint between Highway 27 and Kipling Ave. from King-Vaughan Rd. to the backlots of Belsite Crt; then the backlots of Belsite Crt. From the midpoint between Highway 27 and Kipling Ave. to Kipling Ave; then the backlots of Briarose Ave/Theresa Circle from Kirby Rd. to the midway point between Kipling Ave. and Highway 27. Then the midway point between Kipling Ave. and Highway 27 from the backlots of Teresa Circle to the backlots of Windrush Crt. Then the backlots of Windrush Crt. from the midpoint between Highway 27 and Kipling Stegman's Mill Rd/Teston Rd; then the south side of Teston Rd. from Stegmans's Mill Rd. to Kipling Ave.; then west of (NOT INCLUDING) Kipling Ave. from Teston Rd. to the east branch of the Humber River; then the Humber River from Kipling Ave. to Major Mackenzie Dr.

SOUTH: The south side of Major Mackenzie Dr. from the Humber River to Highway 27. Then both sides of Highway 27 from Major Mackenzie Dr. to Rutherford Road; then north of (NOT INCLUDING) Rutherford Rd. from Highway 27 to Highway 50.

WEST: The east side of Highway 50 fom Rutherford Rd. to Kirby Rd.

Last Updated: February 27, 2018



Board Approved Motions re: Boundary Amendment

Meeting Date: February 27, 2018

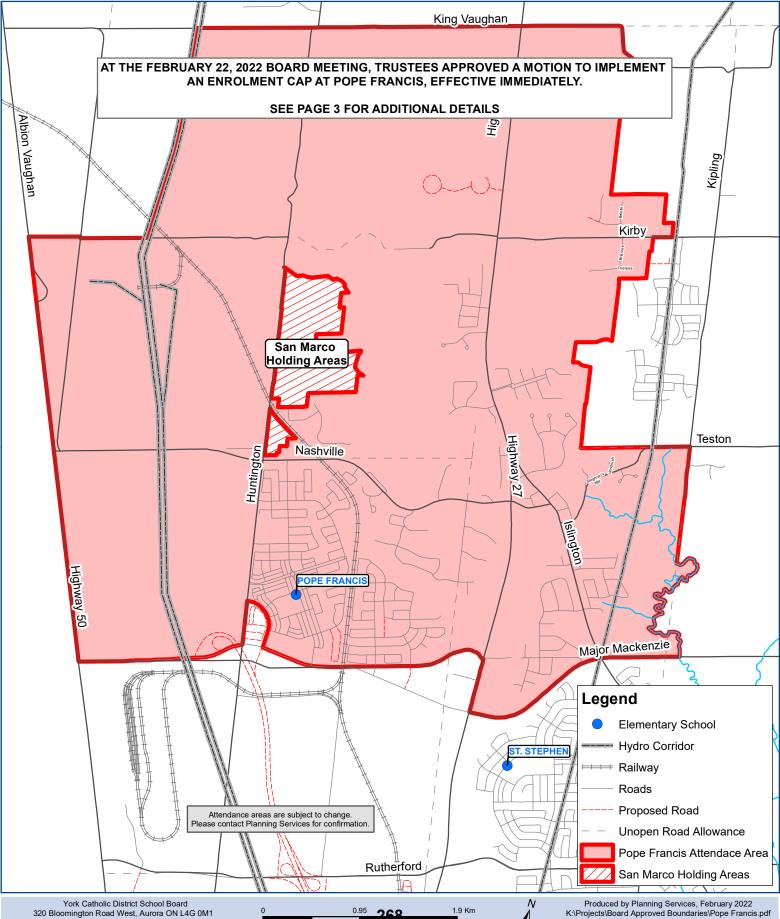
- 1. **THAT** the Kleinburg community currently directed to Our Lady of Fatima CES (Areas A, B, C) be aligned with the Pope Francis CES boundary as presented in Option 3 with Grandparenting, effective March 1, 2018.
- 2. **THAT** families (current students and siblings) that reside in Areas A, B, and C and that are enrolled at Our Lady Fatima CES on March 1, 2018, be allowed to remain at Our Lady of Fatima CES, if they choose to do so, with transportation provided until June 30, 2023.

