YORK CATHOLIC DISTRICT SCHOOL BOARD
AGENDA
REGULAR BOARD MEETING
Tuesday, May 25, 2021
Catholic Education Centre
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**   Bishop Boissonneau, Religious Education Team

2. **ROLL CALL**   M. Battista

3. **APPROVAL OF NEW MATERIAL**   D. Mazzotta

4. **APPROVAL OF THE AGENDA**   D. Mazzotta

5. **DECLARATIONS OF CONFLICT OF INTEREST FOR CURRENT MEETING**   D. Mazzotta

6. **DECLARATIONS OF CONFLICT OF INTEREST FROM PREVIOUS MEETING**   D. Mazzotta

7. **APPROVAL OF THE PREVIOUS MINUTES**   D. Mazzotta
   a) Regular Board Meeting of April 27, 2021
   b) Special Board Meeting of May 4, 2021
   c) Special Board Meeting of May 11, 2021

8. **BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING**

9. **INSPIRATIONAL MESSAGES:**

10. **CHAIR'S REPORT / UPDATE:**   D. Mazzotta

11. **OCSTA BOARD OF DIRECTOR'S UPDATE:**   C. Cotton

12. **DIRECTOR'S REPORT / UPDATE:**   M. Battista

13. **STUDENT TRUSTEES' REPORT:**   T. Siby / A. Casbarro

14. **RECOGNITIONS / OUTSIDE PRESENTATIONS:**
    a) DELEGATION: 2021-2022 School Year Budget; Raising of the Pride Flag   Scott Cholewa   **3**
    b) DELEGATION: Hybrid Model (Elementary)   Luisa Amabile   **4**

15. **PRESENTATIONS OF INPUT RELATED TO AN ITEM ON THE AGENDA**

16. **JOURNEY TOWARDS OUR VISION:**
    a) 2021-2022 School Year GSN & PPF Funding Highlights & Revenue Projections   A. Yeung, A. Chan   **6**
    b) Stakeholders' Budget Consultation Feedback   A. Yeung, M. Battista   **27**
    c) Overview of Current Departmental Expenditures   *(To be distributed)*   A. Yeung and Senior Team   **(1-37)**

17. **ACTION ITEM(S) (*including Committee Reports*):**
    a) Honorary Appointment to York Catholic District School Board: D. Mazzotta   **36**
       • Bishop John A. Boissonneau – Honorary Trustee of the Board
    b) Approval of Report No. 2021:19 Committee of the Whole (May 25) (Verbal)   C. Cotton
    c) Receipt of Report No. 2021:02 York Catholic Parent Involvement Committee (May 3)   T. McNicol   **37**
    d) Approval of Report No. 2021:06 Special Education Advisory Committee (May 10)   J. Wigston   **38**

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ACTION ITEM(S) (*including Committee Reports)*: (CONTINUED)

18. DISCUSSION ITEM(S: N/A

19. INFORMATION ITEM(S):

20. 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.)

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

22. ADJOURNMENT

UPCOMING BUDGET DEVELOPMENT DATES

Tuesday, June 8, 2021 – Corporate Services Committee @ 6:30 pm

**REGULAR BOARD MEETING
(BUDGET DEVELOPMENT)**

Tuesday, June 15, 2021

7:30 pm

Public Request to Make a Presentation or Present Petition
Inbox

Scott Cholewa <ycdsb.forms@ycdsb.ca>

to board.delegations

Name	Scott Cholewa
Email Address	_____
Home Address	
Home Telephone	
Business Telephone	
Name of Group Being Represented (if Applicable)	
Name of Home School being represented	
Is this request related to a Motion and/or decision of the Board?	Yes
Spokesperson 1 Name	Scott Cholewa
Spokesperson 1 Email Address	_____
Spokesperson 1 Address	
Spokesperson 1 Home Telephone	
Spokesperson 1 Business Telephone	
Spokesperson 2 Address	

3) Presentation/Petition Details

Date of Board Meeting	May 25, 2021

Specific Statement of Issue
I would like to discuss two items in my 10 minutes of allotted time: (1) Budget related items for the 2021/22 school year budget and (2) raising of the Pride flag across York Region, similar to the empowering steps taken by Toronto and Waterloo Catholic School Boards.

If Applicable, your key recommendations/suggestions to address the problem/issue:
Recorded votes on both matters.

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?	No
Form prepared by:	Scott Cholewa
Date	May 10, 2021

Public Request to Make a Presentation or Present Petition

LUISA AMABILE <ycdsb.forms@ycdsb.ca>

to board.delegations

Name	LUISA AMABILE
Email Address	
Home Address	
Home Telephone	
Business Telephone	
Name of Group Being Represented (if Applicable)	LUISA AMABILE
Name of Home School being represented	
Is this request related to a Motion and/or decision of the Board?	Yes
Spokesperson 1 Name	Melissa Fernandes
Spokesperson 1 Email Address	
Spokesperson 1 Address	
Spokesperson 1 Home Telephone	
Spokesperson 2 Name	Celine Argiropoulos
Spokesperson 2 Email Address	
Spokesperson 2 Address	
Spokesperson 2 Home Telephone	
3) Presentation/Petition Details	
Date of Board Meeting	May 25, 2021

Specific Statement of Issue
The inequity and obstacles with students, teachers and parents face with the Hybrid Model at the Elementary Level.

OPTIONS for the 2021-2022 school year are:
In Person Learning
-OR-
Virtual School

The Hybrid Model should not be a consideration.

Summary of key presentation points:
1. Distractions, obstacles are interruptions with the Hybrid Model from in class to on-line

2. It is very detrimental to student's education on all levels especially with those students with an IEP and to those students who have yet been identified and on are a wait list to be assessed.

3. Time management of teachers to the students. Double planning, paper vs.. PDF lesson plans etc.

4. Mental health of both students and teachers

If Applicable, your key recommendations/suggestions to address the problem/issue:
1. In Collaboration and open conversation with the TDSB/TCDSB Boards on direction on how to successfully open a Virtual School. The plan is the same for the upcoming year.

2. f a survey to parents is required, it is very important to be transparent and include the following options:
In Person Learning
Remote Learning
Hybrid Mode
Parents must understand ALL the options and full disclosure is a must.

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	A combination of presentation that includes slides AND playing YouTube Videos - audio is a required . Presentation must be able to be shared on screen during meeting.
Technology Requirements	I plan on using my own device (Macbook, PC or iPad)
Please indicate type of device	Chromebook
Form prepared by:	Luisa Amabile
Date	May 17, 2021

2021-22 School Year
GSN & PPF Funding Highlights & Revenue Projections

Presented by:
Anthony Yeung and Anna Chan

May 25, 2021

PURPOSE

To provide Board of Trustees with:

- 2021-22 school year Grants For Student Needs (GSN) & Priorities and Partnership Funding (PPF) highlights

- Preliminary 2021-22 enrolment projections

- Preliminary 2021-22 revenue projections based on The Grants for Student Needs (GSN) announcements released on May 4, 2021

Ministry Announcements

On May 4, 2021, the Ministry released the following memorandums:

- B07 – Planning for the 2021-22 School Year
- B08 – 2021-22 Grants for Student Needs Funding (plus Technical Paper)
- B09 – Capital Funding for the 2021-22 School Year
- B10 – 2021-22 Priorities and Partnerships Funding (PPF)
- SB06 – Special Education Grant and Mental Health Funding Changes for 2021-22
- SB07 – Student Transportation – Grants for Student Needs (2021-22)
- SB08 – 2021-22 Estimates (District School Boards)

Available: http://www.edu.gov.on.ca/eng/policyfunding/funding.html

2021-22 New GSN Changes:

- Pupil Foundation Grant (Secondary Staffing) – Online learning funding methodology changed funded average credit load per pupil split between in-person (7.419 Class size 23) and online (0.081 Class size 30)

  - Reflects requirement to have 2 online credits to graduate starting with cohort entering Grade 9 in September 2020

  - Split to online portion will increase for 2022-23 and 2023-24

- Pupil Foundation Grant - Additional Educational Software Licensing: increase per pupil amount from $0.49 to $0.84 to offset digital learning tools licenses previously provided by Ministry for their last term-limited licenses now expired

- Student Transportation – maintained at prior year's funding level without impact of declining enrolment (Student Transportation review continuing)

- Language Grant – as part of Covid-19 supports, **one-time top-up** grant to help school boards continue to offer the same level of support to students requiring English as a Second Language/English Literacy Development (ESL/ELD)

GSN Highlights

2021-22 On-going GSN Changes:

- Labour funding to be consistent with central agreement obligations

- 10th year of 12 year phase out of retirement gratuities: 0.167% reduction in benefits benchmarks

- School Operations Grant – non-staff component increase by 2% (e.g., for increase in utilities cost)

- School Operations Allocation - Supplementary Area Factor 3rd year of 5 yr phase-in

GSN Highlights

GSN Movements from 2020-21 Covid-19 Outbreak Allocation (Part of Covid-19 Funding Support for 2021-22 and <u>beyond</u>):

- Pupil Foundation Grant - Student Technological Devices:
  - Continue technology-related support to help replace some devices that may be out-of-date and procurement of additional student devices
  - @$7.11 per pupil
- Special Education – Supporting Student Mental Health Allocation:
  - To support mental health to foster the continued learning and well-being of students
  - @ $100,858 per school board and $1.34 per pupil

Note that 2020-21 Covid-19 related Stabilization Grant is no longer available for 2021-22

GSN Highlights

GSN Movements from PPF into GSN:

- After-School Skills Development Program (ASSD) moved to Special Education Behaviour Expertise Amount (BEA)

- Specialist High Skills Major (SHSM) moved to Learning Opportunities Grant (LOG) SHSM allocation

- Central Employer Bargaining Agency Fees Supplemental moved into Central Employer Bargaining Agency Fees Allocation

GSN Movements within GSN:

- Capital Planning Capacity – moved from Board Admin Grant to School Operations Grant

- Parent Engagement Allocation moving from Board Admin Grant to School Foundation Grant

Enhanced Accountability Measures:

- Indigenous Education Grant (IEG) will be enveloped:
  - Any funding surplus beyond program costs must be reported through the Board Action Plan (BAP) and be deferred for future years' IEG spending
  - The Indigenous Education Lead position, previously funded through both the Per-pupil Amount (PPA) allocation in the IEG and Program Leadership Grant (PLG) will now be fully funded by PLG. Any unspent amount will be transferred to the BAP for current or future years' IEG spending

- Library Staffing and expenses reporting will be introduced to enhance reporting for library staff funding (in PFG and SFG)
  - Note that enveloping provisions of the Library Staff Allocation in the SFG remain in effect
  - Underutilized funding will require submission of a multi-year plan to highlight vision and next steps to address underspending

PPF (Non-Covid) Highlights

2021-22 Priorities and Partnership Funding (PPF):

- Provincial PPF (non-Covid-19 related) will approximate $122.2M:
    - $60.1M is allocated by program by school board in Memo 2021:B10
    - $62.1M has been allocated by program, with school board allocations to be confirmed later in the year
- Prior year Deferred (unspent) PPF + 2021-22 PPF will form part of the 2021-22 Estimates Budget.
    - *Note that deferral of PPF grants is only for non-Covid-19 PPF and only if permitted for the specific PPF*

Covid-19 Funding Highlights

2021-22 Covid-19 Funding Supports ($1.6B):

- Covid-19 Funding Support ($104.6M) in 2021-22 GSN:
  - 3 items identified in GSN section above
- PPF totalling $487.9M
  - 4 categories (Staffing, Transportation, Special Education/Mental Health, School Operations) totaling $441M for which only 50% can be utilized for Estimates to cover first half of school year
  - $20M Re-engaging students and reading assessment supports for which 100% can be utilized
  - $20M Technology - connectivity supports for remote learning technology (as part of 2 yrs investment totalling $40M) will be application-based funding
  - $6.45M to support equity initiatives is to be announced

Covid-19 Funding Highlights

2021-22 Covid-19 Funding Supports ($1.6B):

- $450M for continued provision of personal protective equipment and critical supplies and equipment through Ministry of Government and Consumer Services

- $86M to support school-based nurses in public health unites and testing in schools

- Where school boards access more than a total of 2% of their operating allocation from their reserves for the safe operation of schools over the 2020-21 and 2021-22 school years, **Supplemental Funding up to 2% of 2021-22 Operating Allocation will be available to cover excess use of reserves (YCDSB approx. $12M)**

  Expect to use only 50% to support first half school year

2021-22 Funding Mechanisms

2021-22 GSN + Misc. Revenues + Non-COVID-19 PPF

+

COVID-19 PPF
- For the majority of the funding, school boards are asked to plan for 50% use only (i.e., first half of the year and subject to review of Covid-19 vaccine impact)

+

Accumulated Surplus (Reserves)
- May allow up to 2% of operating allocation for the full year – **however,** asked to plan for 1% for now to cover the extra cost pressure anticipated for the first half of the school year

+

(NEW) Supplemental COVID-19 Support Funding
- May or may not apply to YCDSB depending on 2020-21 and 2021-22 fiscal decisions and results

2021-22 Operating Framework

Elementary Panel:
- Should plan to operate full-time in-person learning
- Elementary students should cohort with their classmates and homeroom teacher

+

Secondary Panel:
- Should plan to operate full-time in-person learning
- Timetabling methods should emphasize cohorting of students and limit the number of student-to-student contacts
- Boards are required to limit schedules to two in-person classes (such as quadmestering) unless schools can cohort grades
- Boards are also asked to have plans to pivot to other modes of delivery if necessary (Adaptive or Full remote)
- Designation of school boards and adaptive model to be confirmed in Summer

+

Remote Learning Option:
- Boards are required to offer remote learning options consistent with PPM164

+

COVID Measures for First Half of the Year (Implied given 50% COVID funding):
- Additional teachers to keep smaller class size, extra custodians for enhanced cleaning, extra lunchtime supervisors/sick room monitor, transportation, etc.

Preliminary 2021-22 ENROLMENT PROJECTIONS

Enrolment	2020-21 Revised Estimates	2021-22 Estimates	Change $	Change %
Elementary				
Pupils of the Board	33,464.5	32,210.0	(1,254.5)	(3.7%)
International Students	33.0	16.5	(16.5)	(50.0%)
Total - Elementary	**33,497.5**	**32,226.5**	**(1,271.0)**	**(3.8%)**
Secondary				
Pupils of the Board	17,886.4	18,449.0	562.6	3.1%
International Students	181.0	91.0	(90.0)	(49.7%)
Total - Secondary	**18,067.4**	**18,540.0**	**472.6**	**2.6%**
Total Enrolment	**51,564.9**	**50,766.5**	**(798.4)**	**(1.5%)**

- Enrolment figures are based on Average Daily Enrolment (ADE)
- Projections for 2021-22 are lower by 798.4 ADE mainly due to drop in elementary pupils as well as continued decreases for International Students

PRELIMINARY 2021-22 GSN Funding

GRANT FOR STUDENT NEEDS (excluding capital)	2020-21 Revised Estimates	2021-22 Estimates	Change $	Change %
Pupil Foundation Grant	$ 286,802,437	$ 285,261,193	$ (1,541,244)	(0.5%)
School Foundation Grant	36,719,901	36,550,357	(169,544)	(0.5%)
Special Purpose Grants				
Special Education Grant	70,891,913	70,825,646	(66,267)	(0.1%)
Language Grant	14,056,044	14,826,865	770,821	5.5%
Indigenous Education Grant	2,116,416	4,367,524	2,251,108	106.4%
Geographic Circumstances Grant (RNEF)	101,896	107,084	5,188	5.1%
Learning Opportunities Grant	6,638,520	7,223,367	584,847	8.8%
Mental Health and Well-being Grant	1,396,135	1,574,685	178,550	12.8%
Supports for Students Fund	5,268,773	5,268,773	-	0.0%
Continuing Education and Other Programs Grant	4,702,143	4,887,091	184,948	3.9%
Cost Adjustment & Teacher Qualifications & Experience	58,057,663	58,666,003	608,340	1.0%
Student Transportation Grant	18,903,525	19,483,015	579,490	3.1%
Declining Enrolment Adjustment	2,543,529	2,381,285	(162,244)	(6.4%)
School Board Administration and Governance Grant	15,714,546	15,387,773	(326,773)	(2.1%)
School Facility Operations	51,744,280	51,893,841	149,561	0.3%
Support for COVID-19 Outbreak Allocation	533,364	-	(533,364)	(100.0%)
Program Leadership Allocation	905,864	999,389	93,525	10.3%
Debt Service Support	224,087	224,087	-	0.0%
Total Grants For Student Needs (GSN)	**$ 577,321,036**	**$ 579,927,978**	**$ 2,606,942**	**0.5%**
Stabilization Funding	4,692,825	-	(4,692,825)	(100.0%)
Total Grants For Student Needs (GSN) before Adj'ts for EFIS	**$ 582,013,861**	**$ 579,927,978**	**$ (2,085,883)**	**(0.4%)**

Preliminary 2021-22 GSN Funding Changes

GRANT FOR STUDENT NEEDS (excluding capital)	Change $	Explanations for GSN Change (Amounts are Estimates)				
		ADE	Benchmark/ Table Changes	GSN/PPF Moves	Other	
Pupil Foundation Grant	$ (1,541,244)	$ (3,991,266)	$ 2,306,450	$ 365,073	$ (221,501)	Sec On-line Class Size
School Foundation Grant	(169,544)	(311,779)	77,502	64,733	-	
Special Purpose Grants						
Special Education Grant	(66,267)	(947,765)	769,702	111,796	-	
Language Grant	770,821	(929,951)	111,635		1,589,137	One Time Covid-19
Indigenous Education Grant	2,251,108			(93,525)	2,344,633	New IE Sections
Geographic Circumstances Grant (RNEF)	5,188	3,163			2,025	
Learning Opportunities Grant	584,847	(5,200)	42,413	547,634	-	
Mental Health and Well-being Grant	178,550	(7,723)	17,982	168,291	-	
Supports for Students Fund	-				-	
Continuing Education and Other Programs Grant	184,948	138,450			46,498	TBD
Cost Adjustment & Teacher Qualifications & Expe	608,340				608,340	TBD
Student Transportation Grant	579,490				579,490	Adjust to 20-21 Actuals
Declining Enrolment Adjustment	(162,244)				(162,244)	DEA Change
School Board Administration and Governance Gra	(326,773)	(124,420)	80,614	(272,063)	(10,904)	
School Facility Operations	149,561	(467,078)	684,277	207,330	(274,968)	Mostly SAF decrease
Support for COVID-19 Outbreak Allocation	(533,364)			(533,364)	-	
Program Leadership Allocation	93,525			93,525	-	
Debt Service Support	-				-	
Total Grants For Student Needs (GSN)	$ 2,606,942	$ (6,643,569)	$ 4,090,575	$ 659,430	$ 4,500,506	
Stabilization Funding	(4,692,825)				(4,692,825)	
Total Grants For Student Needs (GSN) before Adj'ts for EFIS	$ (2,085,883)	$ (6,643,569)	$ 4,090,575	$ 659,430	$ (192,319)	

Preliminary 2021-22 PPF (Non-Covid-19)

Prioritiy and Partnership Funds (PPF)	2020-21 Revised Estimates	2021-22 Estimates	Change from Rev. Est. $
After School Skills Development	$ 111,249	$ -	$ (111,249)
AQ Subsidy - ASD	38,050	38,050	-
Broadband Modernization Program	606,489	-	(606,489)
Energy Management	466,532	-	(466,532)
Focus on Youth	41,150	-	(41,150)
Human Rights and Equity Advisor	170,430	-	(170,430)
Demographic Data Gathering (formerly IBDC)	59,211	35,000	(24,211)
Learning and Innovation Fund for Teachers	-	63,000	63,000
Math Strategy Renewal (FMS/RMS)	505,000	505,000	-
Parents Reaching Out (PRO) Regional	31,101	55,900	24,799
RIAT Host Board	18,841	-	(18,841)
Specialist High Skills Major (SHSM)/Expansion Program	375,000	97,000	(278,000)
Summer Transtion Program - Spec Ed & Mental Health	49,409	-	(49,409)
Transp Supports for Children & Youth In Care	17,258	-	(17,258)
Well Being: Mental Health Professional Learning	15,000	15,000	-
Well Being: Safe, Accepting & Healthy Schools	55,193	55,200	7
Total Priorities and Partnerships Fund (PPF) - Non-COVID	**$ 2,559,913**	**$ 864,150**	**$ (1,695,763)**

- PPF are as at 2020-21 Revised Estimates and as at 2021-22 Estimates. These PPFs will have offsetting expenses.