School Attendance Area - City of Vaughan

Pope Francis CES

Board Approved: February 22, 2022 Effective: Immediately

15 Secord Avenue Phone: 905-893-8782



POPE FRANCIS BOUNDARY DESCRIPTION (Effective February 22, 2022)

NORTH: The south side of Kirby Rd. From Highway 50 to the Hydro Corridor; then the Hydro Corridor from Kirby Rd. to King-Vaughan Rd.; then south of (NOT INCLUDING) King-Vaughan Rd. from the Hydro Corridor to the midpoint between Highway 27 and Kipling Ave.

EAST: The midpoint between Highway 27 and Kipling Ave. from King-Vaughan Rd. to the backlots of Belsite Crt; then the backlots of Belsite Crt. From the midpoint between Highway 27 and Kipling Ave. to Kipling Ave; then the backlots of Briarose Ave/Theresa Circle from Kirby Rd. to the midway point between Kipling Ave. and Highway 27. Then the midway point between Kipling Ave. and Highway 27 from the backlots of Teresa Circle to the backlots of Windrush Crt. Then the backlots of Windrush Crt. from the midpoint between Highway 27 and Kipling Stegman's Mill Rd/Teston Rd; then the south side of Teston Rd. from Stegmans's Mill Rd. to Kipling Ave.; then west of (NOT INCLUDING) Kipling Ave. from Teston Rd. to the east branch of the Humber River; then the Humber River from Kipling Ave. to Major Mackenzie Dr.

SOUTH: The south side of Major Mackenzie Dr. from the Humber River to Highway 27. Then east of Highway 27 from Major Mackenzie Dr. to the intersection of Humber Ridge Trail and the former Major Mackenzie Dr. right of way; then north of the former Major Mackenzie Dr W. right of way from Highway 27 to the railway bridge; then the north side of Major Mackenzie Dr. (not including the future development between Huntington Rd. and Moody Dr.) from the railway bridge to Highway 50.

WEST: The east side of Highway 50 from Major Mackenzie Dr. to Kirby Rd.

Last Updated: February 22, 2022

At the Regular Board Meeting of February 22, 2022 Trustees approved the following motions regarding the Pope Francis Boundary Review:

THAT OPTION 5 be approved as follows:

Pope Francis to include Area A, Area B and Area C (Option 1 Alignment)

St. Stephen to include Area A-1 and Area D AND (Option 1 Alignment)

Implementation of an Enrolment Cap at Pope Francis to reduce future enrolment, as detailed below:

- 1. Effective immediately, Pope Francis will not accept any new registrations in SK-Grade 8.
- 2. Any new students (SK-8) wishing to enroll from the Pope Francis attendance area will be redirected to St. Stephen, with transportation provided.
 - a. Students who attended Pope Francis for the 2020/21 school year, from within the current attendance area, and who are currently enrolled in online learning at a YCDSB designated 'hub' school, will be eligible to transfer back to Pope Francis for the 2022/23 school year.
- 3. Effective for the 2022/23 school year, new registrations (JK) at Pope Francis will be limited to 90 Junior Kindergarten students each year.
- 4. For the 2022/23 school year, a cutoff date of March 11, 2022 is established for all JK registrations to be submitted. With confirmation to families by mid-April. For future school years, the cutoff date shall be March 1.
- 5. Acceptances will be determined with the following priority and in the following order:
 - a. Incoming JK students with existing siblings in the school from:
 - i. Area A: then
 - ii. Area B; then
 - iii. Area C
 - b. Incoming JK students without existing siblings in the school from:
 - i. Area A; then
 - ii. Area B: then
 - iii. Area C
- 6. All JK registrations will be sorted as per the groupings in item 5 above and admitted by priority, (i.e. JK registration from Area A, who have siblings in the school, would be considered first). If there are more registrations than available places, acceptance will be determined by lottery in order of priority as outlined in #5.
- 7. When the total number of JK acceptances reaches 90, all remaining JK students will be redirected to St. Stephen CES with transportation.

THAT staff continue to lobby the Ministry of Education for a port-a-pak or a brick and mortar addition to the school; and

THAT staff report back to the Board of Trustees on an annual basis

A link to the staff report can be found at https://www.ycdsb.ca/event/pfsboundaryreview/



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: 17132 Fax: 905-713-1272 ● www.ycdsb.ca

March 29, 2022 (Revised)

KEEPING OUR CHILDREN AND STAFF SAFE Reversing the decision to remove CCTV monitors from our school offices.

Whereas Our schools' cameras and video monitoring systems are integral to ensuring student safety.

Whereas The YCDSB also has an obligation to ensure public safety.

Whereas The YCDSB has Policies 705 and 112 that protect students, staff and the public's privacy

Whereas On October 12, 2021, YCDSB Senior Leadership Team (SSLT) recommended to remove all video

surveillance monitors from our school offices because of unfounded privacy issues raised.

It must be noted that the October 12, 2021, decision was made with was made with

NO public privacy complaints filed against the YCDSB

NO legal opinions to support,

NO parent / school council consultation,

NO Trustee consultation or input.

I have reviewed the following

- CTW staff Report from February 22, 2022
- SSLT staff report / decision on October 12, 2021
- Two legal opinions that were attained after the SSLT decision to remove the monitors
- Guidelines for the Use of Video Surveillance, supportive document used by Board Staff and our legal opinions

The SSLT from October 2021 states

"The purpose of the spot monitors in the office was to allow the office staff to monitor the live footage. These spot monitors were installed before the safe school's legislation required school doors to be locked. There is a privacy issue in that the general public who enter the office can view the spot monitor."

Note, the above statement in the SSLT decision was NOT made with the support of a legal opinion

Legal Opinions attained in February 2022

Two Legal opinions were attained by the YCDSB, subsequent to the SSLT meeting.

Neither legal opinion <u>concluded</u> that the YCDSB's current Policy and practices is a breach of privacy.

One of the legal opinions did suggest is, that the YCDSB provide additional authorization to employees to view live video.

Office of the Privacy Commissioner of Canada States

The public should be advised that they will be under surveillance.

The public should be informed with clearly written signs at the perimeter of surveillance areas, which advise that the area is or may be under surveillance, and indicate who is responsible for the surveillance, including who is responsible for compliance with privacy principles, and who can be contacted to answer questions or provide information about the system.

Comments

The current signage located outside of every YCDSB school does advise the public that they may be under video surveillance. In order to comply with the Privacy Commissioners office, would be to add additional wording to these signs.



Page 24 of the Committee of the Whole meeting on February 22, 2022, states

EXECUTIVE SUMMARY

The purpose of this report is to provide the Board of Trustees the information about the school's Closed-Circuit Television Systems (CCTV) Spot Monitors <u>privacy breach</u> and the steps that have been talking to remedy this problem."

Again, the two legal opinions attained subsequent to the SSLT decision to remove the video monitors from school offices, did not conclude that the YCDSB's current Policy and practices are in breach of privacy laws.

The supporting document used by Board Staff "Guidelines for the Use of Video Surveillance", is a guideline only.

This guideline also states

""These guidelines are <u>not a comprehensive assessment of every authority</u> or circumstance involving video surveillance in which personal information may be collected, used or disclosed under FIPPA and MFIPPA. When dealing with issues that may arise in the context of video surveillance, it is important that you consult the acts themselves, including their regulations, <u>and seek advice from your freedom of information and privacy coordinator or legal counsel</u>, where appropriate."

This guideline is essentially cautioning that anyone relying upon their document should seek an independent legal opinion and or a privacy expert advice. The YCDSB did get two legal opinions that did not conclude there is any breach of privacy.

To summarize and conclude:

The Senior Team approved the removal of spot monitors base on incomplete, and therefore inaccurate information.

Of the legal opinions attained (after the SSLT decision), neither could conclude that our current video surveillance practice is a privacy breach and suggested to implement measures to further reduce any possible privacy risk.

The supportive document used by the Senior Team "The Guidelines for the Use of Video Surveillance" is a guideline only and does not specifically address the issues raised by YCDSB Board Staff as privacy breaches.