Preliminary 2021-22 PPF (Non-Covid-19)

Other Revenues (with Expense Offsets)	2020-21 Revised Estimates	2021-22 Estimates	Change from Rev. Est. $
FSL Initiatives	$ 193,120	$ 193,121	$ 1
Total Official Languages in Education (OLE) Grant	**193,120**	**193,121**	**1**
Ontario Youth Apprenticeship Program (OYAP)	214,452	229,453	15,001
Total Other Ministries	**214,452**	**229,453**	**15,001**
School College Work Init-Accelerated (Apprenticeship)	18,000	18,000	-
School College Work Init-Schl within a College(SWAC)	30,000	30,000	-
School College Work Init-Regular Dual Credit	185,000	185,000	-
Children's Treatment Network (CTN)	506,443	506,444	1
Save on Energy	100,000	-	(100,000)
Food Programs/Families in Need	29,003	50,000	20,997
Practice Teaching	15,000	15,000	-
FSL-LMP	2,100	-	(2,100)
Total Non-Ministry	**885,546**	**804,444**	**(81,102)**
Arts and Athletic Camp	100,000	-	(100,000)
Artist in the School	32,500	-	(32,500)
Coding After School Program	22,500	-	(22,500)
AQ Courses	170,000	181,785	11,785
Total YCDSB Programs	**325,000**	**181,785**	**(143,215)**
Total Other Revenues	**1,618,118**	**1,408,803**	**(209,315)**

- Unlike Misc. Revenues (not yet presented), these Other Revenues will be offsetting expenses

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Preliminary 2021-22 PPF (Covid-19)

Prioritiy and Partnership Funds Covid-19 (PPF)	2020-21 Revised Estimates	2021-22 Estimates	Change from Rev. Est. $	Full Year Amounts			
				2020-21 COVID PPFs Actuals	%	2021-2022 Announced PPFs	Change from Actuals $
Add'l Funding for Teachers	$ 2,419,192	$ -	$ (2,419,192)	$ 2,419,192		$ -	$ (2,419,192)
Add'l Staffing Supports	-	3,588,781	3,588,781	-	50%	7,177,562	3,588,781
Custodial Staffing Support	1,254,798	-	(1,254,798)	1,254,798		-	(1,254,798)
Enhanced Cleaning Allocations	100,451	-	(100,451)	100,451		-	(100,451)
H&S Trng for Occ Tchrs & Casual EWs	243,881	-	(243,881)	243,881		-	(243,881)
High Priority Areas	1,967,614	-	(1,967,614)	1,967,614		-	(1,967,614)
Mental Health Supports	168,314	221,927	53,613	462,373	50%	443,854	(240,446)
Re-engaging Students & Reading Assessment Supports	-	486,391	486,391	-	100%	486,391	486,391
Remote Learning Funding	1,137,701	-	(1,137,701)	1,137,701		-	(1,137,701)
Scl Reopening Emerging Issues	2,317,049	-	(2,317,049)	2,317,049		-	(2,317,049)
Special Education Supports	-	158,894	158,894	-	50%	317,787	158,894
Special Education Supports	432,843	-	(432,843)	432,843		tba	(432,843)
Transportation	816,739	586,200	(230,539)	906,776	50%	1,172,400	(320,576)
Ventilation in Classrooms	1,027,000	348,645	(678,356)	2,054,000	50%	697,289	(1,705,356)
Evidence Based Reading Intervention	-	-	-	233,431		-	(233,431)
ECPP Technology	-	-	-	7,295		-	(7,295)
Health and Safety	-	-	-	1,661,788		-	(1,661,788)
Summer Lrng-Students with Sepc Ed Needs	-	-	-	300,488		-	(300,488)
Technology	-	-	-	1,973,179		tba	(1,973,179)
Total Priorities and Partnerships Fund (PPF) - COVID	**$ 11,885,582**	**$ 5,390,837**	**$ (6,494,745)**	**$ 17,472,859**		**$ 10,295,283**	**$(12,082,022)**

- Both part year (2020-21 Revised Estimates vs 2021-22 Estimates) and full year as announced to-date is presented above for comparatives purposes
- Covid-19 PPF are to offset Covid-19 related expenses which are expected to exceed funded amounts.

The following factors will change the projected revenues:

1. Enrolment projections
2. Finalization of GSN calculations
3. Inclusion of International Student Revenues (2020-21 $3.4M vs projected 2021-22 $1.8M)
4. Inclusion of Miscellaneous Revenue (e.g. Rental, Interest, Energy Incentives, CUS) which are dependent on COVID restrictions and "access to schools"
5. Inclusion of non-GSN Continuing Education Revenue

Administration continuing to refine GSN / EFIS calculations, salaries & benefits, and other expenses

Next Steps

- Calculation of grants in EFIS based on projected enrolment and refinement of projected revenues
- Finalization of school operating model for first half of the school year (Second half will be budgeted using normal non-Covid-19 parameters where possible and reasonable)
- Staffing allocation to be finalized to enable projection of salaries and benefits
- Projected expenditures projections to be finalized
- Follow up questions with Ministry re: announcements

2021-2022 Budget Consultation Survey

York Catholic District School Board

25 May 2021

INTERIM DIRECTOR OF EDUCATION
MARY BATTISTA

CHIEF FINANCIAL OFFICER
ANTHONY YEUNG

Budget Development Process

- Members of the York Catholic community are invited to share feedback throughout the YCDSB's budget development process including completing an online survey and making a delegation to Trustees at a Special Meeting of the Board.

- Stakeholder feedback is used to guide and inform budget decisions in support of the achievement of the Strategic Commitments of the Multi-Year Strategic Plan:

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

Budget Consultation Process
Comparison to the Previous Year - Stakeholder Feedback

2020
Number of Respondents
862

2021
Number of Respondents
2,004
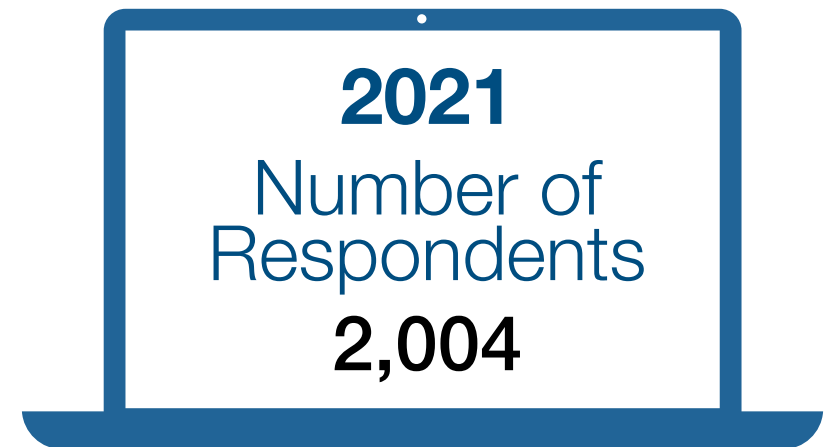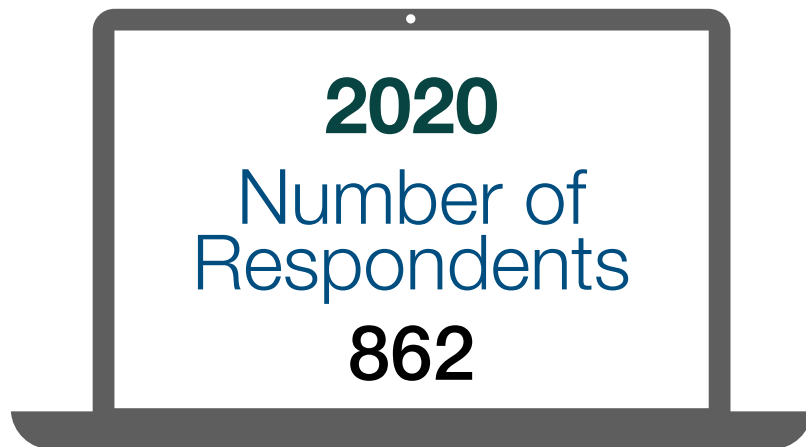
2021-2022 Budget Consultation Survey

Stakeholder Relationship with the Board

Parent/Guardian (n=1208) — 48.5%

Student (n=35) — 1.4%

Staff (n=446) — 17.9%

Staff & Parent (n=200) — 8.0%

Alumni (n=98) — 3.9%

Trustee (n=0)

Clergy (n=6) — 0.2%

Resident of York Region (n=330) — 13.3%

Community Member (n=113) — 4.5%

Board Partner (n=6) — 0.2%

I prefer not to say (n=36) — 1.5%

Other (n=13) — 0.5%

Total Number of Respondents 2,004
Number of Responses 2,491

Notes:
- Percentages may not add up to 100% as respondents were able to select more than one role.
- Caution needs to be exercised when interpreting results as response rates were low and may not represent the views of the majority of school stakeholders.

2021-2022 Budget Consultation Survey

To foster Catholic well-being, support equitable outcomes and experiences, and deliver quality education, should the Board increase, maintain or decrease its existing resources and supports in the following areas?

- Catholic faith formation
- Student mental health and well-being
- Closing equity, opportunity and achievement gaps
- Implementation of new curriculum
- Specialty and enrichment programs
- English language learners
- Technology devices, infrastructure and connectivity
- Digital learning and supplementary resources
- Leadership and Professional development training
- Enhanced health and safety processes (e.g., PPE)
- School facilities, grounds and building efficiencies

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Resources and Supports Recommended by Stakeholders for Board Funding to be Increased, Maintained or Decreased
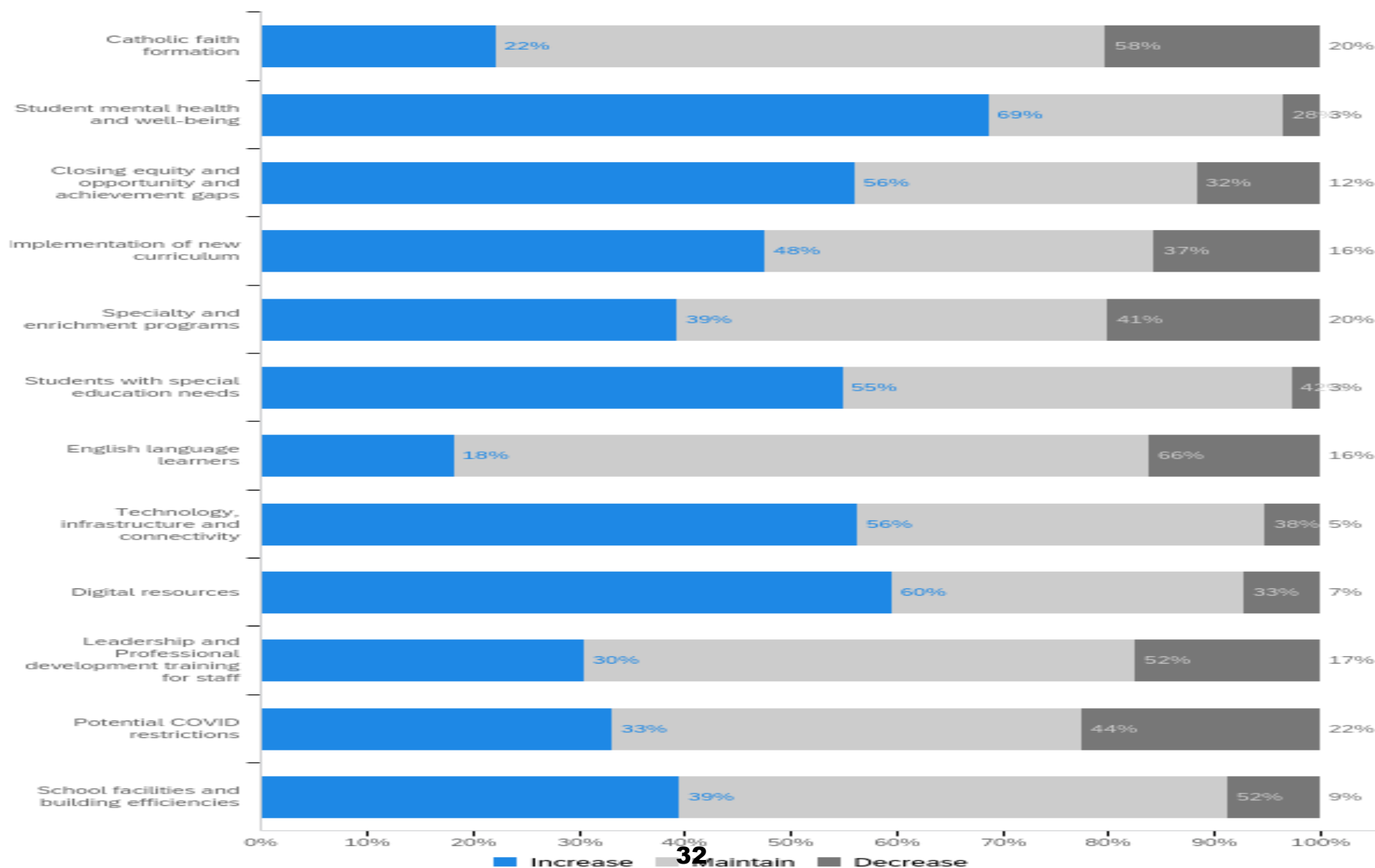
To foster Catholic well-being, support equitable outcomes and experiences, and deliver quality education, should the Board increase, maintain or decrease its existing resources and supports in the following areas?

Area	Increase	Maintain	Decrease
Catholic faith formation	22%	58%	20%
Student mental health and well-being	69%	28%	3%
Closing equity and opportunity and achievement gaps	56%	32%	12%
Implementation of new curriculum	48%	37%	16%
Specialty and enrichment programs	39%	41%	20%
Students with special education needs	55%	42%	3%
English language learners	18%	66%	16%
Technology, infrastructure and connectivity	56%	38%	5%
Digital resources	60%	33%	7%
Leadership and Professional development training for staff	30%	52%	17%
Potential COVID restrictions	33%	44%	22%
School facilities and building efficiencies	39%	52%	9%

Legend: Increase, Maintain, Decrease

2021-2022 Budget Consultation Survey

Overall Funding Recommendations for Board Programs & Resources

Board Programs & Resources

Increase funding	Student mental health and well-being Digital learning and supplementary resources Closing equity, opportunity and achievement gaps Students with special needs Technology, infrastructure and connectivity
Maintain funding	Catholic faith formation to enrich the education experience ESL/ELD supports Leadership & Professional Development School facilities & building efficiencies
Decrease funding	Potential COVID restrictions Speciality and enrichment programs Implementation of new curriculum

2021-2022 Budget Consultation Survey

Additional considerations for budget priorities to foster well-being, equitable outcomes & experiences

- Catholic Faith & Well-Being

- Student Mental Health

- In-Person Learning

- Success for All

- Special Education

- Equity

2021-2022 Budget Consultation Survey

Additional considerations for budget priorities to
foster well-being, equitable outcomes & experiences

- A program for mental health and well being for all students who had a difficult time coping with the restrictions during COVID

- Mental health supports and Catholic Formation support for students.

- The board needs to focus on maintaining and improving the access to special education support and programming to ensure we fill the gaps created by our increased class sizes. To take programs away from students would create a situation that is inequitable and further limit children's ability to reach their potential.

- The board should consider eliminating the hybrid model as it is not equitable and does not benefit students or educators. Students learning from home should have their own classroom teacher where all their learning needs are met to reach academic excellence. Teachers teaching in class should not have the extra stress of having to do two jobs during a pandemic while trying to keep kids safe in school settings. Please consider eliminating this model for the benefit of everyone.

- More support programs for students in special education and those with reading difficulties. More training for teachers to understand the diversity of their students. Programs for students who are marginalized and/or below the provincial standards academically so they can be successful.

- More resource and training for sports and extra curricular activities - both for virtual and face to face learning

- To support programs that will promote equity for all students and combat racism.

Overview of Department Expenditures – Current Year

Regular Board Meeting

May 25, 2021

Presented by:

Anthony Yeung, CFO & Treasurer of the Board

PURPOSE

To support the 2021-22 Budget Development process, Administration is providing the Board of Trustees with an overview of the current year's expenditures for each YCDSB's Department/Budget Area based on the 2020-21 Revised Estimates.

OVERVIEW

- The Department Budget reflects 2020-21 Revised Estimates information.

- The expenditures reflect:
  - Investments approved by the Board of Trustees during Fall 2020 to support student learning and well-being during COVID 19
  - One-time funding announced by the Provincial and Federal governments between August 2020 to December 2020 (these expenditures are summarized in the Priorities and Partnerships Funding (PPF) section of the presentation)

- Does not reflect new funding announced by the Federal and Provincial governments subsequent to Revised Estimates.

2020-21 Revised Estimates – All Departments Total Operating Budget

	2020-21 RE	FTE
Regular Day	351,961,558	3,461.2
School Administration	38,366,480	401.9
Director's Office	1,299,623	5.5
Associate Director	383,048	2.0
Trustee	337,249	12.0
Trustee - OCSTA	151,591	-
Superintendent - Elementary Areas	1,252,140	8.0
Superintendent - Elementary Safe Schools	319,881	-
Superintendent - Secondary Areas	505,544	3.0
Superintendent - Secondary Safe Schools	2,229,270	15.5
Curriculum	5,017,668	27.8
Continuing Education	11,336,803	179.0
Student Services	92,833,421	1,001.8
Finance	4,862,128	28.1
Regional Internal Audit Team (RIAT)	1,121,521	5.0
Human Resources	4,427,764	36.9
International Education	257,218	1.0
Information Systems	11,408,035	61.0
Planning and Operations	2,345,478	23.5
Planning and Operations - Transportation	24,425,043	16.0
Plant and Accommodation	60,872,601	509.5
School Budgets (GSB)	6,476,935	-
Other*	(1,550,070)	-
Priorities and Partnerships Funding (PPF) and Other Grants	16,530,376	121.7
Total	**637,171,305**	**5,920.3**

* Includes Recovery of STS operating expenses and Ministry Compliance Adjustment of $1.4M

Regular Day

1. Overview

	2020-21 RE
Salaries and Benefits Total	351,833,502
Expenses	128,056
Total	**351,961,558**

2. Labour Expense

	2020-21 RE
Teachers	267,450,784
Teachers-Learning Resource/Other Sch	28,921,316
Teachers - Department Head	22,108,538
Teachers - Supply	19,389,334
Teachers - Home Instruction	255,820
Technicians - Student Support	358,829
Noon Hour Supervisors	1,430,698
Early Childhood Educators	10,592,735
Educational Assistants	292,323
Early Childhood Educators-Supply	933,803
Instructors - Non-certified	65,968
Department Managers/Supervisors	33,354
Total	**351,833,502**

- **Regular Day is comprised of salaries and benefits budget for instructional classroom staff and school based resources and is the largest budget area of all YCDSB's departments. It represents approximately 55% of the Board's total operating budget.**

- **2020-21 Revised Estimates included additional investments approved by the Board of Trustees to support student learning and well-being. In addition, the Revised Estimates reflected higher supply staff costs due to higher daily and long-term staff absenteeism.**

3. Non-Labour Expense Budget

	2020-21 RE
All Elementary Schools	5,000
All Secondary Schools	5,800
Arts/Music	6,480
Co-op Education	15,000
ESL	10,480
FSL	15,000
Guidance	492
Guidance - Elementry	10,000
Phys Ed - Elementary	11,804
RNEF	48,000
Total	**128,056**

School Administration

1. Overview

	2020-21 RE
Salaries and Benefits Total	38,149,247
Expenses	217,233
Total	**38,366,480**

2. Labour Expense

	2020-21 RE
Principals	15,639,964
Administration Support Staff	13,532,333
Vice-Principals	6,096,883
Admin Support, Technical & Spec-Temp	1,391,934
Teachers - Department Head - Allowance	1,224,120
Noon Hour Supervisors	264,013
Total	**38,149,247**

- **School administration encompasses budgets for school based administration/leadership staff and resources.**

- **In 2020-21 Revised Estimates includes additional supply due to increase in long term absences and absenteeism.**

School Administration

3. Non-Labour Expense Budget

	2020-21 RE
All Elementary Schools	145,774
All Secondary Schools	71,459
Total	**217,233**

1. Overview

	2020-21 RE
Salaries and Benefits Total	1,309,194
Expenses	862,317
Total	**2,171,511**

2. Labour Expense

	2020-21 RE
Trustees	185,342
Supervisory Officers	483,544
Department Managers/Supervisors	158,187
Administration Support Staff	403,183
Teachers - Supply	78,938
Total	**1,309,194**

- **The financial tables include budget information for the offices of the Director, Associate Director, Trustees and Student Trustees.**

- **The Director's Office budget encompasses expenditures for the Communications Office and the Human Rights and Equity Office.**

- **The Human Rights and Equity Office budget includes $100K of investments approved by the Board of Trustees to support the Human Rights and Equity Advisory Committee's initiatives.**

- **Budget in the Director's Office also includes expenditures related to parent and community engagement activities.**

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3. Non-Labour Expense Budget

	2020-21 RE
Trustee	151,907
Trustee - OCSTA	151,591
Human Rights and Equity	106,372
Director	80,920
Parent Engagement	71,842
Board Director - Student Legal	51,724
Board Director -Legal	46,313
Student Transportation Exemption	41,986
Director-Comm Events/Partnerships	41,528
Communications	34,870
When Faith Meets Pedagogy	23,607
Strategic Planning	22,091
Principal Association Fee	20,214
Associate Director	16,352
Board Leadership Development	1,000
Total	**862,317**

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- **YCDSB has 10 elected Trustees. Trustees' budget include Trustees' honorarium amounts and expenses (e.g., conference fees, discretionary budget to support schools and office supplies expenses) and annual membership fees for the Ontario Catholic School Trustees' Association (OCSTA).**

- **Student Trustees' budget include honorarium amounts and conference expenses for two Student Trustees.**

Academic Superintendents – Elementary

1. Overview (Excluding Elementary Safe Schools)

	2020-21 RE
Salaries and Benefits Total	1,178,244
Expenses	73,896
Total	**1,252,140**

2. Labour Expense Budget

	2020-21 RE
Supervisory Officers	819,456
Administration Support Staff	358,788
Total	**1,178,244**

- **The financial tables include budget information for the offices of the Elementary Superintendents of Education and the Elementary Safe School Program.**

- **There are four Elementary Superintendents of Education supporting 85 Catholic elementary schools within YCDSB.**

- **Budget for the Elementary Safe Schools Program includes resource support for at-risk youth in elementary grades and transportation costs.**

3. Non-Labour Expense Budget

	2020-21 RE
Suprntdt Area 1 Administation	14,031
Suprntdt Area 1 Other	5,000
Suprntdt Area 2 Administation	12,589
Suprntdt Area 2 Other	5,000
Suprntdt Area 3 Administation	14,610
Suprntdt Area 3 Other	5,000
Suprntdt Area 4 Administation	12,666
Suprntdt Area 4 Other	5,000
Total	**73,896**

4. Elementary Safe Schools

	2020-21 RE
Salaries and Benefits Total	3,132
Expenses	316,749
Total	**319,881**

Academic Superintendents – Secondary

1. Overview (Excluding Secondary Safe Schools)

	2020-21 RE
Salaries and Benefits Total	448,967
Expenses	56,577
Total	**505,544**

2. Labour Expense Budget

	2020-21 RE
Supervisory Officers	357,833
Department Managers/Supervisors	1,971
Administration Support Staff	87,393
Teachers - Supply	1,770
Total	**448,967**

- **The financial tables include budget information for the offices of the Secondary Superintendents of Education, the Secondary Safe Schools and Alternative Education programs (St. Luke Catholic Learning Centre) and the Holy Cross CHS High Performing Athlete (HPA) Program.**

- **There are two Secondary Superintendents of Education supporting 16 Catholic secondary schools within YCDSB, including St. Luke which is located at the Our Lady of Peace Catholic Learning Centre.**

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Academic Superintendents – Secondary

3. Non-Labour Expense Budget

	2020-21 RE
Suprntdt Secondary 1 Administation	11,472
Suprntdt Secondary 1 Other	5,000
Suprntdt Secondary 2 Administation	11,324
Suprntdt Secondary 2 Other	5,000
YSCPC	12,787
IB - International Baccalaureate	10,994
Total	**56,577**

4. Secondary Safe Schools

	2020-21 RE
Salaries and Benefits Total	1,432,291
Expenses	796,979
Total	**2,229,270**

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- **Budget for the Secondary Safe Schools and Alternative Education programs include St. Luke's salaries and benefits and student transportation expenses of $556K (note: an additional transportation budget of $236K was added during Revised Estimates to increase physical distancing).**