The SSLT provided a report / recommendation to the Board of Trustees which was factually inaccurate suggesting that there was a legal basis for removing the monitors when no legal advice was sought or received at the time of the decision to remove the monitors was made.

LET IT BE RESOLVED

THAT based on the incompleteness of the Senior Team's report which failed to incorporate a legal opinion on whether the use of monitors was in breach of the MFIPPA;

THAT Board Staff needs to immediately return and re-install any and all video monitors removed from YCDSB school offices:

THAT Board Policies 705 and 112 be amended to include any advice provided in the legal opinion obtained as to how to further reduce the Board's risk of a privacy breach when using CCTV Monitors;

THAT the signs posted outside of all YCDSB schools include additional wording as suggested by the Office of the Privacy Commissioner.

Respectfully Submitted, Dino Giuliani, Trustee

Ref: 2022:04:023:DG

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Diana Candido: Superintendent of Education: Exceptional Learners

DATE: March 29, 2022

RE: Special Education Centre Updates for 2022-2023

EXECUTIVE SUMMARY:

The purpose of this report is to provide the Board of Trustees with information regarding Special Education Centre allocation for the 2022-2023 school year.

BACKGROUND:

As we continue to meet the needs of our exceptional learners, it is important that we adjust our current practice and centre allocation as per enrolment trends. There are no staffing implications.

SUMMARY:

We are currently implementing the following to address enrolment needs and trends:

Current Location	Grades	Sept 2022 Location
St. Peter TD	1-3	Father John Kelly CES
St. Bernadette TD	4-6	St. Paul CES
St. Julia Billiart TD	1-3	St. Julia Billiart CES
Light of Christ TD	1-3	Light of Christ CES
Father Henri Nouwen TD	6-8	Father Henri Nouwen CES
Our Lady Queen of the World TD	9-10	Our Lady Queen of the World CA
ASD Centre needed for Early Facilitation Students in Area 3	FDK	St. Emily CES

Prepared and Submitted By: Diana Candido, Superintendent of Learning: Exceptional Learners

Endorsed By: Domenic Scuglia, Director of Education

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: March 29, 2022

RE: Proposed Revision to PPM 81 and Implications

EXECUTIVE SUMMARY:

The purpose of this report is to provide Trustees with information regarding the proposed revisions to PPM 81: Model for Provision of School Health Services by the Ministry of Education and the implications to consider.

BACKGROUND:

<u>PPM 81: Model for Provision of School Health Services</u> was originally released in 1984. It provided direction regarding how the responsibility for ensuring the provision of such health support services is to be shared among the Ministries of Education, Health, and Community and Social Services.

In summary, it stated:

- The Ministry of Health (MOH), at the request of a school board, will be responsible for assessing pupil needs, and for providing such services as injection of medication, catheterization, manual expression of the bladder, stoma care, postural drainage, suctioning and tube feeding.
 - The school boards will be responsible for the administration of oral medication where such medication has been prescribed for use during school hours
 - For physically disabled pupils, the school boards will provide such services as lifting and positioning, assistance with mobility, feeding and toileting, and general maintenance exercises.
- When addressing the educational needs of pupils with various communication disorders, school boards should provide a comprehensive language and speech program
 - Language competence is an integral component of the classroom program. Therefore, school boards should be responsible for the assessment and provision of services for pupils with language disorders.

 While it is recognized that articulation/speech sound production problems may be viewed as a dimension of language competence, the large numbers of pupils experiencing varying degrees of such problems make it necessary for local Home Care Programs and Agencies of the Ministry of Health and school boards to provide services.

On Friday, January 21st, the Ministry of Education (MOE) released a <u>Revised PPM</u> 81: <u>Draft for Consultation Purposes</u> which states its intended full implementation by September 2022.

SUMMARY:

Education strives for equitable access to opportunities for all children. While this proposal will allow students to access additional service providers in the school setting, it is not supportive of equitable access:

- This PPM increases responsibility of school/board staff with respect to provision of health services previously provided by MOH nursing services
 - Nurses will delegate two controlled acts to school staff tube feeding and medical injections;
 - PPM identifies parents as 'trainers' for training school staff with regards to catheterization and shallow surface suctioning (oral or nasal);
 - YCDSB has received legal advice that this training should be provided by a health professional
- This PPM states community based & private (i.e., fee for service) SLP & OT shall deliver service in the school. Furthermore, it requires unification of SLP services (i.e., students shall receive all services from one SLP). This means, should parents refer their child to a community agency or choose to access private services, that provider will be the sole SLP to provide services in the school setting
 - Potential for inconsistency across students/schools with regard to service delivery models/wait times, etc
 - Not in alignment with current PPM 149 (Third Party Protocol) & OSSTF Collective agreement
- The revisions create potential inequity and entrench systemic barriers for children with disabilities as it prioritizes the ability of certain students to access supports unavailable to other students:
 - o can lead to confusion and frustration among parents/caregivers as they become aware that their child is not eligible/not receiving a service that other students in their child's class (with similar needs) are receiving (e.g. some students with ASD will be receiving OAP funding while others won't; some families will opt to access private services, etc)
 - o many families have limited access to family physicians which in turn limits access to early assessment and onward referrals

- Families currently marginalized culturally, linguistically, and financially, can be disproportionately impacted by this model as they do not have the access to private services and/or ability to navigate community services;
- Because of the differences in agencies providing service, there is a potential for wait time inequity amongst students;
- As students referred to community partners will need to receive services from that agency, the student's access to services will be contingent on that agency's procedures. Students requiring priority, urgent services may not be able to access service as needed;
- Students attending school(s) with limits to available space will have less access to services. This has potential to be an Equity/ Human Rights issue;
- Because of the potential differences in service delivery across providers, the ability of YCDSB Student Services to provide a consistent, cohesive multidisciplinary approach to student support will be significantly compromised. This will negatively impact our students.
- Letter to MOE sent and signed by Director Scuglia (see attached)

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



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March 8, 2022

Ms. Nancy Naylor
Deputy Minister of Education
5th Floor, 438 University Ave, Toronto, ON M7A 2A5
EDU.DMO@ontario.ca

Dr. Catherine Zahn
Deputy Minister of Health
College Park 5th Floor, 777 Bay St, Toronto, ON M7A 2J3
Catherine.Zahn@ontario.ca

Ms. Denise Cole Deputy Minister of Children, Community and Social Services 7th Floor, 438 University Ave, Toronto, ON M5G 2K8 denise.a.cole@ontario.ca

RE: Policy/Program Memorandum No. 81, Provision of Health Support Services in School Settings in 2021-22: New Expectations

The York Catholic District School Board would like to take this opportunity to respond to the proposed changes in Policy/Program Memorandum 81: Provision of Health Support Services in School Settings. We at the York Catholic District School Board, like all Ontario District School Boards, have a long history of working under the previous triminesterial PPM 81. As such, our board employs Applied Behavioural Analysts (ABA), Speech-Language Pathologists (SLP), Occupational Therapists (OT) and Physiotherapists (PT) who work alongside parents and educators in support of our students. The work of these board regulated health professionals is responsive to the needs of school communities and aligned with system priorities and is highly valued at The York Catholic District School Board.

We are pleased to hear of the joint review of PPM 81, Provision of Health Support Services in School Settings. However, while the revised PPM81 seeks to strengthen evidence-based practices, improve access to and quality of health, rehabilitation and community-based clinical services in schools, and address gaps in service, the proposed revisions would pose the following significant and fundamental risks:

- The draft PPM81 uses language specific to "rehabilitation" and "special needs". As we
 continue to strive towards the inclusion of all students, this language marginalizes and
 stigmatizes students and has the potential to hinder their ability to access and participate within
 the full educational program.
- The revised PPM81 delegates selected controlled acts currently delivered by Nurses (e.g., injection of medication) onto district school board staff. The delegation of these controlled acts will have a negative impact on student safety. Additionally, Principals will need to assume responsibility for enhanced staff training and the direct supervision for provision of these controlled acts within the educational day.
- Under this PPM, there is expanded scope for provision of community-based services in schools. Granting community providers with unfettered access to students, classrooms and schools during the instructional day will be problematic for the following reasons:



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- There is a potential for inequity and entrenchment of systemic barriers for students as this
 prioritizes the ability of certain students to access supports which are unavailable to
 others:
 - this will lead to confusion and frustration among parents/caregivers as they
 become aware that their child is not eligible/not receiving a service that other
 students in their child's class (with similar needs) are receiving;
 - families currently marginalized culturally, linguistically, and financially, can be disproportionately impacted by this model as they do not have the access to private services and/or ability to navigate community services;
 - students attending school(s) with limits to available space will have less access to services. This has potential to be an Equity/ Human Rights issue
 - the model, as proposed, is a deficit based, medical based model and does not support evidence based proactive, tier one interventions/supports.
- The revised PPM81 is incongruent with PPM 149 and YCDSB collective agreements. This will inevitably result in parents' misunderstanding as to what we can allow. This will negatively impact school/family relationships, in that it leaves the responsibility to board administrators to address these incongruencies.
- This model undermines our current collaborative practices. By introducing multiple providers
 into one school/classroom, school/classroom staff will be required to navigate multiple
 collaborative relationships. Additionally, community providers will not be privy to board
 policies/procedures and there is potential that provider's suggestions/recommendations will
 not align with curriculum expectations and/or YCDSB practices.
- Throughout this PPM, the onus to collaborate, develop processes, supervise and organize
 external and privatized services is the responsibility of the school and school boards. The new
 reporting requirements as outlined are also the sole responsibility of the school board and will
 be further complicated by a dual referral process as community agencies accept their own
 referrals.

Our students require an anti-oppressive, equity-focused, strengths-based model of service delivery. This service delivery model would be best provided by board employed ABA, OT and SLP board staff who are positioned to incorporate a more inclusive, equitable, responsive and differentiated approach in alignment with current research and board policies/procedures.

It is our recommendation that the ministries return to the previous work of the Special Needs Strategy, the Provincial Advisory Group and local table recommendations to incorporate the well documented, local recommendations and provide a mechanism for direct funding to be provided to local school boards for the provision of ABA, OT, PT and SLP services.

Thank you for your continued support of our students and their families.

Domenic Scuglia
Director of Education

c.c. YCDSB Board of Trustees YCDSB Senior Administration



Monthly Virtue: REVERENCE

May 2022

May 2 to 6—Catholic Education Week

May 6—Secondary PA Day

May 9—SEAC 7pm

May 10—Policy (In-Camera) 6:00 pm

May 10—Policy Review 6:30 pm

May 11—Director's Council

May 11—Joint Board 4pm

May 16—Student Success & Pathways 6:30 pm

May 18—Yes I Can Awards

May 20—S.A.L. 8:45 am

May 23—Victoria Day—HOLIDAY

May 25—Executive 3pm

May 25—Human Resources Cmte 5pm

May 31—Safe Schools

May 31 —Committee of the Whole 6:30 pm

May 31—Regular Board 7:30 pm

June 2022

June 2—Elementary PA Day

June 6—YCPIC 7pm

June 7—Policy Review 6:30 pm

June 8—Director's Council

June 8—YCDSB Board Retirement 6:30 pm

June 13—SEAC 7 pm

June 14—Corp Services Private 6:30 pm

June 14—Corp Services Public 7:30 pm

June 15—Executive 3pm

June 15—Human Resources Cmte 5pm

June 21—Audit Committee 5pm

June 21—Committee of the Whole 6:30 pm

June 21—Regular Board 7:30 pm

June 29—Secondary PA Day

June 30—Elementary & Secondary PA Day

APRIL 2022 TRUSTEE SERVICES

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	SZ	Share	eLife WEEK	April 4 to 8,	2022	1	2
m	3	4 7pm SEAC	5	6 Director's Council	7	8	9
m	10 PALM SUNDAY	11	12 OLY WEEK— Apri	13 l 11 to April 14, 202	2	15 Good Friday	16
m	Easter Sunday	18 EASTER MONDAY He is Risen		20 3pm Executive 5pm Human Resources	21 OCSTA — Ap	22 EARTH DAY SAL 8:45 am ril 21 to April 23, 20	23
n y		25 7pm YCPIC	26 5pm Audit Cmte 6:30 pm CTW 7:30 pm Regular	27	28	29	30
			279				



Land acknowledgements are small, but important, first steps towards building a mutually-respectful relationship between Indigenous and non-Indigenous peoples. In other words, land acknowledgements are starting points for reconciliation.