Curriculum

1. Overview

	2020-21 RE
Salaries and Benefits Total	3,400,532
Expenses	1,617,136
Total	**5,017,668**

2. Labour Expense Budget

	2020-21 RE
Supervisory Officers	46,852
Department Managers/Supervisors	163,354
Administration Support Staff	565,351
Principals	227,343
Teachers	177,230
Teachers-Learning Resource/Other School Based	175,206
Teachers - Supply	255,616
Coordinators & Consultants-Teacher Support	1,749,580
Instructors - Non-certified	40,000
Total	**3,400,532**

The Curriculum department is responsible for the following portfolio:

- **Overseeing implementation of the Ontario Curriculum within YCDSB's schools and programs**
- **French Immersion (FI)**
- **English as a Second Language English Literacy**
- **Religious Education Program**
- **Music Program**
- **Outdoor Education**
- **New Curriculum Implementation**
- **STREAM Initiative (Science, Technology, Religion, Engineering, Arts & Math)**
- **SHSM Programs (Specialist High Skills Major)**
- **Student Success**
- **Experiential Learning**
- **Pathways**

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Curriculum

3. Non-Labour Expense Budget	2020-21 RE
All Secondary Schools	520
Arts/Music	100
Arts/Music Program	88,000
Athletic Indoor & General Fees	111,000
Athletic Outdoor Education-Central	90,000
Athletics Outdoor Education-School	145,000
Co-op Education	1,480
Co-op expenses	50,000
Curriculum - General	94,416
Differentiated Learning	15,000
E Learning	8,730
Equity	4,919
ESL	980
French Immersion	50,185
FSL	1,980
Indigenous Studies	132,048
MISA	34,428
NTIP	48,145
Phys Ed - Elementary	400
Religion	125,420
SHSM	203,610
Student Success Expense	58,722
Support Student Events	3,000
Technology Enabled Learning	1,580
Textbooks & Research for Schools	51,425
Curriculum Sr Administration	11,860
Experiential Learning	78,396
Project Proposals	150,000
Curriculum and Assess Impl	55,792
Total	**1,617,136**

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- **The financial tables include salaries and benefits for the Curriculum Department and programming expenditures (e.g., SHSM)**

- **For the 2020-21 school year, the Board of Trustees approved the Proof of Concept for the STREAM Centre of Excellence initiative. The Board planned to open two STREAM Centres within the 2020-21 school year, and an additional four centers for the 2021-22 school year.**

Continuing Education

1. Overview

	2020-21 RE
Salaries and Benefits Total	10,824,384
Expenses	512,419
Total	**11,336,803**

2. Labour Expense Budget

	2020-21 RE
Admin Support, Technical & Spec-Temporary	192,712
Administration Support Staff	383,737
Continuing Education Teachers	2,620,834
Custodians-Overtime	119,977
Department Managers/Supervisors	144,519
Instructors - Non-certified	6,925,875
Principals	324,906
Student Help	47,736
Technicians & Specialists-Custodians	15,500
Vice-Principals	48,588
Total	**10,824,384**

The Continuing Education department oversees a wide variety of programs including:
- **Adult ESL**
- **International Languages**
- **Night Credits**
- **Summer School**
- **Other Adult programs**

- **The financial tables include salaries and benefits costs for Continuing Education Programs' instructors and administrators as well as the programming costs.**

Continuing Education

3. Non-Labour Expense Budget

	2020-21 RE
ACE Central Office	60,000
Assistive Technology Summer Camp	500
Citizenship	425
Credit Night School	1,430
Credit Summer	6,500
E-Learning/Correspondence	200
ESL Day Programs	344,465
ESL Summer Programs	23,454
French Immersion Summer	500
General Interest Adult	1,000
General Interest Elementary	7,390
International Lang - Evening/Afternoon	130
International Lang - Extended Day	24,500
International Lang - Saturday Morning	29,490
International Lang - Summer	6,300
Remedial - Sec After School	2,015
Remedial (Math & Literacy Hmwk)	3,040
Saturday Credit Program	1,080
Total	**512,419**

Student Services

1. Overview

	2020-21 RE
Salaries and Benefits Total	89,215,126
Expenses	3,618,295
Total	**92,833,421**

2. Non-Labour Expense Budget	2020-21 RE
Supervisory Officers	180,589
Department Managers/Supervisors	559,007
Administration Support Staff	537,067
Attendance Counselors	246,174
Coordinators & Consultants-Teacher Support	1,723,497
Educational Assistants	35,521,461
Educational Assistants - Supply	4,377,772
Other Professional & Para-professional	1,053,277
Psychological Services	2,428,838
Social Services	2,695,090
Speech Services	1,804,544
Teachers	771,664
Teachers - Department Head	1,813,551
Teachers - Supply	885,007
Teachers-Learning Resource/Other School Based	34,171,417
Technicians - Student Support	446,171
Total	**89,215,126**

- **Student Services Department is responsible for the Special Education programs of YCDSB and its portfolio includes: Psychology, Behaviour Resource, Speech Language, Attendance Counselling, Children's Treatment Network, and other specialty programs.**

- **The financial tables include the salaries and benefits of various staffing groups that support Special Education/Student Services programs including Core Resource Teachers, Education Assistants, Consultants and Coordinators, Psychologists, Behaviour Resource, Speech Pathologist, Mental Health support.**

- **For 2020-21, an additional $0.2M was included in the budget to fund 19 EAs for the months of September and October to support students to transition back to school and higher supply costs.**

Student Services

3. Non-Labour Expense Budget

	2020-21 RE
Attendance Counselling	12,443
BEA Funds	138,206
Behaviour Management Sys Training	13,567
Childcare	1,773
Life skills - Secondary	72,765
Mental Health	492
PACE - Elementary	23,903
PDD/Other Contrct Staff	274,812
Psych Tools/Resource	24,585
Rose of Sharon	2,622
Special Ed - Audiologist	29,015
Special Ed - Elementary	14,689
Special Ed - Elementary Programs	24,185
Special Ed - General	9,686
Special ed - Hearing	7,771
Special Ed - Inservices/PD	3,443
Special Ed - Language	7,401
Special Ed - Other	92,302
Special Ed - Programs	33,618
Special Ed - Secondary	4,266
Special Ed - Secondary Programs	8,326
Special Ed - Speech/Language Resource	4,308
Special Ed - Technology	30,119

Special ed - Vision	2,951
York Hills Chld's Program	2,622
York Hills Youth Program	2,622
Special Ed - Psychology	2,658
Student Services Sr Administration	9,110
York Hills OLL Chld's Program	2,623
York Hills OLL Youth Program	3,098
SEA Claims	2,340,317
Mental Health Workers	50,000
Chief Psychologist Admin	6,266
Support for Student Serv and Well-being	361,731
Total	**3,618,295**

Continued to next table

Corporate Finance

1. Overview

	2020-21 RE
Salaries and Benefits Total	3,009,752
Expenses	1,852,376
Total	**4,862,128**

2. Labour Expense Budget

	2020-21 RE
Supervisory Officers	209,802
Department Managers/Supervisors	983,930
Administration Support Staff	1,779,963
Student Help	24,831
Admin Support, Technical & Spec-Temporary	11,226
Total	**3,009,752**

- **The Corporate Finance Department is responsible for end-to-end financial services which include:**
  - **Budget**
  - **Accounting – Collection and Payments**
  - **Payroll and Benefits Administration**
  - **Purchasing/ Procurement**
  - **Treasury / Cash Management**
  - **Risk Management**
  - **School Finances**
  - **Capital Budgeting**

- **The financial tables include salaries and benefits of department staff as well as non-labour expenses which include the annual insurance premium cost and a $120K budget (plus $109K in RIAT funding) approved by the Board of Trustees to conduct school audits during the 2020-21 fiscal year.**

- **Other non-labour expenses include equipment repair and replacement costs for schools' cafeterias.**

3. Non-Labour Expense Budget

	2020-21 RE
Insurance Premium/Rebate	1,476,254
Accounting/Financial Services	128,814
Benefits	8,458
Budget & Financial Rptg	19,702
Business Services	21,455
Cafeteria	61,659
Draperies & Furniture Purchase	29,509
Insurance Claims/Board	59,018
Payroll	26,114
Purchasing	15,108
Sr Budget, Payroll & Benefit Administra	6,285
Total	**1,852,376**

Regional Internal Audit Team and Other

1. Regional Internal Audit Team (RIAT)

	2020-21 RE
Salaries and Benefits Total	741,753
Expenses	379,768
Total	**1,121,521**

2. Other

	2020-21 RE
Salaries and Benefits Total	(1,113,226)
Expenses	(436,844)
Total	**(1,550,070)**

- **York Catholic District School Board is the host board for the Regional Internal Audit Team (RIAT) which serves six member boards in the GTA region: York Catholic District School Board, York Region District School Board, Toronto Catholic District School Board, Toronto District School Board, Dufferin Peel Catholic District School Board and Peel District School Board. Salaries and benefits for RIAT is fully funded by the Ministry of Education.**

- **Other - York Catholic DSB and York Region DSB (YRDSB) jointly share the operating costs of Student Transportation Services (STS). The full operating costs of STS is booked by YCDSB and it recovers 50% of the costs from YRDSB. Aside from the recovery amount from YRDSB, Other also includes Ministry PSAB compliance adjustments.**

Human Resources & International Education

1. Overview – Human Resources

	2020-21 RE
Salaries and Benefits Total	3,897,429
Expenses	530,335
Total	**4,427,764**

2. Labour Expense Budget – Human Resources

	2020-21 RE
Supervisory Officers	228,001
Department Managers/Supervisors	904,964
Administration Support Staff	2,347,485
Admin Support, Technical & Spec-Temporary	30,000
Educational Assistants	55,234
Principals	149,102
Teachers - Supply	114,533
Teachers	68,110
Total	**3,897,429**

- **The Human Resources department is comprised of Academic Services, Support Services, Employee Relations, Freedom of Information & Privacy and Health & Wellness.**

- **The Superintendent of Human Resources and International Education is also responsible for YCDSB's International Education program.**

- **The financial tables include salaries and benefits of department staff as well as HR administration expenses which include legal expenses, professional fees, labour bargaining expenses, software licenses and recruitment related expense.**

3. Non-Labour Expense Budget – Human Resources

	2020-21 RE
Emp Health & Safety	28,240
Employee Wellness Program	59,182
HR - Board Training	14,836
HR-Administration	374,973
HR-Employee Relations	47,313
HR Superintendent	5,791
Total	**530,335**

International Education

1. Overview – International Education

	2020-21 RE
Salaries and Benefits Total	127,218
Expenses	130,000
Total	**257,218**

Expenses for International Education include staff support, recruitment and marketing expenses.

2. Labour Expense Budget – International Education

	2020-21 RE
Principals	77,206
Administration Support Staff	50,012
Total	**127,218**

3. Non-Labour Expense Budget – International Education

	2020-21 RE
International Education	130,000
Total	**130,000**

Information Technology

1. Overview

	2020-21 RE
Salaries and Benefits Total	6,184,383
Expenses	5,223,652
Total	**11,408,035**

2. Labour Expense Budget

	2020-21 RE
Supervisory Officers	200,818
Department Managers/Supervisors	1,070,248
Administration Support Staff	1,457,276
Admin Support, Technical & Spec-Overtir	8,189
Technicians - Student Support	3,439,657
Student Help	8,195
Total	**6,184,383**

- The Information Technology Department includes the following pillars: Network & Infrastructure Team, Software, Database and Web Application Team, Customer Service & School Learning Team.

- The financial tables include salaries and benefits of department staff as well as non-labour expenses which include internet fees, SAP license fees, School Messenger and other software licenses and services.

- 2020-21 Revised Estimates also include investments approved by the Board of Trustees to purchase $1.1M of chromebooks and carts to support student learning during COVID-19 environment.

Information Technology

3. Non-Labour Expense Budget

	2020-21 RE
21st Century Learning	18,335
Application Systems	696,871
Customer Support System	6,334
Information Systems	3,364,702
Network & Infrastructure	6,244
Software, DB & Web Apps	2,459
Sr CIO Administration	8,707
Info Systems - AP	1,120,000
Total	**5,223,652**

Planning and Operations

1. Overview - excluding Transportation (shown separately in subsequent slides)

	2020-21 RE
Salaries and Benefits Total	1,970,587
Expenses	374,891
Total	**2,345,478**

- **The Planning and Operations department includes the following units: Planning Services, Student Transportation, Office Services, Admissions and Enrolment (Pupils of Board and International Students).**

2. Labour Expense Budget - excluding Transportation

	2020-21 RE
Supervisory Officers	210,603
Department Managers/Supervisors	146,773
Administration Support Staff	1,405,705
Technicians & Specialists-Non-Instruction	207,506
Total	**1,970,587**

- **The financial tables include salaries and benefits of department staff as well as non-labour expenses which include agency fees for recruiting international students.**

Planning and Operations

3. Non-Labour Expense Budget - excluding Transportation

	2020-21 RE
Admissions & Assessment	7,796
Courier	46,596
Office Services	26,647
Community Planning and Partnerships	4,365
Planning	21,354
Printing	2,396
Visa Agency Fees	232,623
Warehouse	20,373
Planning & Operations Admin	2,878
Sr Cont Planning & Operations	9,863
Total	**374,891**

Planning and Operations – Student Transportation

1. Overview - Transportation

	2020-21 RE
Salaries and Benefits Total	1,509,043
Expenses	22,916,000
Total	**24,425,043**

2. Labour Expense Budget - Transportation

	2020-21 RE
Department Managers/Supervisors	226,703
Administration Support Staff	1,173,133
Technicians - Student Support	109,207
Total	**1,509,043**

3. Non-Labour Expense Budget - Transportation

	2020-21 RE
Transportation	22,916,000
Total	**22,916,000**

- **Labour expenses are comprised of the salaries and benefits costs of Student Transportation Services (STS) staff.**

- **Non-labour budget Includes student transportation contracts (school bus, taxi, etc.) of approximately $20M.**

- **An additional investment of $2.4M was approved by the Board of Trustees to support COVID 19 related costs.**

Plant and Accommodation

1. Overview

	2020-21 RE
Salaries and Benefits Total	37,003,124
Expenses	23,869,477
Total	**60,872,601**

2. Labour Expense Budget

	2020-21 RE
Supervisory Officers	203,622
Department Managers/Supervisors	523,145
Administration Support Staff	1,698,004
Admin Support, Technical & Spec-Overtim	40,943
Technicians & Specialists-Custodians	29,226,658
Technicians & Specialists-Non-Instruction	2,701,904
Custodians-Temporary Assistants	2,000,711
Custodians-Overtime	587,665
Student Help	20,472
Total	**37,003,124**

- **The Plant and Accommodation Services Department encompasses three service units: Facilities, Maintenance and Renewal and Environmental Services. All units collaborate in the strategic planning and delivery of Plant services. The Plant and Accommodation Services Department's FTE includes custodians staffing.**

- **The financial tables include salaries and benefits of department staff as well as non-labour related expenses such as utilities (electricity, gas and water) and maintenance expenses.**

- **Due to COVID-19, the Board of Trustees have approved the following investments which were included in the 2020-21 Revised Estimates:**
  - **Salary and Benefits include additional Supply Custodians $2.0M to support enhanced cleaning procedures.**
  - **Additional $1.1M budget to support ventilation related costs.**

Plant and Accommodation

3. Non-Labour Expense Budget

	2020-21 RE
Utilities	13,190,279
Community Use of Schools	72,051
Facilities Contracts	5,829,709
Facilities/Caretakng	918,151
Maintenance	3,119,433
Maintenance - Child Care	21,640
Maintenance -Leased Schools	275,000
Plant - Administation	42,113
Recycling	379,168
Solar Energy	3,443
Sr Cont Environmental Services	7,745
Sr Cont Plant & Accommodation	10,745
Total	**23,869,477**

School GSB (General School Budgets)

1. Overview

	2020-21 RE
Expenses	6,476,935
Total	6,476,935

On an annual basis, the Board allocates a budget for each elementary and secondary school based on school enrolment and other factors. This budget allocation supports school based expenses (e.g. purchases of technology devices).

Priorities and Partnerships Funds (PPF) – COVID 19 Support

COVID PPF Funding	2020-21 Revised Estimates
Additional Funding for Teachers	2,419,192
Custodial Staffing Support	1,254,798
Enhanced Cleaning Allocations	100,451
Health and Safety Training for Occasional Teachers & Casual EWs	243,881
High Priority Areas	1,967,614
Mental Health Supports	168,314
Remote Learning Funding	1,137,701
Safe Reopening Emerging Issues	2,317,049
Special Education Supports	432,843
Transportation	816,739
Ventilation in Classrooms	1,027,000
Total Priorities and Partnerships Fund (PPF) - COVID	**11,885,582**

The Provincial and Federal governments provided various one-time funding to support safe reopening and ongoing operations of schools since August 2020. This list includes COVID related PPF funding announced between August 2020 to December 2020.

The COVID one-time funding supported 106.6 temporary FTE which included teachers, isolation room monitors, education assistants and principals.

PPF – Non-COVID Related

Non-COVID PPF Funding	2020-21 Revised Estimates
After School Skills Development	111,249
AQ Subsidy - ASD	38,050
Broadband Modernization Program	606,489
Energy Management	466,532
Focus on Youth	41,150
Human Rights and Equity Advisor	170,430
Demographic Data Gathering (formerly IBDC)	59,211
Math Strategy Renewal (FMS/RMS)	505,000
Parents Reaching Out (PRO) Regional	31,101
RIAT Host Board	18,841
Specialist High Skills Major (SHSM)/Expansion Program	375,000
Summer Transtion Program - Spec Ed & Mental Health	49,409
Transp Supports for Children & Youth In Care	17,258
Well Being: Mental Health Professional Learning	15,000
Well Being: Safe, Accepting & Healthy Schools	55,193
Total Priorities and Partnerships Fund (PPF) - Non-COVID	**2,559,913**

The Provincial government has also provided other non-COVID related PPF funding to support other initiatives.

Non-COVID PPF funding supported 4.21 FTE which included the Human Rights and Equity Advisor.

Other Grants and Miscellaneous Revenue

Other Grants and Misc. Revenue	2020-21 Revised Estimates
Official Languages in Education (OLE) Grant (FSL)	193,120
Ontario Youth Apprenticeship Program (OYAP)	214,452
School College Work Init-Accelerated (Apprenticeship)	18,000
School College Work Init-Schl within a College(SWAC)	30,000
School College Work Init-Regular Dual Credit	185,000
Children's Treatment Network (CTN)	506,443
Save on Energy	100,000
Food Programs/Families in Need	29,003
Practice Teaching	15,000
FSL-LMP	2,100
Total Non-Ministry	**1,293,118**
Arts and Athletic Camp	100,000
Artist in the School	32,500
Coding After School Program	22,500
AQ Courses	170,000
Total YCDSB Programs	**325,000**
Other Deferred Revenues	466,763
Total	**2,084,881**

Other government grants and YCDSB programs funded 10.9 FTE.

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Chair of the Board

DATE: May 25, 2021

RE: **Honorary Appointment to York Catholic District School Board**

EXECUTIVE SUMMARY:

The purpose of this report is to seek approval of the appointment of Bishop John A. Boissonneau as Honorary Trustee of the York Catholic District School Board.

BACKGROUND:

The position of Honorary Trustee was established by the Board in 1987, in recognition and appreciation of the service of the Bishop to the students, staff, teachers and trustees of the Board. To continue this tradition, the Board has once again invited His Excellency Wayne Kirkpatrick to accept the office of Honorary Trustee of the York Catholic District School Board.

Bishop Wayne Kirkpatrick was appointed Honorary Trustee of the York Catholic District School Board at the December 4, 2018 Inaugural Board Meeting for the Term December 1, 2018 to November 14, 2022. Since Bishop Kirkpatrick's appointment to the Diocese of Antigonish on February 3, 2020, this position remained unfilled.

We are honoured that Bishop John A. Boissonneau has agreed to serve as the Board's Honorary Trustee for the current four-year term of office, from December 1, 2018 to November 14, 2022, concurrent with this Board's term of office.

RECOMMENDATION:

THAT the Board approve the appointment of Bishop John A. Boissonneau as Honorary Trustee of the Board commencing May 25, 2021 to November 14, 2022, concurrent with the Board's term of office.

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT NO. 2021:02
YORK CATHOLIC PARENT INVOLVEMENT COMMITTEE (YCPIC)

To: Regular Board Meeting   **May 25, 2021**

A York Catholic Parent Involvement Committee (YCPIC) meeting was held via Google Meet commencing at 7 p.m., on Monday, May 3, 2021.

PRESENT:

Committee Member(s):	Sonja DaSilva, Juanita Doell, Mary Giardina, Johnson Irimpan, Gabriella Marchione, Singai Rani Wilson, Kaline Rozek, Maurizio Ruberto, Deven Sandhu, Martina Saverino, Andrea Telfer, Sarah Tjin-a-joe, Florence Wang
Administration(s):	Mary Battista, Anthony Arcadi, Franco Di Marco, Theresa Penney, Jamal Warda
Trustee(s):	Dominic Mazzotta, Theresa McNicol
Guest(s):	N/A
Recording Secretary:	Mary Giardina

REGRETS:

Committee Member(s):	Carmen Bunker, David Cheng, Kristina Costabile, Emanuela Polin-De Luca, Januario De Souza, Tony Lorini, Maria Praveen, Rosanna Soda, Jaclyn Toma, Tony Zafran
Administration(s):	Mary Marcello
Trustee(s):	N/A

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

2.   **DISCUSSION/INFORMATION ITEM(S):**
   a)   Update from Committee: Annual Community Profile
   b)   Update 2nd Regional OAPCE Rep
   c)   Update from Committee to Review YCPIC By-Laws

3.   **FUTURE MEETING DATES:**
   May 31, 2021 at 7:00 pm

Martina Saverino, YCPIC Chair

SPECIAL EDUCATION ADVISORY COMMITTEE
REPORT NO. 2021:06

To: Regular Board Meeting   **May 25, 2021**
A meeting of the Special Education Advisory Committee was held on **May 10, 2021** virtually over Google Meet at 7:00 p.m.