Many land acknowledgements are only a paragraph in length. But experienced land acknowledgement writers know it takes time, research, and even relationship building, to get it right.

At its most basic, writing a land acknowledgement is an act of finding out: Who are your Indigenous neighbours? Where are their territories? What issues are significant to them?

It is important to recognize that Indigenous nations will have varied answers to those questions. We have written this letter to provide answers from a Haudenosaunee (pronounced hoe-dee-no-show-nee) perspective.

Who We Are

You may know us under several different names. The French called us Iroquois, which remains a commonly used term for us. And the British called us Five Nations (later Six Nations). But we would like you to use our own name for ourselves, Haudenosaunee, which roughly translates to 'People of the Longhouse'.

The area surrounding Lake Ontario is the historic homeland of the Haudenosaunee people. We have lived on the lands now called Southern Ontario longer than other documented people. While our oral history says we've always lived here, the archaeological record proves we've been here for at least 1,500 years.

Our Haudenosaunee nation is formally comprised of six nations: Mohawk (mo-hawk), Oneida (o-ny-da), Onondaga (on-nen-da-ga), Cayuga (ka-yoo-ga), Seneca (sen-i-ka), and Tuscarora (tus-ka-ror-a). But many of our members trace their ancestry to additional nations. During the early period of European colonization, most members of the Erie, Huron-Wendat, Neutral, and Petun nations joined us, as did significant minorities from other nations, including the Cherokee, Delaware, Mohican, Nanticoke and Tutelo.

While we see all of Southern Ontario as our traditional territory, our legally-recognized treaty areas are smaller.

The first of those treaties, signed in 1701, is called the Nanfan Treaty. The boundaries of that treaty encompass all of Southern Ontario, including the GTA, and is comprised of all the lands conquered from the Huron-Wendat, Neutral, and Petun.

The second treaty, signed in 1784, is called the Haldimand Treaty. The boundaries of that treaty are 9.656 kilometres on each side of the Grand River from Lake Erie through to the mouth of the river near Dundalk in Melancthon Township.

During colonization, we were pushed off most of our traditional lands, and relocated to 'Indian Reserve 40', which we've named Six Nations of the Grand River. It is located southwest of Brantford and is the most populous reserve in Canada. It is also the only reserve in North America where all Haudenosaunee nations live together.

Because of our sizable traditional territory, limited capacity, and sister reserves near London (Oneida Nation of the Thames) and Belleville (Tyendinaga), our active environmental stewardship spans from Oshawa to Woodstock. When major developments occur on our territory, there is a duty to consult us.

Acknowledgement Advice

Most land acknowledgements in our active stewardship territory recognize multiple nations. Many acknowledgements are restricted to contemporary nations (chiefly ourselves, the Huron-Wendat, and Mississaugas of the Credit), while others also recognize nations which no longer independently exist (like the Neutral or Petun). Some acknowledgements specify that the land is covered by the Dish With One Spoon Wampum Belt Covenant, which was an agreement between the Haudenosaunee and Anishinaabek (the Mississaugas are Anishinaabek peoples) to share and care for the resources around the Great Lakes.

We favour acknowledging both contemporary and historic nations, along with the Dish With One Spoon agreement.

Several land acknowledgements thank Indigenous nations for being environmental stewards. If doing so, be sure to include all contemporary nations, or ask if they consider themselves having such a role (i.e. the Huron-Wendat nation is located in Quebec, and may not be performing active stewardship in Southern Ontario, but don't dishonour them by unilaterally assuming they do not).

In recent years, some local land acknowledgements have recognized specific treaties. While the decision to do so is ultimately yours, we do not favour including such passages. Most treaties were imposed on Indigenous nations, who had little negotiating power, and were effectively unable to prevent the loss of their lands. Further, the whole notion of land as property, which can be owned or sold, is anathema to traditional Indigenous perspectives. But if you plan to include treaties in your land acknowledgement, ensure all treaties covering your area are properly mentioned.

We have recently been dismayed to learn that some land acknowledgements in the GTA only recognize the Mississaugas of the Credit. Suffice to say, this erasure of long-standing Haudenosaunee presence on these lands is offensive.

While some Anishinaabek oral histories assert that Haudenosaunee nations became 'guests' on their lands starting around 500 BC, there is no evidence of this, nor of any prior Anishinaabek occupation. The historical record shows the Mississaugas moving from Northern Ontario to the GTA area in the late 1600s. When the Mississaugas later sold land in the Toronto area, we insisted they had no right to do so.

Another problem we've discovered is that a handful of municipalities have expressed an unwillingness to even consider writing a land acknowledgement. Some of their elected leaders claim that writing a land acknowledgement can lead to new land claims, and residents losing their homes. But we can categorically assure you there is no legal basis for those concerns.

Caring for the Land

As Haudenosaunee people, we have a connection and responsibility to the land which transcends ownership. The land defines who we are and how we relate to the rest of the world. By acknowledging our land, and our relationship to the land, you have helped move reconciliation forward.

In closing, we ask for you to re-reconsider your own relationship to the land.

Every day, our department receives a flurry of notices for new housing developments, roadways, and businesses. Every year, there's more development and less nature. When we speak to development proponents, we urge them to minimize their footprints on the land. But we are seldom successful.

Over 200 years ago, a Haudenosaunee prophet saw a vision of our world, where water was undrinkable and rivers were on fire. Some of our people believe this vision is becoming a reality today.

Yet we strive to be optimistic. When we make decisions, we always look seven generations into the future to ensure our actions are environmentally sustainable. We ask you to join us by becoming active environmental stewards of the lands we share.

Nia:wen/Thank you

Lands & Resources Department Six Nations of the Grand River



Fwd: YCDSB's land acknowledgement

Elizabeth Crowe <elizabeth.crowe@ycdsb.ca>

Wed, Mar 2, 2022 at 11:01 AM

To: Domenic Scuglia <domenic.scuglia@ycdsb.ca>, Silvana Greco <silvana.greco@ycdsb.ca>

FYI and please put on Exec agenda

----- Forwarded message ------

From: Peter Graham <petergraham@sixnations.ca>

Date: Thu, Feb 24, 2022 at 3:40 PM Subject: YCDSB's land acknowledgement

To: elizabeth.crowe@ycdsb.ca <elizabeth.crowe@ycdsb.ca>

Dear Chair Crowe.

I have been emailing major institutions which do not properly acknowledge the Haudenosaunee in their land acknowledgements. But the problem with YCDSB's land acknowledgement is much larger than the exclusion of a First Nation.

The 2017 introduction to your land acknowledgement states: "Acknowledging the territory where we gather and the people who have traditionally called this land home is one of the ways the YCDSB is participating in the actions

necessary for Truth and Reconciliation."

But your land acknowledgement does not do that in any way.

You are not gathered on the lands of "all Indigenous Peoples". You're gathered on the lands of specific Nations, including the Haudenosaunee.

There's lots of opportunities to laud settlers. But a land acknowledgement is not an appropriate place for that. Why does your acknowledge give equal billing to those who colonized, are colonizing, and will colonize? What about the environmental destruction and genocide wrought by these settlers?

Lastly, while I appreciate that the final sentence is likely aspirational, it is not true. My department receives development proposals to degrade Mother Earth every day. We try to mitigate them. We try to stop them. But we're seldom successful. The idea that everyone is serving as a steward of the environment is sadly inaccurate.

I strongly urge you to revise your land acknowledgement to solely recognize those Indigenous Nations upon whose land you occupy.

I have attached a statement by the Six Nations of the Grand River's Lands & Resources Department, which introduces the Haudenosaunee and shares our approach to land acknowledgements.

Please get in touch with any questions you may have.

Thank you

Peter Graham

Land Use Officer

Six Nations of the Grand River



Land Acknowledgements.pdf 472K