PRESENT:

Committee Members:	H. Adams, J. Wigston, M. Iafrate, D. Legris, F. Tyndall, N. Lai, J. Man, E. Morgillo, L. Paluzzi, S. Suppa
Association Representatives:	A. Misa, F. Di Marco, M. DiFederico
Administration:	D. Candido, A. Cabraja, L. Lausic, E. Miceli-Bush
Regrets:	K. Bryden, C. Remo, F. Di Marco, D.Giuliani, S. Gatti, N. Welch
Recording	C. Mong
Guests:	A. Yeung, *CFO and Treasurer of Board, YCDSB*
	D. Kiriella, *Special Ed. Department Head FMMH, YCDSB*
	M. Liberatore, *Itinerant Work Experience Teacher, YCDSB*
	S. Bondy, *Itinerant Work Experience Teacher, YCDSB*

1. **ACTION ITEM(S):**
    Whereas: The overall enrolment of the Board may continue to decline due to Covid-19 factors,
    AND this temporary decline in enrolment will have a negative effect on the YCDSB Special Education Per Pupil Amount (SEPPA)

    Let it be resolved:
    THAT the York Catholic District School Board send a letter to the Minister of Education advocating for the continuity of enrolment stabilization funding and opposition to a reduction of special education funding for the 2021-2022 school year.
    THAT the letter be co-signed by the Chair of the Board and the Chair of SEAC

2. **CORRESPONDANCE:**
    - Letter from YCDSB SEAC to MOE – Enrolment Stabilization Funding
    - Letter from RCCDSB SEAC to MOE- Support for Bill 172

3. **PRESENTATIONS/DISCUSSIONS/INFORMATION:**
    - Update for 2021-2022 Special Education Funding
    - PEP Presentation
    - Special Education Plan Review
    - 2021-2022YCDSB Budget Survey
    - Status of Exceptional Student Learning during Covid-19
    - 2021-2022 SEAC Meeting Dates

4. **ASSOCIATION REPORTS:**
    - Early Intervention Services of York Region
    - Centre for ADHD Awareness, Canada
    - Learning Disabilities Association of York Region

5. **ITEMS FOR FUTURE AGENDA:**
    - Budget Update

6. **NEXT MEETING:** June 14, 2021

K. BRYDEN, CHAIR, SEAC

To: **Board of Trustees**   **May 25, 2021**

A regular session of the Policy Review Committee was held through Google Meet on Tuesday, May 11, 2021 starting at 6: 30 p.m.

PRESENT:

Committee Members Present:	E. Crowe, J. Ecker, D. 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, T. Sib
Administration:	A. Arcadi, M. Battista, M. Gray, O. Oloya, E. Pivato, J. Sarna, L. Sawicky, A. Yeung
Recording:	J. Di Bratto
Presiding:	J. Ecker, Chair

ACTION ITEMS:

1. **THAT** the Board approve the following revised policy:
   Policy 803 School Generated Funds

2. **THAT** the Board approve the following independent procedure:
   Principals' and Vice-Principals' Transfers

INFORMATION/DISCUSSION ITEMS:
Annual Community Profile
Policy 106 Delegations to the Board
Policy 107 Student Trustees
Policy 614 Ethics and Compliance Reporting (Whistleblower)

FUTURE ITEMS:
Policy 202 Safe Schools – Student Discipline
Policy 218 Code of Conduct
Policy 412 Progressive Discipline
Policy 425 Workplace Harassment
Policy 427 Workplace Violence
Policy 429 Human Rights and Equity

Future meeting date for Policy Review Committee
Jun 1, 2021

Adjournment –   7:56 p.m.   J. Ecker, Committee Chair

YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
Policy Section **Finance**	*Policy Number* **803**
Former Policy #	*Page* **1 of 5**
Original Approved Date **June 4, 2013**	*Subsequent Approval Dates* **June 21, 2016** **July 14, 2020**

POLICY TITLE: SCHOOL GENERATED FUNDS

1.   PURPOSE

The York Catholic District School Board recognizes the need to be transparent and accountable when determining the distribution of funds which are raised at the school level for the purpose of enhancing the means by which educational goals are achieved.

2.   POLICY STATEMENT

School generated funds shall be used to enhance the learning environment in schools and shall be aligned with the Board's Vision and Strategic Plan.

3.   PARAMETERS

3.1   Each school shall operate one external bank account for funds generated at the school level.

    3.1.1   Exceptions to this include only those School Councils that have not yet moved their funds into the school bank account.

    3.1.2   School Councils that have their funds incorporated into the school bank account shall have those funds in separate sub-ledger(s).

3.2   The Principal and School Bursar or Sr. School Secretary will be the signatories on the school bank account. An alternate signatory is recommended (Vice Principal or Designate).

3.3   School generated funds include, but are not exclusive to, HST rebate, cafeteria commission, photographer commission, uniform commission, vending machine commission, PRO grants, etc. and must be processed through the individual school bank accounts and sub-ledgers. This information is to be shared annually with the Catholic School Council.

3.4   School generated funds also include supplementary material fees, student activity fees, co-curricular fees, excursion/field trip fees and fundraising, all of which are covered with specific policies as noted in the Cross Reference section.

3.5   School generated funds shall be used for school purposes and are to complement, not replace, public funding for education. Funds shall be utilized for supplementary materials, equipment or services not funded through the allocated budget of a school board. Purchases are not to be for items that are considered core curriculum.

3.6   School generated funds may be utilized to offset costs for students who cannot afford to fully participate in school activities.

3.7   Activities to raise funds for support of charities shall only be organized if the charity is listed on the Canada Revenue Agency website. All exceptions to this practice (e.g. collection of funds for individual community charitable needs) must have written approval from the Superintendent of Education and must also be approved by the Director of Education if the expected amount to be raised is in excess of $1,000. This is not applicable for gift-in-kind collections. The funds raised for external charities shall be recorded in a separate sub-ledger.

3.8   Co-curricular activities/events and school nutrition programs may be subsidized with school generated funds.

3.9   School generated funds may be used for school yard and sports facilities improvement projects through the School Enhancement Request Form (Admin 56) and process, within the limits outlined in Board procedures. These improvements may not result in a significant increase in school or board operating or capital costs and future maintenance and repairs.

3.10   Enhancements to school facilities (painting, gymnasium upgrades, etc.), through the completion and approval of the School Enhancement Request Form (Admin 56) process and within the limits outlined in Board procedures, may be supported by school generated funds. These improvements may not result in an increase in the student capacity of a school or a significant increase in school or board operating or capital costs. Annual costs of future maintenance and repairs resulting from the work may be considered.

3.11   School generated funds may not be utilized for facility renewal, maintenance or upgrades that are to be fully funded through grants the School Board receives for renewal from the Ministry of Education.

3.12   School generated funds may not be utilized for goods or services from employees where such purchases would contravene The Education Act or Conflict of Interest Policy for Employees.

3.13   School generated funds may not be utilized for political activities or administrative expenses.

3.14   Funds generated at the school level shall be expended, where possible, within the school year. If, as part of their school level planning, schools decide to develop a multi-year plan geared towards achieving a major initiative (i.e. school shade project, yard naturalization, outdoor classroom) these funds should be set aside in a special reserve sub-ledger.

3.15   In exceptional circumstances (i.e. strike lockout, pandemic closure), where funds cannot be fully expended as planned, schools can carryforward their funds to be used in subsequent years with the Catholic School Council and principal's approvals. Schools should use the funds for the purpose that it was raised (e.g. graduation ceremony).

3.16   In the event of a school consolidation/closure any residual school generated funds shall be proportionately distributed, based on student enrolment, to the affected schools.

3.17   School generated funds available in the reserve sub-ledger may be utilized towards public relation type expenditures as per the definition and maximum outlined in the current administrative procedures.

3.18   Liability and Insurance
        3.18.1 The Board shall be protected against claims arising from the handling of school generated funds, through its crime insurance coverage, subject to the terms and conditions of the policy.
        3.18.2 Staff and Principal-authorized volunteers shall utilize risk management practices that promote safety, accountability and due diligence in the handling and management of school generated funds in an effort to minimize related risks and exposure to liability.

3.19   All funds generated at the school level shall be secured ~~at~~ in the schools safe and shall be deposited ~~into~~ the appropriate school bank account on a regular basis, minimum weekly for secondary schools and bi-weekly for elementary schools, to prevent theft and loss of funds.

3.20   Accurate accounting shall be maintained by school administration to comply with the requirement of accountability for both the Principal and the school community. A summary of overall financial activity shall be provided to the Catholic School Council annually.

3.21   Accurate records and supporting documentation of daily transactions, including fees collection, deposits, reimbursements and payments, and regular reporting through the school level bank accounts are to be kept in the prescribed uniform format and subject to internal and external audit. The annual financial reports are due to the Board by September 20th each year.

4.   **RESPONSIBILITIES**

4.1   **Director of Education**
        4.1.1 To oversee compliance with the School Generated Funds policy.
        4.1.2 To determine progressive discipline action if policy breach is identified

4.2   **Superintendent of Education, School Leadership**
        4.2.1 To review, on an annual basis, the school bank account for each school.
        4.2.2 To provide guidance to principals on what can be included as expenditures of school generated funds.
        4.2.3 To act as a resource on any questions regarding interpretation of this policy.

4.2.4   To immediately report cases of non-compliance to the Director of Education.

4.3   **Principal**
4.3.1   To ensure that this policy is followed and that the school generated funds have a designated purpose that is consistent with the school board's mission and values as well as the school improvement plan, and that the funds are used for their intended purposes. Activities will support student achievement and not detract from the learning environment.
4.3.2   To approve expenditures and the allocation of school generated funds.
4.3.3   To complete all documentation as outlined in the School Generated Funds Administrative Procedures.
4.3.4   To ensure that staff and authorized volunteers are aware of this Policy and related School Generated Funds Administrative Procedures.
4.3.5   To supervise the record keeping of all school generated revenues and expenditures that occur.
4.3.6   To ensure safe counting and storage of school generated funds, proper deposit procedures and appropriate reporting to the community.

4.4   **Chief Financial Officer and Treasurer of the Board**
4.4.1   To ensure adherence to all Administrative Procedures, Guidelines and Policies through yearly training and internal audits.

5.   **DEFINITIONS**
5.1   **Co-Curricular Activities**
Co-Curricular special events or activities are extensions to the curriculum and not required for graduation. Examples include, but are not exclusive to: field trips, excursions, guest speakers, presentations, ceremonies, student awards and prizes, school team uniforms, sports competition expenses, and school clubs.

5.2   **Core Curriculum**
Core curriculum materials are learning materials that are required for completion of a unit of study or a high school course credit. These include items that are funded through the allocated budget of a school board including, but not limited to: textbooks, classroom bibles, workbooks, cahiers, resource materials, science supplies, lab materials kits, safety goggles. Classroom supplies are items used in the classroom to facilitate effective learning.

5.3   **Facilities Renewal**
Facilities renewal addresses the cost of repairing and renovating schools and are projects which would normally cost more than $10,000 and convey a benefit over more than one year (i.e. extends the previously assessed useful life of the building structure and/or installed component/systems; decreases operating costs; increases building or system capacity and/or quality).

5.4   **School Enhancement Requests**
Permission to Enhance/improve a school facility using fundraising proceeds is granted per the YCDSB Form Admin. 56 School Supplementary Request Form and process as per the dollar limits outlined in the procedures.

5.5 Supplementary Materials

Materials required beyond those required for core curriculum as determined by the Ministry and the Principal in consultation with the Superintendent of Education, School Leadership.

Supplements may include:
- items that are not required as part of the regular day school program;
- items or activities that are non-essential or co-curricular in nature;
- a voluntary upgrade or substitute of a more costly material to the materials provided for course purposes;
- specialized optional programming (International Baccalaureate, Advanced Athletics, Regional Arts, Laptop Learning and any other board recognized specialized program);
- enhanced learning materials

6. CROSS REFERENCES

YCDSB Policy 303 School Organized and Continuing Education Excursions
YCDSB Policy 312A Textbooks, Program Enhancement Fees or Replacement of Materials - Elementary
YCDSB Policy 312B Textbooks, Program Enhancement Fees or Replacement of Materials - Secondary
YCDSB Policy 423 Conflict of Interest for Employees
YCDSB Policy 603A School Fundraising
YCDSB Policy 603B Fundraising for External Charitable Purposes
YCDSB Policy 606 Catholic School Councils
YCDSB Policy 608 Volunteers in Schools
YCDSB Policy 801 Use of Board and School Funds for Recognition or Acknowledgement Purposes
YCDSB Policy 808 Travel, Meals and Expense Reimbursement

YCDSB School Generated Funds Administrative ProceduresYCDSB Registered Charity Program Guidelines
YCDSB Form Admin. 86 Projected Fundraising for the School Year
YCDSB Form Admin. 86A School Fundraising Summary
YCDSB Form Admin. 56 School Supplementary Request Form & Process
YCDSB Form Admin 106 Supplementary Course Materials and Activities Fees -Approval Form for Elementary & Secondary
Canada Revenue Agency http://www.cra-arc.gc.ca/charities

Municipal Freedom of Information Protection of Privacy Act

Approval by Board	**July 14, 2020**	
	Date	
Effective Date	**July 15, 2020**	
	Date	
Revision Date	**July 14, 2020**	
	Date	
Review Date	**July 2025**	
	Date	

YORK CATHOLIC DISTRICT SCHOOL BOARD

PROCEDURE

School Generated Funds

Addendum to Policy 803: School Generated Funds

Effective: July 2020
Revised May 2021

TABLE OF CONTENTS

1. INTRODUCTION

This document is intended to set out the definitions, guidelines, and procedures to be followed by York Catholic District School Board Schools ('Schools') in accordance with Policies:

YCDSB Policy 312A Textbooks, Program Enhancement Fees or Replacement of Materials-Elementary

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

YCDSB Policy 603A School Fundraising

YCDSB Policy 603B Fundraising for External Charitable Purposes

YCDSB Policy 801 Use of Board and School Funds for Recognition or Acknowledgement Purposes

YCDSB Policy 803 School Generated Funds

YCDSB Policy 808 Travel, Meals and Expense Reimbursement

2. ACCOUNTABILITY FRAMEWORK

2.1   Approvers are accountable for their decisions, which should be:
   ● Subject to good judgment and knowledge of the situation;
   ● Exercised in appropriate circumstances; and
   ● Comply with the principles and mandatory requirements set out in policy and the expense rules.

2.2   When a situation arises and discretion needs to be exercised, approvers should consider whether the request is:
   ● Able to stand up to scrutiny by the auditors and members of the public;
   ● Properly explained and documented; and
   ● Fair, equitable, reasonable and appropriate

2.3   The Principal has the final approval for reimbursements from school generated funds following proper policies and administrative procedures as outlined. Consultation is available and conflicts would be resolved by the Superintendent of Education-School Leadership where required. Direct cross-referencing with the Purchasing Reference Guide and Approval Authority Schedule is mandatory.

2.4   Individuals who are seeking reimbursement from the School Bank Account shall not issue a cheque payable to themselves. Where a school has three or more school bank account signatories, reimbursement to a signatory, with the exception of reimbursement to the Principal, should be signed by the two other signatories who are not seeking reimbursement. In this case, the Principal is one of the two signatories. If a school has only two signatories, the reimbursement to a school bank account signatory must be done at the Board level using Admin 3, Expense Reimbursement (Non-Mileage) Form. Reimbursement to the Principal must be processed using Admin 3 form and approve by the Superintendent of Education.

2.5   In cases of contractual agreements of $10,000 or more for a one-year period and for contractual agreements of any amount for more than a one-year period, the Principal must seek approval of the Superintendent of Education and Chief Financial Officer and Treasurer of the Board prior to the finalization of the contractual agreement. For procurement of $10,000 or more, a minimum of three formal quotations must be obtained. For procurement requirements and contract signing authority, the Principal must ensure compliance with the Approval Authority Schedule.

2.6   The Superintendent of Education shall review, on an annual basis, the projected fundraising events of each school (Admin 86 and Admin 86A and Admin 86B forms) by October 31. The completed forms should be maintained in the Superintendent's department.

2.7   The Principal will ensure that staff completes the Enhanced/Supplementary Course Materials and Activities Fees Approval Form (Admin 106) when student fees are being proposed.

When authorizing the form, the Principal ensures that the proper fee amount is calculated (based on cost recovery) and that proper procedures are followed regarding the collection and deposit of funds.

2.8   The Principal will ensure there is communication to parents about a process to confidentially address financial hardship. Where the Principal (or designate) is satisfied that a financial hardship exists for a student or family, any student fee may be waived.

2.9   Consultation is recommended from the Board's insurance and risk management area for circumstances such as, but not limited to: extra-curricular sports activities, vehicle rentals, volunteer drivers, activity centre rentals, etc.

2.10   Income at the school level may meet the criteria for tax remittances depending on the circumstances surrounding the collection and the total taxable sales of the school. A branch designation assessment (<$50,000 taxable sales) will be conducted during the internal audit process and may require that the school pay for any tax remittance requirements.

2.11   The Board has based these administrative procedures on the guidelines recommended by the Ontario Association of School Board Officials (Finance Committee). When clarification is necessary, OASBO detailed guidelines must be interpreted by the Board's Accounting and Financial Services Department and should not be referred to directly by schools/volunteers.

2.12   Food & Beverage Policy compliance letters for hot lunch or snack programs must be maintained on file for audit purposes.

2.13   Any funds and assets generated at the school level organized by the school or assisted by the Catholic School Council are the property of the Board.

2.14   In the event of a school consolidation/closure:
       2.14.1   Any residual school generated funds shall be proportionately distributed, based on student enrolment, to the affected schools; and,
       2.14.2   Any assets purchased from the proceeds of fundraising events or activities by the school or assisted by the Catholic School Council shall be distributed equitably, based on a needs assessment completed by Board Staff:
                2.14.2.1   First, to the affected schools; and,
                2.14.2.2   Second, to other schools as identified by Board Staff.

3. **ADMINISTRATIVE CONTROLS**
   3.1   BANK ACCOUNT AND RECORDS
       3.1.1   Each school may operate one external bank account for funds generated at a school, with exceptions made to School Councils that have been approved to continue with a separate bank account. Arrangements must be made so that the bank provides a month-end bank statement and copies of front and back of processed cheques. Cheque style SLF102 is compliant for printing with the Board's software for the school bank account. The Principal should ensure that no staff members or members of the community are collecting and managing school funds in an unapproved separate bank account through an annual review of the Policy 803 and Procedures with the school's staff members and members of the school council at the beginning of the school year.

3.1.2   The Principal and School Bursar or Sr. School Secretary are the signatories on the bank account. It is recommended that a third party (Vice-Principal or designate) be set up as an alternative signature in the case of absences. Pre-signing of cheques is not acceptable; signature stamps are inappropriate to use when signing cheques. Councils with separate bank accounts require three eligible signing officers whereby two always sign cheques (one always being the School Principal).

3.1.3   It is the responsibility of the School Principal to verify that all records are properly maintained and available for internal and/or external audit by fiscal year (September 1st to August 31st). School Bank account and School Council finance records must be maintained at the school for seven years (current year + 6 previous years).

3.1.4   When administrative staff, involved with school finances, relocates or terminates employment, the cheque signatories and the combination for the school safe need to be updated. The safe combination should be distributed to minimal staff members as determined by the Principal. When a Principal leaves a school, financial information should be shared with the incoming Principal to make him/her aware of the school's current financial balances and any forthcoming financial commitments. A memo will be provided at the time of administration change with details of the school finances to be discussed.

3.1.5   School Bank and Catholic School Council records and reports must be maintained on file based on fiscal year (September 1st to August 31st) as follows:
● Cheques: original detailed receipts/invoices for expenses incurred must be maintained in a binder in school cheque number order, including CSC Cheque Requisitions (Admin 14/14A) and associated backup.
● Electronic Payments to Board: printouts including Principal release reports must be maintained in a separate section in the cheque binder in date order.
● Deposits: bank deposit slips with associated backup documentation attached (fund collector deposit forms with associated class list, including CSC deposit slips Admin 11), must be maintained in a binder in date order.
● Direct Deposit Notices from Board: printouts from Accounting emailed to the school must be maintained in a separate section in the deposit binder in date order.
● Transfers: transfer printouts and backup documentation including CSC Transfer Request Forms (Admin 15) and Principal's approval must be filed in a separate section of a binder in date order.
● Reports: required monthly report printouts must be signed by the Principal and maintained in separate sections of a report binder in date order (Sub-ledger Summary, Imprest Release). Copies of regular and annual School Council Revenue & Expenditure Reports should be on file in a separate section in the report binder.
● Adjusting Entries: adjusting entry printouts are to be maintained in a separate section of a report binder in date order.
● NSF: printouts and backup documentation pertaining to NSFs are to be maintained in a separate section of a report binder in date order.
● Bank Reconciliation & bank statements processed cheques: monthly bank statements with a copy of the front and back of processed cheques are to be filed with the signed bank reconciliation printout in date order.

3.1.6   Monthly reports: Bank Reconciliation, Imprest Release, HST Report, Sub-ledger Summary and Sub-ledger Transfer reports must be printed by the Sr. School

Secretary/Bursar and reviewed and signed by the School Principal on a monthly basis and maintained as indicated. By signing off on the monthly reports, the Principal acknowledges that a review has been completed and he/she certifies that the information is correct. Upon request by the Accounting and Financial Services Department, the signed monthly reports may be subjected to internal audit reviews.

3.1.7   Upon request, the Sr. School Secretary/Bursar will provide the sub-ledger line item reports to the School Council for transactions pertaining to their funds.

3.1.8   Annual school bank account reports will be printed during the required year-end process on the system based on each year-end date of August 31st. The Revenue and Expenditure Report, Sub-ledger Summary Yearend, copies of August bank statement and bank reconciliation are to be submitted to Accounting and Financial Services Department before September 20th each year.

3.1.9   School Council is to submit their Annual Revenue vs Expenditure Report to Accounting and Financial Services Department before September 20th each year. Councils that maintain a separate bank account must send the Annual Revenue vs Expenditure Report, along with copies of the August bank statement and bank reconciliation.

3.1.10   It is the responsibility of the Sr. School Secretary/Bursar to maintain and categorize sub-ledger accounts in accordance with the sub-ledger account type definitions provided by the Board (refer to section 9). Separate sub-ledgers are required to track each type of collection and expenditure. Expenditures should correspond back to the sub-ledger containing the associated collections. A significant number of sub-ledgers are required in order to provide clear reporting (i.e. separate sub-ledger for each elementary excursion, separate sub-ledger for each field trip by secondary departments). Separate sub-ledgers are required to track Catholic School Council transactions separately from other school funds.

3.1.11   The school should provide the Board a detailed explanation for any sub-ledger balance carried forward from one fiscal year to the next (other than the reserve and imprest sub-ledgers) to ensure these balances have a purpose. Any sub-ledger with deficit balances at year-end should be investigated and dealt with appropriately.

3.1.12   The purpose of a reserve sub-ledger is to accumulate unspent income and excess funds remaining in other sub-ledgers and to offset deficit balances in other sub-ledgers. Significant balances for student activities/resources should be investigated and dealt with appropriately (i.e. refunds processed or excess funds applied to another activity involving the same students). Secondary Schools will require two reserve accounts; one for school reserve funds and one for student reserve funds to coincide with the student income/expenditures (refer to section 7). Student reserve funds and student income may NOT be used to offset items listed as expenditures from school income. Before year-end, compliant transfers are done from and to the appropriate reserve sub-ledgers to offset deficit balances or to clear balances remaining in specific sub-ledgers. Surplus funds remaining from School Council can either be distributed back to the Council sub-ledger or bank account or left in the approved program sub-ledger until further direction is obtained from the Council.

3.1.13   Transfers are required throughout the year in order to correct or balance specific sub-ledger transactions. On a monthly basis, the Principal shall sign off on the sub-

ledger transfer report to approve all transfers. Before year-end, transfers are done in compliance with the school and student expenditures from/to the appropriate reserve sub-ledgers to offset deficit balances or to clear balances remaining in specific sub-ledgers. Council funds solely maintained in the school bank account require that a 'CSC transfer to School' (Admin 15) form be completed and authorized by Council prior to movement of funds from the Council sub-ledger into any other school sub-ledger.

3.1.14 Record-keeping and procedures for Council funds maintained in the school bank account must follow the standard processes outlined by the Board (Appendix A). The procedures provide specific details regarding the process and roles for School Administration and Council. Councils that continue to maintain a separate bank account need to be compliant with the policies and procedures of the Board, including purchasing and record-keeping procedures outlined herein.

3.2 CASH HANDLING

3.2.1 All funds collected at the school level (i.e. library book fair, enhancement fees, fundraising, hot lunch, etc.) must be counted on school premises in an appropriate area. With regards to volunteers, two or more persons are to be present during this process and to initial on the collection list.

3.2.2 Funds collected must be safeguarded before submission to the office for the deposit process (locked cabinet or temporary storage in the school safe).

3.2.3 Fund collectors/counters will complete the Fund Collector Deposit Form (Admin 40) or Council Deposit Form (Admin 11), sign and submit the Form along with an associated class list and the funds to the school office for school bank account deposit processing.

3.2.4 Councils with funds in the school bank account, will insert the funds in the provided bank envelope or deposit bag with a copy of the Admin 11 attached on the outside of the envelope/bag. The bag/envelope is sealed, delivered directly to the school office for storage in the school safe until the Sr. School Secretary/Bursar goes to the bank or the deposit is picked up.

3.2.5 Council funds are not re-counted by school staff; however, are delivered to the bank by the Sr. School Secretary/Bursar when bank deposit process occurs. Funds are not to be removed from the school by volunteers.

3.2.6 All funds (cash and cheques) received from the students or community must be deposited to the school bank account. School staff and volunteers are prohibited to spend cash that has been collected.

3.3 DEPOSITS

3.3.1 Fund collectors will complete the Fund Collector Deposit Form (Admin 40), initial and submit with the funds to the school office for school bank account deposit processing along with an associated class list. Individuals collecting funds for Council purposes will count/organize funds on school premises, complete and sign the Council Deposit Form (Admin 11) and organize for deposit to Council sub-ledger account. These fund collector deposit forms must be kept as backup to the deposits made into the account for audit purposes and filed attached to the associated bank deposit slip.

3.3.2 It is recommended that the school office take a photocopy of all the completed deposit forms before placing the originals in the safe with the actual funds. These copies should be maintained separately as they will provide a means for corroborating the amount of funds not yet taken to the bank, which will be beneficial for insurance purposes should a theft occur.

3.3.3 All fund collectors complete and authorize the appropriate fund counter/collector deposit forms (Admin 40 or Admin 11 for Council) and these are maintained by the school office as backup supporting the amount taken to the bank.

3.3.4 All funds generated at the school level shall be secured at the school's safe and shall be deposited into the appropriate school bank account on a regular basis, minimum weekly for secondary schools and bi-weekly for elementary schools, to prevent theft and loss of funds.

3.3.5 It is acknowledged and understood that monetary and/or gift-in-kind personal benefits are not allowed from Tour Operators. The only exception is for the travel, accommodation and meals included in the tour package for those individuals leading or chaperoning the program. In regards to cash for gratuities or other trip incidentals, the Tour Operator may need to make a cheque payable to the school for deposit into the school bank account. The school may issue these funds to the trip organizer (i.e. teacher in charge) who is then obliged to submit original detailed receipts to the school for expenses balancing to the amount provided. ~~If receipts are not available, then a daily log of itemized costs balancing to the amount provided is acceptable.~~ Reimbursement to the trip organizer should only be provided if receipts or a reasonable alternative supporting documentation (e.g., transaction receipt from use of debit card or purchasing card statement) is made available to substantiate the expense.

3.3.6 Out of Classroom Activities Form (Admin 16) are to be collected at the end of the school year from administration in charge and maintained on file with school finance records for audit purposes. These will be utilized to compare the estimated collections with the actual deposits for excursions randomly selected for review.

3.3.7 Any funds collected from staff for social events, including staffroom vending machine commissions, may be maintained in the school bank account at the discretion of the Principal and spent on staff gatherings and should be recorded in a separate subledger. The expenditures must not exceed the total funds collected; funds of this nature are not to be combined with other school funds. Staff social funds are not subject to audit.

3.3.8 The Library Book Fair deposit must balance to the official company worksheet completed by the Librarian that indicates the total sales minus electronic payments (credit card, debit, etc.). A copy of this worksheet is to be on file with the deposit as backup documentation along with the associated Admin 11.

3.3.9 Electronic deposits permitted after pre-approval is received from the Accounting and Financial Services Department and Superintendent of Education for unique programs.

3.4 PAYMENTS/CHEQUES ISSUED

3.4.1 All expenditures must be processed by cheque and backup documentation submitted (original detailed receipts/invoices - payments should not be made from company statements). In extenuating circumstances where the original

documents are not available, an Admin 19B form (Exception Approval Form) must be on file for the missing or irregular documentation. This is to ensure that transactions are not paid in duplicate, are appropriate according to Board guidelines, and have an accurate audit trail.

3.4.2   Reimbursements to the General School Budget or central budgets are processed using the electronic payment transaction within SAP school banking. Input requires a reference to the purchase order/ or SAP document /or invoice #, vendor name, vendor# and short description. The Principal is required to release the electronic payment on SAP before the transaction will be processed. Void EFT can only be done prior to Accounting and Financial Services processing.

3.4.3   It is inappropriate to fully pre-pay (with the exception for yearbook discounts) for an expense prior to receipt of goods or services.

3.4.4   If gift cards are purchased as prizes/honorariums/recognition purposes, the names of recipients must be shown on the receipt. Gift cards should not be purchased more than two weeks in advance of the event for which they are needed. The purchases should be made at the time required, not in advance without a specific purpose.

3.4.5   HST rebate is available for expenditures through the school bank account. The HST shown on the invoice/receipt is entered directly onto the cheque screen by the Sr. School Secretary/Bursar when the cheque is being issued. The HST rebate is calculated based on the information entered on the cheque screen. Regular reports to claim the rebate are generated and processed by the Accounting and Financial Services Department. The rebates will be forwarded back to the school bank account by electronic funds transfer on a regular basis and deposited in the HST Rebate sub-ledger account. Funds are to be transferred to the Reserve sub-ledger account monthly. Councils whose funds are solely maintained in the school bank account will also be eligible for HST rebates. The CSC HST Rebate will be deposited directly to an appropriate CSC sub-ledger account.

3.4.6   Individual Service Providers being paid $500 or more from the school bank account will require an Admin 118 form to be completed through the school office and submitted to the Accounting and Financial Services Department within the specified period indicated on the form for T4A reporting purpose. Conflict of Interest policy should be reviewed prior to engagement of Individual Service Providers.

3.4.7   Individual service providers who are employees of the Board must be paid through payroll to ensure appropriate mandatory deductions are applied. A reimbursement from school funds to the Board can be processed to offset the cost if appropriate.

3.4.8   Employees seeking reimbursement for use of personal vehicle for work purposes must submit an Admin 3 - Expense Reimbursement form. Schools are not to directly reimburse for gas fill-ups on personal vehicles.

3.4.9   The supporting documentation for the Library Book Fair cheque issued is to include the official company worksheet completed by the Librarian to ensure calculation of payment required is correct.

3.4.10   Electronic payments are permitted after consultation and pre-approval is obtained from the Accounting and Financial Services Department and the Superintendent of Education for unique programs.

3.5 APPROPRIATE USES FOR SCHOOL GENERATED FUNDS

3.5.1   Certain types of purchases (e.g. computers, equipment, facility changes, etc.) are to be processed through Purchasing Services, Information Systems and/or the Plant Department in order to ensure compliance with all Board Policies including proper authorization and vendor selection prior to initiating the purchase.

3.5.2   School generated funds may be used to contribute towards school renovations or facility upgrades/changes that do not increase the student capacity of the school. School renovations or facility upgrades/changes instigated by the school must be authorized in advance by the Superintendent of Education and Plant Department utilizing a Work Order or the School Enhancement Request Forms (Admin 56/56A). These forms must be retained at the school for records and audit purposes. Breaches of this parameter will be subject to progressive discipline.

3.5.3   School generated funds can be used to subsidize the General School Budget only in reference to appropriate finalized expenditures. Reference to the SAP document number, purchase orders and/or invoices that are being subsidized must be referred to as backup for school bank account records and submitted with the electronic payment to the Accounting and Financial Services Department.

3.5.4   School Generated Funds can be utilized for technology investments which complement programs. Information Systems Department must be consulted in writing to ensure compatibility with Board equipment. The processing of a purchase order for purchases or direct consultation from the Purchasing Department is required. Communications with the Information Systems Department must be retained at the school for records and audit purposes.

3.5.5   Extracurricular activities and events can be offset with school generated funds proceeds. Examples include: field trips, excursions, guest speakers, presentations, ceremonies, student awards and prizes, school team uniforms, sports competition expenses, and school clubs.

3.5.6   School Generated Funds may not be utilized towards core-curriculum materials as defined in Policy 312A&B Textbooks, Program Enhancement Fees or Replacement of Materials Elementary and Secondary.

4. FUNDRAISING ADMINISTRATIVE CONTROLS

4.1   Authorization for a major fund raising activity must be obtained before the event takes place (Projected Fundraising Admin 86). Fundraising money should only be spent on items that directly benefit the students for the purchase of enhanced /supplementary supplies, equipment or services that are not funded specifically through school/board budgets.

4.2   Participation in fundraising activities is voluntary for staff and students.

4.3   Proceeds from school and council fundraising activities shall be used equitably among the student body.

4.4   There shall be no more than two major fundraisers per school per year. A major fundraiser involves the majority of the student body and is expected to raise at least an average of $10 per student. Hot lunch, snack and milk programs are subject to the policy and procedures, but do not count as major fundraisers.

4.5   It is understood that spontaneous unplanned minor fundraising projects may occur at given times during the school year (e.g. specific grade/divisional projects or events).

4.6   The Principal may allow minor fundraising events, including topics that relate to curriculum, within the school or a classroom providing it is understood that it is a voluntary effort, without any undue pressure on any student to contribute or participate.

4.7   Council fundraising proceeds can be used to purchase recognition/acknowledgements for school community members; maximum $100 for any single recognition gift. Staff cannot be directly paid honorariums; gifts or gift cards are recommended in these cases. Recipient's name(s) must be written on the gift card receipts/invoices and must be retained for records and audit purposes.

4.8   Fundraising proceeds may not be utilized towards core-curriculum materials. These include, but are not limited to: textbooks, workbooks, cahiers, bibles, science supplies, lab material kits, safety goggles, and staff development costs.

4.9   Refer to all parameters, responsibilities and definitions in the School Fundraising policy #603A.

4.10   Fundraising proceeds should be spent during the school year in which they are raised. A Special Project Reserve sub-ledger can be setup for long term fundraising goals and these amounts need to be specially noted on year-end financial reports. Otherwise, as a guideline, no more than 10% of a school's net fundraising proceeds should be carried forward to the following school year. For Councils, it is prudent to carry forward $1,000 to cover any startup costs for the following year.

4.11   In exceptional circumstances (i.e. strike lockout, pandemic shutdown) where funds cannot be full expended as planned, schools can carry forward the fundraising proceeds to be used in subsequent years with the Catholic School Council and principal's approvals. Schools should use the funds for the purpose that it was raised (e.g. graduation ceremony).

4.12   The Principal will complete and submit the Admin 86A School Fundraising Summary for all planned fundraising initiatives and hot lunch, snack or milk programs to the Superintendent of Education by October 31.

4.13   Communication of fundraising activities and finances must be posted in newsletters and/or on the school website regularly (i.e. December 31 and June 30).

5.   FUNDRAISING FOR EXTERNAL CHARITABLE PURPOSES

5.1   Contributions accepted through the schools that will be forwarded to external charitable organizations are to be organized through the school bank account (these are not processed through the Board's registered charity program).

5.2   There shall be no more than two major fundraisers for external charities per school per year. A major fundraiser involves the majority of the student body and is expected to raise at least an average of $10 per student.

5.3   Minor charitable fundraisers organized by classrooms or student groups should be spaced out and limited in scope so that the school is not constantly fundraising. Consideration should be given to having these charitable drives be non-monetary in nature or limited to 'loonie' or 'toonie' drives.

5.4   Collections for contributions are to be submitted to external charities that are registered through Canada Revenue Agency (CRA). A list of registered charities can be obtained through www.cra-arc.gc.ca/charities.

5.5   Activities to raise funds that do not support a CRA registered charity require approval from the Superintendent of Education (<=$1,000) or Director of Education (>$1,000). Examples include raising funds for local families requiring support in tragic situations. An email or written authorization must be on file with the school banking records for audit purposes. This is not applicable for gift-in-kind (goods contributed) collections.

5.6   The school is encouraged to support Catholic charitable groups. ~~particularly Catholic charities~~. Monies raised from other fundraising events may be allocated to a charitable group.

5.7   Collections that are made specifically for an external charity must be forwarded by cheque directly to the appropriate charity name prior to the end of the fiscal year (August 31st) of which the event occurs. In cases where funds are collected and sent to the Board to allow for one central payment, funds are to be remitted to the CEC within one week of the end of the fundraiser.

5.8   Refer to all parameters and responsibilities in Policy 603B Fundraising for External Charitable Purposes.

5.9   The Principal will complete and submit the Admin 86B Fundraising for External Charitable Purposes for all external charitable initiatives to the Superintendent of Education by October 31.

6. STUDENT FEES ADMINISTRATIVE CONTROLS

6.1   Principals shall pre-authorize all fee collections in the school pertaining supplementary materials/activities used in the classroom (Admin 106 – Enhanced Materials/Activities Fees Approval) and excursions/field trips (Admin 16 – Out of Classroom Activities Approval).

6.2   The Principal will provide leadership and guidance to the staff in determining the extent to which pupils should be asked to supplement supplies.

6.3   All student fees are voluntary and are collected in an amount equal to or less than the direct cost of goods or services being offered.

6.4   All fees collected shall only be spent for what they were intended.

6.5   Schools will not be permitted to charge a late fee when collecting any type of enhancement/supplementary or student activity fee.

6.6   Fees are not to be collected from students to cover core curriculum materials that are funded through the allocated budget of the Board. These include, but are not limited to: textbooks, workbooks, cahiers, bibles, science supplies, lab material kits, safety goggles, and staff development costs.

6.7   Fees to cover sports teams, extra-curricular clubs, excursions, retreats, field trips are permitted. It is up to the individual Principal how approval is obtained to initiate a fee collection for extra-curricular activities.

6.8   Student Activity Fees are voluntary amounts collected from the student to supplement the school experience and can include costs for yearbooks, student agendas, student recognition programs, extracurricular activities, school spirit events, student clubs and teams.

6.9   Maximum Student Activity Fee: $100 per school year per student.

6.10   Fees for Student Retreats must not be included directly in the Student Activity Fee, but may be collected at the same time. Requesting a separate cheque from parents is encouraged so that the deposit can be posted directly into the proper retreat sub-ledger account.

6.11   Non-payment of the Student Activity Fee shall in no way delay or jeopardize a student's registration or course selection process.

6.12   Student Activity Fee refund amounts due to registration cancellation shall be dependant upon the date of cancellation and costs already incurred.

6.13   Students shall not be charged for parking fees.

7. **SECONDARY CONTROLS**

     7.1   Income at the secondary school level is defined as 'School' or 'Student'.

         7.1.1   School income is defined as income that arises from services provided to the school: Bank Interest, HST Rebate, Photographer's Commission, Uniform Commission, Cafeteria Commission, Vending Machine Commission.

         7.1.2   Student income is defined as income derived directly by or from the students: Student Activity Fees (SAF), Enhanced/supplementary Course Materials fees, Excursion funds, Extra-curricular funds (team sports, clubs, etc.), Student Councils funds, Fundraising, Student parking fees.

     7.2   Secondary "School" income may be spent in the following areas with separate sub- ledgers available in order to track these expenditures for audit purposes:

         7.2.1   Public Relations: For purchases in accordance with Policy 801 Use of Board and School Funds for Recognition or Acknowledgement Purposes. Examples include items or events for school community meetings, or to encourage staff morale, promote rewarding relationships with community partners, suppliers and volunteers in accordance with Policy 801. Annual maximum expenditure: $6.00 per student average daily enrolment as at the October 31st of the current school year. All receipts must be retained for records and audit purposes. Name of recipient must be written on the receipt and retained in the audit binder. For exclusions please refer to Policy 801.

7.2.2　Staff Professional Development: Professional Development for staff (excluding Principal and Vice Principals) to attend in-services and conferences to enhance their profession (includes PA Day expenditures). Annual maximum expenditure: $50 per the staff full-time equivalent as at Oct 31st of the current school year. Excluded from the maximum: Special programs (i.e., International Baccalaureate) that require particular teacher training from other fees collected.

7.2.3　Staff Retreats/Faith Day: Purchases to involve staff in the religious aspects of school life (includes staff faith day expenditures). Annual maximum expenditure: $30 per the staff full-time equivalent as at Oct 31st of the current school year.

7.2.4　Recognition or Acknowledgement Purposes: for purchase in accordance with Policy 801 Use of Board and School Funds for Recognition or Acknowledgement Purposes. Examples include bereavement, honoraria, or recognition for an honour or accomplishment to a staff member or student(s).   The value of any single individual recognition or acknowledgement shall not exceed one hundred dollars ($100). Name of the recipient ~~should be~~ must be written on the receipt and retained in the audit binder. For exclusions please refer to Policy 801.

7.3　Secondary 'Student' income must be spent on items that directly benefit the students.

7.3.1　Student Activity Fees (SAF): The current amount and intended allocation of the school's student activity fee shall be communicated to the school community. Sample format:

Enrolment of 1200 x SAF $90 = $108,000

Yearbook	$40	x 1200	=	48,000
Student Agenda	$10	x 1200	=	12,000
Student Recognition	$3	x 1200	=	3,600
Student Council	$2	x 1200	=	2,400
Team Sports	$20	x 1200	=	24,000
Theme/School Spirit	$5	x 1200	=	6,000
Student Clubs	$10	x 1200	=	12,000

7.3.2　Enhancement/Supplementary Fees and Field Trips/Excursions: Voluntary fees, calculated at recovery of cost only and pre-approved by the Principal (Admin 16 or 106 forms), are to be communicated, where possible, to students/parents during the course selection process. Refunds should be considered where large surpluses remain. Deficits for any category must be subsidized by student or school reserve funds by processing transfers before year-end. The specific approvals for enhancement fee collections are finalized by individual School Principals with consultation from the Superintendents of Education when necessary.

7.3.3　Other Collections: When fees are collected from students for other items (i.e. photocopying, library fines, computer printing etc.), the charge shall be cost recovery only. The fees collected must be accounted for and deposited to the school bank account, with appropriate backup documentation, through the Sr. School Secretary/Bursar; cheques are issued for expenditures.

7.3.4 Extra-curricular Funds: (Sports Teams, Clubs, Student Council, etc.) There shall be no collections in excess of projected expenditures. Refunds should be considered where large surpluses remain. Deficits for any category.
must be subsidized by student or school reserve funds by processing transfers before year-end.

7.3.5 Catholic School Council and other contributions: These funds are allocated to the school for specific purposes and shall only be spent as intended. Council funds maintained in the school bank account must adhere to the Board standards, procedures and forms recommended for this process. If a Catholic School Council wishes to solicit a set amount per student in lieu of other fundraising, they can choose to have that amount included in the Student Activity Fee. It must be clearly delineated from the Student Activity Fee and clearly indicated as 'Voluntary Contribution to Catholic School Council Fundraising'.

8. ELEMENTARY CONTROLS

8.1.1 Elementary income must be spent on items that directly benefit the students, such as:
- Non-mandatory professional drama performances
- Supplemental library books/reference material
- Supplemental classroom/lab computers (student use)
- School events and extra-curricular activities, including school sporting events, clubs, concerts, etc.
- Field trips, excursions, supplemental educational programs
- Enhanced/supplementary classroom materials
- School beautification (peace gardens, hallway murals, etc.)

8.2 Elementary income must NOT be spent on the following:
- Core-curriculum materials (textbooks, workbooks, etc.)
- Computers or furniture/equipment for the office
- Staff meeting refreshments (please use GSB: Pcard or Imprest)
- Office supplies, business cards
- Gifts/~~refreshments~~ for staff members
- Equipment or supplies for the staff room
- Staff development/conferences

8.3 The following considerations may be made with separate sub-ledgers available in order to track these expenditures for audit purposes:
8.3.1 Public Relations: Purchases that provide items or refreshments for parent/community meetings, and for promoting rewarding relationships with community partnerships, suppliers and volunteers in accordance with Policy #801. Annual maximum expenditure: $1 per ADE student enrolment as at the Oct 31st of the current school year (minimum of $300 per location). All receipts must be retained for records and audit purposes. Name of recipient must be written on the receipt and retained in the audit binder. For exclusions please refer to Policy 801.

8.3.2 Extra-curricular Funds: (Sports Teams, Clubs, Student Council, etc.) There shall be no collections in excess of projected expenditures.

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Refunds should be considered where large surpluses remain. Deficits for any category must be subsidized by reserve funds by processing transfers before year-end

8.3.3   Enhancement/Supplementary Fees and Field Trips/Excursions: Voluntary fees, calculated at cost-recovery and pre-approved by the Principal (Admin. 16 or 106 forms), are to be communicated to students/parents as soon as possible. Refunds should be considered where large surpluses remain. Deficits for any category must be subsidized by reserve funds by processing transfers before year-end.

8.3.4   Recognition or Acknowledgement purposes: For purchases in accordance with Policy 801 Use of Board and School Funds for Recognition or Acknowledgement Purposes. Examples include bereavement, honoraria, or recognition for an honour or accomplishment to a staff member or student(s). The value of any single individual recognition or acknowledgement shall not exceed one hundred dollars ($100). Name of the recipient must be written on the receipt and retained in the audit binder. For exclusions please refer to Policy 801.

8.3.5   Catholic School Council and other contributions: These funds are allocated to the school for specific purposes and shall only be spent as intended. Council funds maintained in the school bank account must adhere to the Board standards, procedures and forms recommended for this process.

9. SUB-LEDGER ACCOUNT TYPE DEFINITIONS

SUB-LEDGER ACCOUNT TYPE	DEFINITION	SUB-LEDGER EXAMPLES
Banking	Bank Interest and Bank Account Service Charges/account fees. Cost of cheques for bank account.	Bank Interest, Bank Service Charges, GIC
Excursions/Field Trips	All revenue & expenditures for excursions and field trips. Expenses include transportation, admissions, accommodations & other directly related expenditures. Any surplus or deficit should be balanced to zero before year-end (August 31st) by transferring funds to or from the Reserve sub-ledger. Substantial over-collections must be investigated to determine if student refunds are required. Each excursion is to be recorded in a separate sub-ledger.	Individual Excursions (e.g. Toronto Zoo, ROM, etc.) Band Trip, Specific Secondary Subject Trips, Quebec Trip, Ottawa Trip
External Charities	Direct in/out transactions for external charities raised by students, staff or school community. Transactions are to be deposited to the sub-ledger, then a cheque issued directly to the charitable institution within the same school year (before August 31st).	Terry Fox Run, ShareLife, Heart & Stroke
Fundraising	Revenue & expenditures for products sold or activities that are intended to generate profits and be beneficial to the entire school rather than a specific club or department. At year-end (August 31st), transfers should be performed to place the remaining funds in the Student Reserve sub-ledger.	Library Book Fair, Spirit Day, Fundraisers not organized by School Council, non-Council Hot Lunch, milk or snack programs, Brd Reg Charity offsets
Other	Other financial activities that are not covered under the above categories/types and are not directly student-related activities.	HST Rebate, Cafeteria Commission, Photo Commission, Public Relations, Recognition, Recycling Rebate, Vending Machine Commission, Staff Social, General contribution to the school (no income tax receipt)
School Council	All revenue & expenditures generated by the Catholic School Council. Note: This does NOT include external charities as defined below.	Council operated activities: Hot Lunch, Milk Program, Council Fundraisers, Council BBQ
Sports Teams (Secondary Only)	Revenue & expenditures for student extra-curricular team sports. These should have their own source of revenue or are provided with a portion of the student activity fees. It is the Principal's responsibility to determine if surplus funds are to remain in the sub-ledger or are to be transferred to Student Reserve at year-end. A deficit balance is not allowed in this type of sub-ledger, therefore a transfer from reserve	Individual Team Sports, Team Sports Operate, Athletic Fee, Athletic Banquet

	funds should cover any deficits before year-end (August 31st). Substantial over-collections must be investigated to determine if student refunds are required.	
Student Activity Fees (Secondary Only)	Voluntary Revenue collected at registration for Student Activity Fees (SAF). No cheques for expenses are issued directly from a Student Activity Fee sub-ledger (with the exception of student refunds); transfers are performed to other sub-ledgers for spending as per school newsletter publication. Before year-end any balance remaining of SAFs need to be transferred to Student Reserve.	SAF 2019/20, SAF 2020/21, etc.
Student Council/Gov't	Revenue & expenditures generated by student committees operated at the school. Either their own source of revenue or allocation of SAF. Usually surplus funds are to remain in the sub-ledger at year-end. A deficit balance is not allowed in this type of sub-ledger, therefore reserve funds should offset any deficits. Note: this does not include external charities as defined below.	Student council, athletic council, yearbook committee, arts council
Student Res/Activities	All revenue & expenditures for student resources or activities such as: course enhancement fees for individual subjects, specific clubs, student resources that either have their own source of revenue or are provided with a portion of the student activity fees. It is the Principal's responsibility to determine if surplus funds are to remain in the sub-ledger or are to be transferred to Student Reserve at year-end. A deficit balance is not allowed in this type of sub-ledger, therefore a transfer from reserve funds should cover any deficits before year-end (August 31st). Substantial over-collections must be investigated to determine if student refunds are required.	Misc. Student Expenditures, Misc. School Expenditures, Dept. sub-ledgers for Course Enhancement Fees, Lost Textbooks, Liturgies, Student Parking, Student Handbooks/Agendas, Awards, Graduation, Prom, Fashion Show, Plays, Clubs, Elementary Sports, Newspaper, Locks, Author Presentations, Performances, Yearbook, School BBQ (non-Council)

10. **CROSS REFERENCES**

There are other policies, procedures and guidelines that have been established and are cross-referenced in the policies related to this administrative procedure.

Other Related Policies:
YCDSB Policy 423 Conflict of Interest for Employees
YCDSB Policy 606 Catholic School Councils
YCDSB Policy 801 Use of Board and School Funds for Recognition or Acknowledgement
YCDSB Policy 802 Purchasing, Lease & Rental of Goods & Services

Guidelines, Procedures and Forms:
Admin 3   Expense Reimbursements
Admin 11   CSC Deposit
Admin 14   CSC Cheque Request
Admin 14a   CSC Cheque Request Blanket
Admin 15   CSC Transfer to School
Admin 16 et al – School Organized and Continuing Education Excursions, Approval & related forms
Admin 19B   Exception Approval Form
Admin 40   School Fund Collector Deposit Form
Admin 56   School Enhancement Request
Admin 71   Interschool Athletic Participation Form
Admin 72   Informed Consent/Permission Form For Sports Teams
Admin 77   Annual Sports Team Request Form
Admin 78   Athletic Fee
Admin 86   Projected Fundraising
Admin 86A   School Fundraising Summary
Admin 86B   Fundraising for External Charitable Purposes Summary
Admin 106   Supplementary Course Materials and Activities Fees Approval Form for Elementary & Secondary
Admin 118   Individual Service Providers paid through School Generated Funds

Purchasing Card Procedure
Purchasing Reference Guide
Registered Charity Guidelines and forms
Travel, Meals and Expense Reimbursement Guidelines
YCDSB Approval Authority Schedule

<u>Catholic School Council Funds Posted in the School Bank Account</u>

Catholic School Council Procedures

The Council no longer maintains a separate bank account (exceptions to this include only those School Councils that have not yet moved their funds into the school bank account); all Council funds are maintained in the school's bank account for recording/reporting purposes. Separate sub-ledgers will be set up on the system to track Council transactions separately from other school funds. Council should ensure that the standard blank forms, as outlined below, should be copied onto green paper and a supply of the forms made assessable for Council members.

1) **Deposits:**
CSC Treasurer/committee will maintain the collected Council funds on school property at all times. The funds will be counted and organized for deposit on school premises by two or more approved Council volunteers. Council funds will **not** be re-counted by the Sr. School Secretary/Bursar.
  a. The school needs to provide the Council with a supply of:
    i. Specific bank night wallet envelopes/bags OR
    ii. Bank deposit bags and pre-numbered tags OR
    iii. Board provided re-usable deposit bag and pre-numbered security seals
  b. The customized bank deposit slip (Admin 11) will be utilized by Council for deposits. Bank account information can be obtained from the Principal before photocopying extra blank copies to use.
  c. The Council Treasurer/committee shall stamp the cheques for deposit with the bank account # in **green** ink (see NSF segment) to identify CSC. All other particular bank procedures (coin rolling, etc.) for deposit must be followed.
  d. Council will complete the customized bank deposit slip (Admin 11) including the **reason** for deposit and have authorized by the approved committee counting the funds <u>and</u> the Treasurer or Chair (signatures as approved by Council).
  e. Either the bank envelope number or a selected pre-numbered security seal number will need to be input in the 'wallet #' area on the Admin 11 form. Two or three copies of the Admin 11 will be required.
  f. Council will insert the counted/organized funds and the original copy of the Admin 11 in the deposit bag provided. The bag or envelope is to be sealed with the seal provided by the bank or the associated pre-numbered security seal that locks the deposit bag.
  g. Council will deliver the sealed deposit bag to the Sr. School Secretary/Bursar with the second copy of the completed Admin 11 form on the outside of the bag.
  h. The deposit bag will be stored in the school safe while being held at the school until the deposit to the bank is complete.
  i. The Sr. School Secretary/Bursar will deliver the sealed deposit bag to the bank on the next trip to the bank (or hold for bank pickup). The Secretary/Bursar will input the bank deposit amount into SAP. The reason for the deposit should easily correspond with the Council sub-ledger name. If not, also indicate on the Admin 11 form the Council sub-ledger that deposit should be recorded into. The credit will then show in separate sub-ledgers dedicated to Council transactions.
  j. A third copy of the Admin 11 may be maintained by the Council Treasurer if desired.

k. Council should maintain all supporting documentation for deposits with school finance records, including but not limited to: Hot Lunch order forms, Milk order forms, fundraising pledge sheets or order forms, etc.

2) Cheques:
Any vendors that the Council is dealing with must make contact with regards to payments or any other matter directly with the CSC Treasurer or Council committee (not the Sr. School Secretary/Bursar).
   a. CSC Treasurer or committee member instigating a payment or requiring reimbursement from Council funds will complete a *CSC Cheque Requisition Form* (Admin. 14) in order for a cheque to be issued from CSC funds in the school bank account.
   b. CSC Treasurer or committee member will ensure that the appropriate original detailed invoice/receipt is attached as backup to the cheque requisition form. If the purchase is for an approved Council project, then the CSC meeting minutes or annual financial plan should also be available as backup.
   c. CSC Treasurer will ensure that this completed form is authorized by the School Principal, CSC Treasurer and/or CSC Chair.
   d. The original completed, signed form and backup is then submitted to the Sr. School Secretary/Bursar for cheque processing from a School Council sub-ledger.
   e. HST rebate will be processed as per Board guidelines.
   f. It is advisable for the Treasurer to give the Sr. School Secretary/Bursar a one-day advance notice if a cheque is required urgently on a specific date.
   g. Specific procedures can be set out to ensure scheduled processing for repetitive payments, such as Hot Lunch days, are carried out. A copy of 'blanket' cheque requisition form (Admin. 14a) could be used to indicate the hot lunch dates, while the amounts are filled in as required.
   h. After the cheque has been issued by the Sr. School Secretary/Bursar it will be placed in the Council mail slot for distribution by the Treasurer.

3) Transfers:
   a. School Councils that allocate lump-sum funds to the school to cover specific events/programs can now initiate a transfer between sub-ledgers. A transfer of funds will be required to move money from a School Council sub-ledger to cover some costs in another school sub-ledger within the school bank account.
   b. The CSC Treasurer must complete a *CSC Transfer Request Form* (Admin.15) and have the Principal, CSC Chair and/or Treasurer authorize. If the purchase is for an approved Council project, then the CSC meeting minutes or annual financial plan should also be available as backup.
   c. The Council needs to indicate if the Council needs to continue approving the expenditure from the transferred funds. If yes, then Council will continue to sign on the expenditures (Admin 14) and the sub-ledger to which the transfer is made will show under the School Council account type.
   d. The original completed, signed transfer form is then submitted to the Sr. School Secretary/Bursar for transfer processing.

4) NSF:

    a. The deposit of cheques into the school bank account for CSC activities may result in non-sufficient fund notices from the bank. Since the CSC Treasurer/committee will be stamping the cheques for deposit with the bank account # in *green* ink, this will identify the returned cheque as Council when the bank returns it.

    b. The returned cheque will go directly to the Sr. School Secretary/Bursar since she is the bank's main contact. The Sr. School Secretary/Bursar will identify the returned cheque as Council due to the green ink stamp. The Sr. School Secretary/Bursar will automatically enter the NSF into the system in the standard manner, debiting the cheque amount & bank fee to a School Council sub-ledger. Notification will then be sent to the Council Treasurer to follow-up with replacement funds.

    c. The CSC Treasurer will follow-up with the payee for reimbursement, including any fee charged by the bank and then deposit the replacement funds in the standard process as outlined in procedure # 1 above.

5) Reports:

    a. For verification purposes, the CSC Treasurer may maintain a photocopy of each submitted deposit, cheque requisition and transfer for Council records.

    b. The Treasurer is to request as needed from the Sr. School Secretary/Bursar the sub-ledger line item printouts indicating all transactions posted for the fiscal year to date.

    c. The Treasurer needs to provide at least one day's notice to the Sr. School Secretary/Bursar when requesting this report.

    d. The Treasurer is to reconcile the sub-ledger line item printouts received from the Sr. School Secretary/Bursar

    e. If there any discrepancies in the sub-ledgers noticed by the Treasurer, the Treasurer should discuss and reconcile with the Sr. School Secretary/Bursar.

    f. The CSC Treasurer will create regular reports as required for Council meetings based on the sub-ledger printout (Revenue vs Expenditure and Plan/Budget vs Expenditure reports).

    g. The CSC Treasurer will create the Annual Revenue vs. Expenditures report and submit this to the Accounting and Financial Services Department before September 20th of the year following.

<u>Catholic School Council Funds Posted in the School Bank Account</u>
Sr. School Secretary/Bursar Procedures

An accurate recording of all School Council transactions will need to be maintained in separate sub-ledgers in the School Bank Account. These sub-ledgers must articulate only the Catholic School Council **authorized** transactions as indicated below and be set-up with 'School Council' account types.

1) **Deposits:**
CSC Treasurer/committee will maintain the collected Council funds on school property at all times. The funds will be counted and organized for deposit on school premises by two or more approved Council volunteers. Council funds will **not** be re-counted by the Sr. School Secretary/Bursar.
   a. The school needs to provide the Council with a supply of:
      i)   Specific bank night wallet envelopes/bags OR
      ii)   Bank deposit bags and pre-numbered tags OR
      iii)   Board provided re-usable deposit bag and pre-numbered security seals
   b. The customized bank deposit slip (Admin 11) will be utilized by Council for deposits. Bank account information is obtained by Council from the Principal before photocopying extra blank copies to use.
   c. The fully prepared deposit and sealed bank envelope or bag, with a copy of the Admin 11 attached on the outside, will be delivered to the School Office by Council.
   d. The sealed envelope or bag is <u>not</u> to be opened by the Sr. School Secretary/Bursar for any purpose and is to be stored in the school safe until the next bank deposit delivery date (or pick-up by bank).
   e. The outside copy of the Admin 11 will be used by the Sr. School Secretary/Bursar to enter the total deposit amount into SAP with its own deposit document number to credit the appropriate CSC sub-ledger.
      i)   The information can be input as if it is one cheque for the full amount (do not itemize by denomination on the screen as this information is only needed by the bank).
      ii)   Do NOT combine the Council deposit entries with amounts being entered for other school bank account deposits.
      iii)   Input the **wallet#** information into the field 'Night Deposit Wallet #'
   f. Take the Council prepared sealed deposit bag to the bank on the next trip to the bank with regular school deposits (or pickup by bank).
   g. The Admin 11 is filed in date order (SAP document# order) along with other school bank account deposit backup.
   h. Council supporting documentation (i.e. Hot lunch orders, Milk orders, fundraising pledge or order form, etc.) can be archived with the appropriate school year's school banking records.

2) **Cheques:**
In order for a cheque to be issued from CSC funds (School Council sub-ledgers), a *CSC Cheque Requisition Form* (Admin. 14) must be **completed by Council**. The CSC Treasurer is to ensure that the signatures of the Principal and CSC Treasurer or Chair are on the form and the original detailed receipts/invoices and other details are attached **prior to** submission to the Sr. School Secretary/Bursar.

a. If an invoice arrives at the school for payment, the Sr. School Secretary/Bursar can determine if the payment is from Council funds or School/GSB funds. If it is determined as Council, the invoice is placed directly into the Council mail slot for CSC processing.

b. When the completed CSC Cheque Requisition Form & attachments are submitted to the office, the Sr. School Secretary/Bursar ensures that the proper backup receipts/invoices are attached and processes a cheque from SAP in the standard manner as outlined in the SAP School Banking guide.

c. As with any school bank account cheque, the Sr. School Secretary/Bursar may need to tabulate the HST totals from the backup documentation for entry into the system in order to claim the appropriate HST rebate.

d. The issued cheque stub (bottom) is attached to the cheque requisition form and backup and filed along with all other school bank account cheque backup in cheque# order.

e. The issued cheque and middle stub are placed directly into the Council mail slot for the Council Treasurer to completely handle the distribution of the payment.

3) **Transfers:**
School Councils that allocate lump-sum funds to the school to cover specific events/programs can now initiate a transfer between sub-ledgers. A transfer of funds will be required to move money from a School Council sub-ledger to cover some costs in another school sub-ledger within the school bank account. The CSC Treasurer must complete a *CSC Transfer Request Form* (Admin. 15) and have the Principal, CSC Chair and/or Treasurer authorize. If the purchase is for an approved Council project, then the CSC meeting minutes or annual financial plan should also be available as backup.

a. Upon receipt of the original, signed transfer form the Sr. School Secretary/Bursar processes a transfer in the standard manner as outlined in the SAP School Banking guide.

b. The Council needs to indicate if the Council needs to continue approving the expenditure from the transferred funds. If yes, then Council will continue to sign on the expenditures (Admin 14) and the sub-ledger to which the transfer is made will show under the School Council account type.

c. The transfer printout and signed form is filed along with all other school bank account transfers in a section dedicated for this purpose in the fiscal year school bank account reporting binder.

4) **NSF:**
a. A returned cheque deposited for Council will go directly to the Sr. School Secretary/Bursar since she is the bank's main contact. The Sr. School Secretary/Bursar will identify the returned cheque as Council due to the green ink stamp used by Council at the time of deposit.

b. The Sr. School Secretary/Bursar will automatically enter the NSF into the system in the standard manner, debiting the cheque amount & bank fee to a School Council sub-ledger.

c. The printed notification form or other agreed documentation can then be placed in the CSC mail slot for the Council Treasurer to follow-up with replacement funds.

d. The CSC Treasurer will follow-up with the payee for reimbursement, including any fee charged by the bank and deposit the replacement funds following the deposit procedure.

5) **Reports:**

a. The Sr. School Secretary/Bursar will print the sub-ledger line item report(s) for Council sub-ledger(s) for the **entire fiscal year-to-date** on a regular basis and as requested by Council. (recommended to be done directly after monthly bank reconciliation process along with all other monthly reports). Since Council meetings do not always occur on a monthly basis, the Treasurer may ask the Sr. School Secretary/Bursar for this printout on an as needed basis.

b. The Treasurer needs to provide at least one day's notice to the Sr. School Secretary/Bursar when requesting this report.

c. It is the Treasurer's responsibility to reconcile the sub-ledger line item reports to the CSC records. If there are any discrepancies in the ledgers noticed by the Treasurer, the Treasurer and Sr. School Secretary/Bursar need to discuss and reconcile.

d. Additional training can be provided to the Sr. School Secretary/Bursar if an electronic version (excel) of these reports is requested.

Secondary School Fee Guidelines

Student Activity Fee	Student Activity Fees are allowable under the Ministry of Education Fee Guidelines. This fee, while voluntary, is customary in YCDSB secondary schools and covers such things as yearbooks, student agenda books, student activities, athletics, etc. The costing of these services provided to students is based on full participation of the student body. With less than full participation, costs will increase. Some items, such as the yearbook, will not be available if not ordered at the time of the Student Activity Fee collection. The student activity fee is usually collected at the time of course selection for ease of tracking, though it is not related to registration or course selection.
Catholic School Council Donations	Voluntary contributions can be requested to the Catholic School Council. These funds are distributed by the council to support and enhance school activities and equipment, above and beyond the funding provided by the Ministry of Education. If the school wishes to offer income tax receipts for donations of $25.00 or more, the school must submit for approval an Admin 101 Request for Approval of Board Registered Charity Program each school year offered. Upon approval, these donation cheques would need to be payable to the YCDSB.
Special Optional Programing	Special board programs that students choose to attend through a voluntary application process and that are over and above the regular diploma programme have fees: International Baccalaureate, Regional Arts Programs, High Performer Athlete Program, Laptop Program, etc.
Lost or Damaged Materials	Students will be charged the replacement or repair costs for lost or damaged textbooks or other learning materials or equipment, including library books.
Financial Assistance	As is our long-standing practise, families experiencing financial difficulty are encouraged to communicate with the Principal in confidence to seek assistance with fees, as needed.
Subject Enhancement Fees	Basic learning materials and activities are provided to each student in order to enable the achievement of the credit and to meet graduation requirements. The Ministry guidelines allows for fees to be charged for enhancements to the basic learning materials and activities. The Ministry does NOT allow for fees to be charged for textbooks or workbooks under any circumstances. All field trips or excursions are considered a voluntary enhancement; a basic in-school learning alternative will be provided for those not participating.
	Drama	no course fees
	Arts - Music	basic music delivery is vocal; fees may apply for musical instruments
	Arts - Visual Art	basic materials provided; voluntary enhancement art kit is available for purchase
	Arts - Dance	no course fees; student must provide own shoes and dance wear
	Bus. - Accounting	no course fees
	Bus. - Entrepreneurship	no course fees
	Bus. - Marketing	no course fees
	Bus. - other	no course fees
	CWS - Civics	no course fees
	CWS - Economics	no course fees
	CWS - Family Studies	basic materials provided; voluntary enhanced materials are available for purchase
	CWS - Geography	no course fees
	CWS - History	no course fees
	CWS - Law	no course fees
	Cooperative Education	Transportation to placement is subsidized but not fully covered
	English	no course fees; voluntary enhanced materials are available for purchase (i.e. writing guide)
	E.S.L.	no course fees
	Mod. Lang: French, Italian, & Spanish	no course fees
	Math	students may want to purchase their own graphing calculators
	Physical Education	CPR program is provided in Gr. 9, optional test for certification has a fee; voluntary enhanced courses are available in the senior grades, with an fee for off-site activities
	Religion	no course fees
	Science	senior students may wish to purchase their own upgraded safety goggles

	Tech. Studies -	basic materials provided; voluntary enhanced materials are available for purchase
	Communication Tech.	basic materials provided; voluntary enhanced materials are available for purchase
	Design & Tech	basic materials provided; voluntary enhanced materials are available for purchase
	Green Industries	basic materials provided; voluntary enhanced materials are available for purchase
	Hairstyling & Aesthetics	basic materials provided; voluntary enhanced materials are available for purchase
	Hospitality & Tourism	no course fees; certification test fee
	Manufacturing Tech.	basic materials provided; voluntary enhanced materials are available for purchase
	Transportation Tech.	basic materials provided; voluntary enhanced materials are available for purchase
	Construction Tech	basic materials provided; voluntary enhanced materials are available for purchase

YORK CATHOLIC DISTRICT SCHOOL BOARD

INDEPENDENT PROCEDURE:

PRINCIPALS' and VICE-PRINCIPALS' TRANSFERS

xxxxx 2021

1. PURPOSE

The York Catholic District School Board employs Principals and Vice-Principals to lead and manage its schools and various portfolios.

According to the Council of Directors' of Education Research Project, *Strong Districts and Their Leadership, 2017*, "...*There is likely no single improvement focus for a district that will make as large a difference to its performance as a focus on School-level Leadership development...*" To that end, the leadership development strategy of the Board's Principals and Vice-Principals, includes providing school administrators with meaningful professional experiences working in various school communities during their careers.

It is in the best interests of the Board, its school administrators, and school communities to ensure that the transfer process, as operationalized by the senior administrative team, is consistent with the ~~aforementioned~~ Terms and Conditions of Employment, that the Board's management rights are exercised in a fair, objective and reasonable manner without bias or bad faith, confidentiality is maintained, and is transparent to all stakeholders.

The ability to transfer school administrators is consistent with the Board's statutory obligations under the *Education Act*, *The Ontario Human Rights Code* as well as its management rights under its Terms and Conditions of Employment with both its Elementary and Secondary Principals' and Vice-Principals' Associations. The Board, as the employer of school administrators, requires operational flexibility to meet the various needs of its schools through the placement and transfer of Principals and Vice- Principals who in the view of the senior administrative team, possess the requisite leadership and managerial skills which best serve the interests of each unique school community.

2.

ITEMS TO BE CONSIDERED WITHIN THIS PROCESS	
System Needs- Please refer to Section 4.4 - Definitions. Examples of "system needs" include but are not limited to: vacancies; previous professional experiences in various school communities and divisions, balancing teams with variable skill sets, familiarity with the community profile and demographics; program, and other relevant school needs including promoting human rights and equity in order to achieve a diverse and representative workforce.	
Terms and Conditions of Employment - Transfer Process That the Board's management rights are exercised in a fair, objective, reasonable and transparent manner without bias or bad faith, and confidentiality is maintained.	
Community Profile Leadership qualities and community needs are reviewed and highlighted.	
Consultation Forms School administrators to submit for the purpose of facilitating annual transfer discussions.	
Professional Growth Plans School administrators and Area Superintendents will reference in their deliberations.	

Individual skill sets and qualifications This includes but is not limited to: Ontario College of Teachers' Additional Qualifications, educational credentials, specialized training, professional experiences in specialized programs, other professional experiences outside of the Board and/or education sector.	
Length of service at a particular school Number of years placed at a specific school (3-5 years)	
Geographical location The school administrators' home address on file with the Board relative to the school placement.	

3. RESPONSIBILITIES

3.1 Director of Education

3.1.1 To facilitate and support discussions with the Senior Strategic Leadership Team that is consistent with the Board's obligations under the *Education Act* and Board Leadership Development Strategy;

3.1.2 In consultation with and on behalf of the senior team, to render final decisions on the assignments of Principals and Vice-Principals each school year; and

3.1.3 To ensure that the Director's Staffing Report is prepared and transfers of Principals and Vice-Principals is reported to the Board of Trustees as required.

3.1.4 To ensure compliance with Policy 423 Conflict of Interest for Employees, Section C.

3.2 Associate Director of Education

3.2.1 To lead and collaborate with Area Superintendents and the Superintendent of Human Resources and International Education to develop recommendations for the placements of Principals and Vice-Principals that will be submitted to the Director of Education for consideration and approval;

3.2.2 To create a spreadsheet summarizing all consultation form information/requests from all Principals and Vice-Principals.

3.2.3 To ensure that the transfers approved by the Director of Education are operationalized in a timely manner to meet system needs.

3.2.4 To ensure compliance with Policy 423 Conflict of Interest for Employees, Section C.

3.3 Superintendent of Human Resources and International Education

3.3.1 To post/interview/shortlist of Principal/Vice-Principal Candidates, as required. (see Appendix A)

3.3.2 To collate relevant information to inform the transfer discussions of the Senior Team. Such information may include but is not limited to: a Principals'/Vice-Principals' earliest retirement date, years of Board service, prior professional experience in another school board, length of service at their current assignment, transfer request, qualifications and placement on a leadership shortlist;

3.3.3 To disseminate the consultation forms to school administrators and to summarize such forms for members of senior administration for the purpose of facilitating annual discussions regarding transfers of Principals and Vice-Principals.

3.3.4 To support the Director of Education through the maintenance and completion of the Directors' Staffing Report to the Board's Committee of the Whole.

3.3.5 To ensure that administrators engage in transition planning (see Appendix A).

3.3.6 To ensure compliance with Policy 423 Conflict of Interest for Employees, Section C.

3.4   Area Superintendents of Education
3.4.1   To review the Catholic School Council Annual Community Profile.
Leadership qualities and community needs are reviewed and highlighted per the Catholic School Council Annual Community Profiles (see Appendix B); and
3.4.2   To review the profiles for the purpose of matching to individual school administrators being considered for transfers with system needs or requests in both the elementary and secondary panels.
3.4.3   To Consult with Principals and Vice-Principals as follows:
3.4.3.1   Discussions may consist of a variety of inquiries and questions regarding system needs, length of time in current assignment, professional and personal growth and development, employment related issues etc.
3.4.3.2   ~~At all times, Area Superintendents are expected~~ To ensure all discussions with school Principals and Vice-Principals are confidential in nature and are only to be discussed with the Senior Team.
3.4.3.3   To sign the Principal/Vice-Principal Consultation Form and submit it to the Human Resources Department. (see Appendix A)
3.4.3.4   To review Policy 423 Conflict of Interest for Employees, Section C.
~~ranging from what type of professional opportunities are you looking for, to how much longer do you anticipate being in the role of principal/vice principal, to have you considered any specific school or specialty program you would like to go to next, and are you considering any other professional opportunities.~~
~~After such discussions, the Area Superintendent then considers the relevant implications specific to system needs, and those of school administrators, i.e. career/professional development, professional skills, and familial obligations, and performance.~~
~~If a principal or vice principal has a reasonable and valid concern with regards to a transfer (e.g. historical conflict-based relationship with a staff member, family responsibilities, medical accommodation) requiring placement in a specific geographic area of the Board, this is brought back to the Senior Team for further consideration and discussion.~~

3.4.4   To consult with the senior team.
3.4.4.1   To participate in the annual transfer process with the senior team in order to provide feedback regarding their respective area Principals and Vice-Principals and develop a draft plan.
3.4.4.2   To inform Principals and Vice-Principals of proposed placement for feedback and bring back any concerns to the Senior Team.
~~Area Elementary and Secondary Superintendents meet with the Senior Team, including the Director of Education, Associate Director of Education, and Superintendent of Human Resources and International Education to provide feedback regarding their respective discussions with their Principals/Vice Principals and identify a draft plan.~~

Note 1   Consultation with school administrators occurs until the plan is presented to the Board of Trustees. This allows all parties to provide input to final decisions.
Note 2   Proposed transfers are subject to change based on staffing issues that may arise e.g., promotions, retirements, etc.).
Note 3   Consultation does not mean that all requests from school administrators can be accommodated. Such requests are to be considered in good faith relative to system needs.

3.4.5   To consult with Trustees.
      3.4.5.1   To contact individual Trustees whose school(s) have been impacted by the senior teams' recommended placements. If the Trustee expresses reasonable and valid concerns, these are brought back to the Senior Team for further discussion.

3.4.6   To communicate the final decision made to the affected Principals/Vice-Principals.

3.4.7   To communicate the finalized Principal/Vice-Principal transfers through the Director's Staffing Report at the applicable Committee of the Whole Meeting with the Board of Trustees.

3.5   Principals and Vice-Principals

3.5.1   To complete the Principal/Vice-Principal Consultation Form and submit copies to their Area Superintendent and the Human Resources Department by the indicated due date;

3.5.2   To raise with their Area Superintendent during discussions with respect to the future placements the request for a transfer, as well as the rationale and reasons for requesting the same or to remain in their current assignment;

3.5.3   As per Section 3.5.2 requests above highlighted in the Principal and Vice-Principal Consultation Form, may include the following considerations: ~~Community Profile~~, Professional Growth plans, individualized professional credentials and qualifications, preferred geographic location, length of service in current assignment, terms and conditions of employment, and any other relevant employment related information.

3.5.4   To maintain confidentiality at all times with respect to their conversations with the Area Superintendent. This includes where a Principal or Vice-Principal has concerns with an intended transfer. In such cases, the school administrator is expected to address the concern and attempt to resolve the issue with their supervisor. Where the matter remains unresolved, the school administrator may exercise their rights under their Terms and Conditions of Employment;

3.5.5   When the school administrator is advised of a transfer by their Area Superintendent, they are to conduct a staff meeting, as well as advise the Catholic School Council Chair, Community (Parents, parish priests etc..). If the Principal/Vice-Principal is moving into a different Trustee's jurisdiction, the Principal/Vice- Principal is to contact the current Trustee via email or phone call to acknowledge and thank her/him for their ongoing support and sequentially call the new Trustee(s) and introduce themselves; and

3.5.6   Where transferred, to commence transition with incoming Principal/Vice-Principal.

3.5.7   To comply with Policy 423 Conflict of Interest for Employees, Section C.

4.   DEFINITIONS

4.1   Board Leadership Development Strategy

As part of the Ontario Leadership Strategy (OLS), each district in the province is provided with funding and support to develop and implement a Board Leadership Development Strategy (BLDS). The goals of the BLDS mirror the goals of the OLS – that is, to: attract the right people to leadership roles; develop personal leadership resources in individuals and promote effective leadership practices in order to have the greatest possible impact on student achievement and well-being; and develop leadership capacity and coherence in organizations to strengthen their ability to deliver on education priorities.

The Ministry of Education provides Ontario Leadership Strategy funding annually to support districts in further reflecting and making adjustments to BLDS plans that support a leadership for learning mindset and culture.

Plans must also take into account the leadership practices and personal leadership resources of the Ontario Leadership Framework (OLF), as they apply to all staff in their organization. District leadership development work can be further supported by the System Improvement Learning Cycle (SILC) process to collaboratively engage and reflect with district teams on their BIPSAW work. (Source: Ontario Leadership Framework, A School and System Leader's Guide to Putting Ontario Leadership Framework into Action, 2013.).

4.2   Principal/Vice-Principal Consultation Form
The form by which a Principal/Vice-Principal advises their Area Superintendent of a requested transfer. The Consultation Form spells out the priority of needs in the decision making process of transfers:
4.2.1   Needs and priorities of our school system;
4.2.2   Needs and priorities of individual schools; and,
4.2.3   The benefit of maintaining continuity of school leadership.

4.3   Superintendent Consultations
Superintendent consultations occur with the Senior Leadership Team on an ongoing basis; the decision making process is a collaborative exercise by the senior team and final decision making by the Director of Education per recommendations from the Associate Director of Education. Consultation is defined as the Area Superintendent considering in good faith the professional development needs and requests of individual school administrators with due consideration to system needs.

4.4   System Needs
Some of the factors in the determination of a transfer are based on system needs. System needs cannot be understood as a simple list because they vary greatly and are specific to the unique circumstances in any given year of transfers.

Examples of "system needs" include but are not limited to: vacancies occurring; previous schools worked at by the administrator; number of years placed at a specific school (3-5 years); balancing teams with variable skill sets and subject backgrounds in education; familiarity with the community; changing nature of the school community's demographics; program and other relevant school needs, possible turnover of the administrative team; expertise with specialized board programs such as the International Baccalaureate program; identifying key administrative personnel who are key in the launching of a new program; supporting an incoming Principal with a consistent Vice-Principal team. System needs are applied consistently but not in singularity; they are done as part of a whole across the entire system. Administrators are aware of system needs given the work they face in their day to day role such as the need to balance the portfolio experience of each member of the team.

There are many factors considered in the decision-making process, all of which are applied in as consistent a manner as possible when making the final transfer determinations.

4.5   Terms and Conditions of Employment
The ongoing conditions of employment for which Principals and Vice-Principals are employed by the Board. The terms and conditions sets out the entitlements, rights and responsibilities of each party to the agreement, including school administrators. York Catholic District School Board Administrators belong to Associations, i.e., The York Catholic Elementary Administrators' Association and the York Catholic Secondary Administrators Association. Their existing terms and conditions, including transfer are spelled out in a Terms and Conditions document which is signed by all parties, including the Board of Trustees. ~~These terms and conditions of~~

employment with respect to transfers are highlighted above. Discussions between Area Superintendents, Principals/Vice-Principals and Trustees are to be confidential.

4.6 Transfer
The process of assigning a Principal or Vice-Principal to a school location or portfolio as determined by the Senior Team in consultation with the Board of Trustees and affected Principals/Vice-Principals. The consultation process is expected to be confidential and such information held in confidence by all stakeholders.

5. CROSS REFERENCES
Education Act
Ontario Regulation 90/98- Principals and Vice-Principals - Redundancy and Reassignment
Ontario Regulation 234/10- Principals and Vice Principals Performance Appraisal
Elementary Principals'/ Vice-Principals' Terms and Conditions of Employment
Secondary Principals'/Vice-Principals' Terms and Conditions of Employment
Catholic School Council Annual Community Profile

Policy 101 Meta Policy
Policy 423 Conflict of Interest, Section C

~~SCOPE~~
~~This procedure applies to all Elementary and Secondary Principals and Vice Principals employed by the York Catholic District School Board.~~
~~This procedure is intended to work in conjunction with the Terms and Conditions of Employment for the Principals and Vice Principals employed by the York Catholic District School Board.~~

~~BACKGROUND~~
~~The Transfer Process under the Terms and Conditions of Employment for the elementary principals and vice principals employed by the Board, provide the following:~~

~~Removed L.11.0 - Transfers~~
~~Removed L.16.0 - Transfers~~

~~The above-stated process is intended to be confidential to all involved parties.~~
~~The Transfer Process under the Terms and Conditions of Employment for the secondary principals and vice principals employed by the Board, provide the following:~~

~~Based on the aforementioned, there is ongoing consultation throughout the school year with Principals/Vice Principals and their Area Superintendents regarding Principal's/Vice Principal's personal goals and professional growth plans, including transfer requests, leaves of absence, etc.~~

~~This information is also captured in the Principal Consultation Form completed by principals in the Fall of each school year. The form allows Principals/Vice Principals to request a transfer.~~

~~The form also gives Principals/Vice Principals an opportunity to request a geographic area of schools if a transfer is deemed necessary by senior administration to accommodate system needs.~~

~~Generally, the transfer process starts at the beginning of the school year when Area Superintendents engage in their school visits.~~

Where a school administrator retires, resigns, is promoted/seconded, transfers of Principals/Vice Principals may be precipitated. Such staffing transactions will compel the Area Superintendents, in consultation with the Senior Team and Trustees, to review systemic needs of the school system.

SUMMARY PROCESS AND TIMELINES FOR
PRINCIPAL AND VICE-PRINCIPAL PLACEMENTS

Timeline	Action	Responsibility
September	Annual Professional Growth Plan Completed Review/discussion with Area during school visit	Principal/Vice-Principal Area Superintendent
October	Principal/Vice-Principal Consultation Forms Completed Signed by Principal and Area Superintendent. Submitted to the Human Resources Department	Principal/Vice-Principal Area Superintendent Human Resources Department
October	Review CSC Community Profile (Appendix B)	Area Superintendents
Ongoing (November to April)	Review System Needs (retirements, promotions, secondments, school needs, leaves)	Senior Team
As required (when short list is depleted or soon to be depleted)	Posting/Interviews/ Shortlist of Principal/Vice-Principal Candidates	Human Resources Department Area Superintendents
January	Spreadsheet created summarizing all consultation form information/requests from all Principals/Vice-Principals	Human Resources Department
March	Meetings with Director, Associate Director, Superintendent of Human Resources, and Academic Superintendents to discuss System Needs/Placements for the creation of a Draft Plan	Senior Team
April	Further consultation with Principals/Vice-Principals regarding potential new placements/transfers	Area Superintendent
April	Feedback to Senior Team for further discussion	Area Superintendent
April	Discussion and feedback from Trustees	Area Superintendent
April	Feedback to Senior Team for final list to be presented to the Board of Trustees	Area Superintendent
April CTW Meeting	Directors' Staffing Report presented to the Board of Trustees	Director of Education, Superintendent of Human Resources
Day immediately following CTW Meeting	Confirmation calls to Principals and Vice-Principals Ensure administrators engage in transition planning Administrators to inform School Staff, CSC, and Community (parents, parish priests etc.)	Area Superintendent Human Resources Department Principal
May	Engage in transition planning with the incoming principal.	Principal

APPENDIX B

YORK CATHOLIC DISTRICT SCHOOL BOARD
ANNUAL CATHOLIC SCHOOL COUNCIL COMMUNITY PROFILE

York Catholic District School Board

REPORT NO. 2021:02 of the
JOINT BOARD CONSORTIUM
PUBLIC SESSION

To: Regular Board Meeting   **May 25, 2021**

A regular session of the Joint Board Consortium was held electronically on Wednesday, May 12, 2021 commencing at 4:04 p.m.

PRESENT:

YRDSB Trustees: L. Gilbert, C. Cordova and J. Nathan

YRDSB Staff: J. Fair and A. Ballard

YCDSB Trustees: D. Mazzotta, and T. McNicol

YCDSB Staff: T. Pechovsky and A. Yeung

STSYR Staff: C. Tupchong and N. Smith

Presiding: YRDSB Chair, L. Gilbert

Recording Officer: L. Toniutti

REGRETS: Trustee Bob McRoberts (YRDSB), and
                         Trustee David Sherman (YRDSB)

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 March 3, 2021 meeting.

3. **DECISION ITEMS:**
   2021-2022 JBC Meeting Schedule
   - October 20, 2021 at the YRDSB
   - March 2, 2022 at the YCDSB
   - May 11, 2022 at the YCDSB

4. **OUTSIDE PRESENTATION(S):** Nil

5. **STAFF PRESENTATION(S):** Nil

6. **DISCUSSION/INFORMATION ITEM(S):**
   The Committee received information for the following:
   a) Request for Proposal (RFP) Update
   b) 2021-2022 Transportation Budget Report

7. **FUTURE ITEM(S):** Nil

ADJOURNMENT: 4:17 p.m.
Adjourned by common consent

York Catholic District School Board

REPORT NO. 2021:03

STUDENT SUCCESS & PATHWAYS COMMITTEE

To: Regular Board Meeting   **May 25, 2021**

A meeting of the Student Success & Pathways Committee was held via Google Meet on Monday, May 17, 2021 at 6:30 pm

PRESENT:

Trustee Committee Members: R. Cantisano, J. Ecker, M. Iafrate, D. Mazzotta, J. Wigston

Other Trustees: E. Crowe, M. Marchese, T. McNicol

Absent with Notice: N/A

Administration: A. Arcadi, M. Benakis, M. Battista, D. Candido, D. Clapham, T. D'Acunto, I. Faraone, M. Gray, D. La Gamba, O. Oloya, L. Paonessa, T. Pechkovsky, E. Pivato, C. Recine, C. Reda, A. Rotundo-Vergura, J. Sarna, S. Ulgiati, A. Yeung

Guests: M. Dimoglou, V. Jouaneh

Recording: L. Coquim

Presiding: J. Wigston, Committee Chair

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

2. **DISCUSSION / INFORMATION ITEMS:**
   a) Student Nutrition Program
   b) STREAM Centre of Excellence Update
   c) International Education Update
   d) Program Enhancement Fees: International Baccalaureate (IB)
   e) Program Enhancement Fees: Advanced Placement (AP)
   f) Student Activity Fees: 2020-2021 and 2021-2022
   g) Quadmester and Semester Models
   h) NBE3C/U Grade 11 English Course
   i) French Immersion Update

3. **FUTURE MEETING DATE:** TBD

4. **ADJOURNMENT:** 9:55 pm

J. Wigston, Committee Chair

YORK CATHOLIC DISTRICT SCHOOL BOARD		
BOARD POLICY		
Policy Section		*Policy Number*
Governance		**101**
Former Policy #		*Page*
802		**1 of 27**
Original Approved Date		*Subsequent Approval Dates*
May 22/1984		**April 28/1992** **December 13/2007** **March 25/2008** **October 12/2010** **May 26, 2015**

POLICY TITLE: META POLICY: POLICY MANAGEMENT AND GOVERNANCE

SECTION A

1.   PURPOSE

The York Catholic District School Board (the "Board") is committed to providing a consistent approach to an effective, transparent, and supportive system of governance and management. It is recognized that a comprehensive policy management and governance framework will enable the Board to govern itself with policies and procedures that are compatible with its Mission and Vision and aligned with its Strategic Commitments.

The Board's policies, procedures and practices will be developed, understood, implemented, and continually evaluated to ensure fair and equitable educational, social, and employment opportunities, and to promote the organization's commitments to public accountability.

It is the policy of the Board that all actions shall be governed by gospel values and managed by approved policies, related guidelines and procedures. All Board policies, procedures and practices will be consistent with all applicable legislation, including the *Education Act*, *The Ontario Human Rights Code*, *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), and *Occupational Health and Safety Act* (OHSA).

~~It is the policy of the York Catholic District School Board that all business and operations shall be governed and managed by approved policies, related guidelines and procedures.~~

~~The York Catholic District School Board acknowledges that policies and accompanying guidelines and procedures are necessary for effective management and governance. These are created to address the 'intent' of the Board, thereby guiding the decisions that are made both at the corporate level and in day-to-day operations.~~

2. OBJECTIVE ~~POLICY STATEMENT~~
This policy shall guide the development, review, revision and implementation of all policies, guidelines and procedures of the YCDSB in support of the Board's mission, vision and Catholic Values, with the aim of enhancing achievement, equity and well-being.

3. ~~APPLICATION AND SCOPE~~ PARAMETERS

3.1   Every policy, guideline and procedure ~~ies and related guidelines/procedures~~ may be considered for development, review or revision to ensure that they: ~~Reflect the 'intent' of the Board;~~

    3.1.1   Follow ~~Comply with~~ the social teachings of the Catholic Church;

    3.1.2   Comply with all legal and legislative requirements with acknowledgement of our constitutional denominational rights.

    3.1.3   Abide by ~~Comply with~~ the principles of human rights, equity and inclusive education;

    3.1.4   Apply ~~Comply with~~ the Toolkit for Human Rights & Equity Analysis and Decision-Making (THREAD), (Appendix 1);

    3.1.5   Adhere to Records Retention Guidelines.

3.2   Policy review, revision and development may be initiated by Staff or the Board of Trustees to address:

    3.2.1   Applicable Federal, Provincial and/or Municipal legislative requirements;

    3.2.2   Resolutions of the Board of Trustees;

    3.2.3   Government policies or directives;

    3.2.4   Internal stakeholder requests;

    3.2.5   External stakeholder requests;

    3.2.6   Risks and/or Opportunities identified by internal reviews; ~~Investigations~~;

    3.2.7   ~~Regular~~ Stakeholder surveys and audits (e.g., student census, climate surveys, employee surveys etc.);

    3.2.8   Our continued obligation to operate and govern in a transparent manner.

3.3   Information about policy needs arising from new legislative or government policy requirements, and information about substantive revisions being recommended to any policy, shall be communicated to the Board of Trustees through the Policy Review Committee.

3.4   The Policy Review Committee shall be notified by the Director of Education when a policy development, review or revision is commenced by Staff, and shall be provided with an opportunity for input into the development, review or revision of the policy.

3.5   Policies shall include provisions for consistent implementation, monitoring, evaluation, and reporting. ~~Policies shall set parameters for thorough and consistent implementation~~

3.6   Policies may have corresponding guidelines and/or procedures.

3.7   The Director of Education or Supervisory Officer (designate) with the Policy Portfolio shall identify a Policy Lead to leverage the expertise of the requisite department(s) in the development, review or revision and implementation of each individual policy.

3.8 The Board may gather relevant feedback and/or information through consultation with stakeholders, as required. ~~is open to input regarding the development, review revision of policy from all~~

3.9 Minor ~~Simplified~~ changes to policy (e.g., updating obsolete references, legislative changes, job titles, department names, etc.) shall be authorized by the Director of Education, or Supervisory Officer (designate) with the Policy Portfolio and brought directly to the Board of Trustees for approval.

3.10 The review, revision and update of each policy shall occur a minimum of once every four years.

3.11 The development, review or revision of policy and procedures shall follow the process outlined in the Simplified Policy Review Process (Appendix 2A), the Policy Development Process (Appendix 2B) and the Policy Review and Revision Process (Appendix 2C).

3.12 In extenuating circumstances, the Director of Education may ~~can~~ recommend an exemption or exception to policy to the Board of Trustees for approval.
~~Policy development and revision may include a consultation process with various stakeholders as determined by the Policy Steering Committee or the Policy Review Committee.~~
~~All policies will identify a staff position responsible for implementation and interpretation of the policy.~~
~~All policy development, review or revision shall follow a standard process.~~
~~Policies may contain corresponding guidelines and/or procedures.~~

3.13 Policies shall be communicated and made accessible to all stakeholders via the Board's website.

3.14 It is a condition of employment that all employees shall be familiar with and accountable for compliance with Board policies. Appropriate sanctions for non-compliance shall be determined on a case by case basis, by the Director of Education.
~~Violations of policies shall be determined.~~ ~~or Supervisory Officer (designate) with the Policy Portfolio and guided by the Board's Progressive Discipline Policy~~.

4. RESPONSIBILITIES

4.1 Board of Trustees
4.1.1 To initiate and approve, the development, review or revision of a policy, as required, in accordance with the *Education Act* and its regulations.
4.1.2 To consider a policy exception as per York Catholic District School Board By-Law No. 1.

4.2 Director of Education
4.2.1 To oversee compliance with all policies and their development, review or revision, as required.
4.2.2 To appoint a Supervisory Officer (designate) with the Policy Portfolio with the relevant expertise and experience to coordinate the development, review or revision of policies, guidelines and procedures.
4.2.3. To establish the terms for ongoing monitoring and implementation of all policies, guidelines and procedures.

4.2.4 To ensure all employees ~~understand that their actions and interactions must be~~ act in accordance with Board policies, guidelines and related procedures and uphold the ~~tenets of the~~ Board's Mission, Vision and Core Values.

4.2.5 To be responsible for the implementation of progressive discipline measures where any employee's actions are non-compliant with Board policies, guidelines or procedures. ~~are in contravention of the Board's policies, guidelines or related procedures.~~

4.3   Supervisory Officer (designate) with the Policy Portfolio

4.3.1   To oversee compliance with this policy and the development, review or revision of all other policies, guidelines, and related procedures.

4.3.2   To appoint a Policy Lead with the relevant expertise and experience to support the accountable development, review or revision of a policy/procedure.

4.3.3   To share the draft policy for input, direction and approval with the Policy Review Committee after consultation with the relevant stakeholders.

4.3.4   To identify responsibilities and outline the process for ongoing monitoring and implementation.

4.3.5   To report any instances of non-compliance to the Director of Education.

4.4   Policy Lead

4.4.1   To engage in research and review of all relevant legislation, regulation and guidelines specifically related to policy development, review and revisions.

4.4.2   To engage in consultations with relevant departments, as required, and internal stakeholders for the purpose of obtaining input regarding the need to develop, review and revise a policy.

4.4.3   To apply the Toolkit for Human Rights & Equity Analysis and Decision-Making (THREAD) when developing, reviewing or revising a policy.

4.4.4   To consult with external stakeholders, as required and/or directed, for the purpose of obtaining input on policies.

4.5   Policy Review Committee (PRC) (Trustee Committee- oversight obligation)

4.5.1   To receive reports regarding recommendations from staff.

4.5.2   To ~~review and~~ provide input into ~~draft~~ policy development, review or revisions.

4.5.3   To ensure that all new and/or revised policies presented to the Policy Review Committee have been subjected to appropriate stakeholder consultation.

4.5.4   To make recommendations on policy matters to the Board.

4.6   Policy Steering Committee (PSC) (Staff Committee)

4.6.1   To consult with the Policy Lead and provide recommendations in the development, review or revision of a policy.

4.6.2   To provide a cross functional lens to ensure the policy reflects the specific purpose and objective of the said policy, in line with the Mission, Vision and Core Values of the Board.

~~To develop, review, revise and update policies every five years, or as needed, to reflect legislative requirements or organizational changes in accordance with the standards outlined in the Board's Meta Policy: Policy Management and Governance.~~
~~To consult with various stakeholders, as required and/or directed, for the purpose of obtaining input on policies~~

~~To present policies to the Policy Review Committee for input, direction and approval.~~

4.7 Senior ~~Administration~~ Team
4.7.1 To ensure ~~support~~ the implementation of and compliance with, policies, guidelines and procedures.
4.7.2 To report any instances of non-compliance to the Director of Education.

4.8 Managers/Supervisors/Principals
4.8.1 To ~~ensure~~ support the implementation of and compliance with, policies, guidelines and procedures.
4.8.2 To report any instances of non-compliance to their Supervisory Officer.

4.9 Employees
4.9.1 To read and be familiar with Board policies, guidelines and procedures that are applicable to their role and responsibilities.
4.9.2 To comply with policies, guidelines and procedures of the Board.

4.10 External and Internal Stakeholders
4.10.1 To comply with policies, guidelines and procedures in all interactions with the Board.

5. DEFINITIONS

5.1 Cross References
Includes any direct linkages to statutory and regulatory legislation and by-laws of the Federal, Provincial, and Municipal Governments and their associated bodies, as well as any related Board policies and procedures.

~~Definitions~~
~~Specific meanings for any terms within the policy that require further explanation or the full meaning of an acronym or professional terms which would not normally be used by stakeholders.~~

5.2 External Stakeholders
A person, group of people or an organization that holds a vested interest in the school community, including, but not limited to:
5.2.1   All levels of Government:
5.2.2   Community Members and Ratepayers;
5.2.3   Education partners/organizations;
5.2.4   Ministry of Education;
5.2.5   Media; and
5.2.6   Vendors/Contractors.

5.3 Global Definitions
5.3.1   *'May'* is used as an enabling term to describe a discretionary action.
5.3.2   *'Shall'* is used to describe a requirement, a mandatory action.
5.3.3   *'Should'* is used to describe a recommendation that is encouraged, but not mandated.

5.4 **Inclusive Language**
Language which would acknowledge diversity, convey respect for all people, is sensitive to differences, and promotes equitable opportunities.

5.5 **Internal Stakeholders**
A person, group of people or an organization that holds a vested interest in the school community, including, but not limited to:
5.5.1 Catholic School Councils;
5.5.2 Parents;
5.5.3 Parishes;
5.5.4 School Administrators;
5.5.5 Senior Team;
5.5.6 Staff (School, centrally assigned and/or Contract); and
5.5.7 Students.

5.6 **Meta Policy**
The overarching and foundational framework that shall govern the development, review, revision and implementation of all Board policies, guidelines and procedures.

5.7 **Objective**
Describes the overall intent of the policy.

5.8 **Ontario Human Rights Code**
The Ontario Human Rights Code is a provincial law that gives everyone equal rights and opportunities without discrimination in specific social areas such as jobs, housing, services, facilities, and contracts or agreements.

5.9 **Ontario Human Rights Commission (OHRC)**
The Ontario Human Rights Commission is a body that works to protect and advance human rights through research, education, targeted legal action and policy development.

5.10 **Policy**
A position approved and adopted by the Board that provides the framework for the development of a course of action.

5.11 **Policy Guidelines**
511.1 A set of general recommended actions, approved and adopted by the Board, that will be taken in a given situation.
511.2 A framework for the development of operational policy procedures, if required.

5.12 **Policy Lead**
An individual identified with the relevant experience and expertise and or transferable skills to lead the development, review and/or revision of the policy process.

5.13 **Policy Parameter**
A prescribed condition that defines what must be done, how it must be done, and/or what must occur.

5.14 Policy Purpose

Clarifies the background or scope of the policy.

Provides a brief description of the policy's need and focus. It identifies the reason(s) why the policy was developed (e.g., the direction of the Board of Trustees, government directive/policy, legislative requirement, the decision of the Director's Council, etc.).

5.15 Policy Review Committee

An established Standing Committee of the Board of Trustees.

5.16 Policy Steering Committee

An established staff Standing Committee with representation from all departments to ensure cross-functional expertise and experience.

5.17 Procedure

5.17.1   A specific or prescribed course of action, emanating from Board policy, that is standard operational practice and must be taken by staff in a given situation.

5.17.2   A standard operational practice or set of practices developed by Staff, approved by the Director of Education, to support the implementation of a policy.

5.18 Review

A second or subsequent reading of a text or artifact of the policy.

5.19 Revision

The action or process of making changes through reviewing, editing and amending the policy.

5.20 Senior ~~Administration~~Team

For the purpose of all policies, Senior Team will include:

5.20.1   Director of Education;

5.20.2   Associate Director;

5.20.3   Supervisory Officers; and,

5.20.4   ~~Academic and~~ Corporate Senior Leaders.

5.21 Significant Revision

A revision to policy, guidelines and/or procedures that changes the intent, background, scope and/or course of recommended action(s) previously approved by the Board.

5.22 Simplified Review Process

Under the *simplified review process*, the policy may be exempted from a consultation requirement if no substantive changes to the policy are being proposed.

6. CROSS REFERENCES

Accessibility for Ontarians with Disabilities Act (AODA)
Education Act
Human Rights Code
Occupational Health & Safety Act (OHSA)
Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)

YCDSB Policy 109 Records and Information Management
YCDSB Policy 412 Progressive Discipline of Employees

YCDSB Policy 429 Human Rights and Equity

YCDSB By-Law No. 1 Operational By-Law

7.   APPONDICES ~~POLICY FORMS/TEMPLATES~~
Appendix 1:   Toolkit for Human Rights & Equity Analysis and Decision-Making (THREAD FOR POLICY)
Appendix 2a: YCDSB Simplified Policy Review Process
                YCDSB Policy Revision and Review Process
Appendix 2b: YCDSB Policy Development Process
                YCDSB Process following approval of final draft
Appendix 3:   Policy Template Form
Appendix 4:   Rationale for the Development, Review or Revision of a Policy
Appendix 5:   Policy Development, Review or Revision Checklist
Appendix 6:   Policy Consultation Form, https://form.ycdsb.ca/view.php?id=182129
                (this is example of website consultation form)
Appendix 7:   Policy Consultation Stakeholder Groups/Individual
Appendix 8:   Report to Board Memo (Internal Use only)

Approval by Board	May 26, 2015
	Date
Effective Date	**May 27, 2015**
	Date
Revision Dates	**May 27, 2015**
	Date
Review Date	**May 2015**
	Date

Toolkit for Human Rights & Equity Analysis and Decision-Making (THREAD FOR POLICY)

Background:
The YCDSB is committed to addressing the principle of equity through inclusive programs, curriculum, services, and operations in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, and the Occupational Health and Safety Act.

It is the policy of the Board to create and maintain an environment where every student, employee, parent/guardian/caregiver, community member, and trustee has a right to freedom from discrimination or harassment based on race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, creed, sex, sexual orientation, gender identity or expression, age, marital status, family status, or ability.

What is the Toolkit for Human Rights & Equity Analysis and Decision-Making?
This is a proactive Toolkit for diagnosing the impact and mitigating any potential risks of a given policy, procedure or guideline on marginalized and diverse individuals and groups. This Toolkit will be used in the development, review, and revision of all YCDSB Policies, procedures, and guidelines. In so doing, we will ensure accountability and transparency in embedding the principles of human rights, equity, and inclusion within all YCDSB policies, procedures and guidelines.

Purpose:
To identify one's own inherent biases using a set of reflective questions and processes that focuses on supporting an overall openness to diverse perspectives as referenced by the Ontario Human Rights Commission (OHRC).

This Toolkit will promote standardization of all decision-making documents across the organization, while fostering an inclusive organizational capacity. The consistent application of this Toolkit will assist in the cultivation and ongoing positive relationship-building with internal and external stakeholders.

Additional resources and tools (i.e., anti-bias training, empathy and mindfulness) may be used to effectively support this process.

Expected Outcomes:
To seek out and remove systemic and attitudinal barriers using a human rights and anti-oppression perspective.

Policy Information:

Policy Title:	
Policy Objective:	
Internal Stakeholders Required:	
External Stakeholders Required:	

1. Clarify the Policy/ Procedure and guideline Objective:

1.1	Identify the issue that is deriving the need to develop, revise and review a policy. ~~What research evidence or data (specific or generalized) was used to determine or derive the issue that is being addressed by this policy/ procedure or guideline?~~
1.2	What research data is being used to support the issue being addressed. ~~supports currently exist or will be formed to ensure assessment of this policy/ procedure or guideline?~~
1.3	What additional information/research should be considered to better inform the development, review and revision of this policy?
1.4a	Is there a gap in the policy/ procedure or guideline that is to be reviewed or revised in relation to the principles of human rights, equity and inclusion?

1.4b	How will the gap be addressed through the development, review or revision of the policy?
1.5	What data and resources have been created and shared with all stakeholders to ensure evidence-informed decision-making?

Data: Has it been shared with all stakeholders? ☐ YES ☐ NO	
Resources: Has it been shared with all stakeholders? ☐ YES ☐ NO	

1.6a	What existing committees or working groups have been consulted to inform this policy review, development or revision. have been created that will be involved in creating, reviewing, consulting, and/or approving this policy/ procedure or guideline?
1.6b	What further outreach should we engage in to ensure interest group participation in this policy review, development or revision? Who is missing from this group? (e.g., student, community, etc.)

2. Consultation with Internal/External Stakeholders:

2.1	Which groups and individuals have you reached out to regarding the policy / procedure or guideline research and decision-making processes?
2.2	Describe what opportunities for community engagement have been provided during the development, review and revision of the policy? ~~Have there been opportunities for community engagement and feedback during research and policy / procedure or guideline review~~
	If NO community engagement, explain why this was not required.
2.2a	Who should be engaged in this particular policy development, review and revision?
2.2b	Who has been engaged in this particular policy development, review and revision?
2.2c	How many participants are expected to be involved in the project?
2.2d	What criteria will be used in deciding on inclusion/exclusion of participants?
2.2e	How will participants be recruited?
2.2f	What method(s) of engagement will be used (ie. Focus groups, forms/surveys etc)?

| 2.2g	Are there any barriers to engagement? If YES, what measures will be taken to remove such barriers?
2.3	If this policy/ procedure or guideline is being created or reviewed because of an issue impacting a particular group of stakeholders, what steps have been taken for engagement or feedback from the impacted group?

3. Inclusive Language
Language which would acknowledge diversity, convey respect for all people, is sensitive to differences, and promotes equitable opportunities.

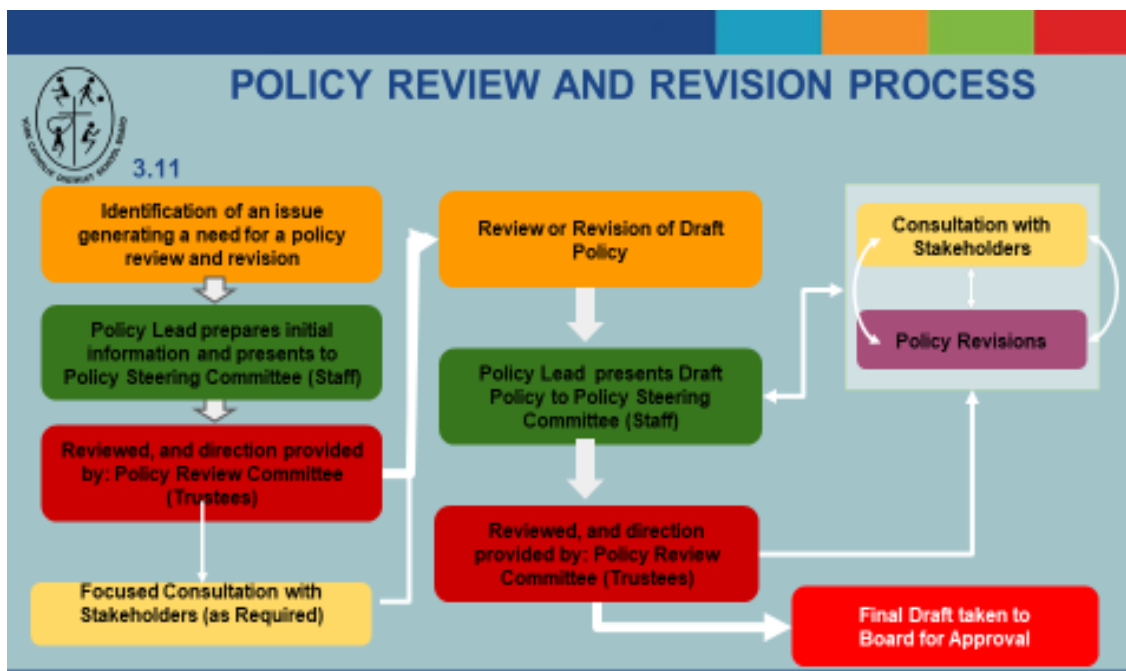|	Does the language used imply or convey negative views about identified groups, or contribute to the deletion/ignoring of experience?
3.1	
3.2	Does the document reference all impacted stakeholders (e.g., students, staff, parents/ guardians/ caregivers, etc.)?
3.3	Does the language used imply or convey a gender bias?
3.4	Does the content of the policy/procedure or guideline accommodate the visual, auditory, and linguistic needs or other social, physical, and mental needs of all stakeholders? What steps have been taken to ensure that the language used is clear and easy to understand, and will

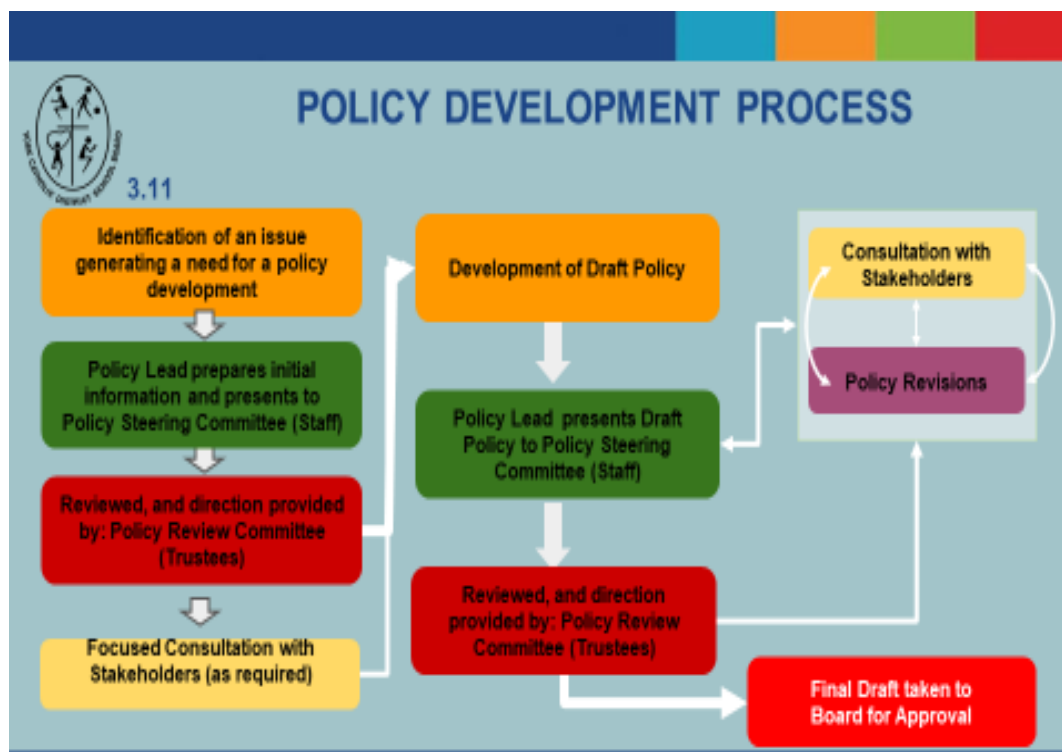|	
	it be accessible for the intended audience of all stakeholders (e.g., legal words explained, jargon removed)?
3.5	The intent of inclusive language is to use words and terminology that makes everyone feel equal and valued. Is the language of this document currently inclusive?
	☐ YES ☐ NO
	If NO, how is this language going to be changed to ensure it is inclusive?

YCDSB Simplified Policy Review Process
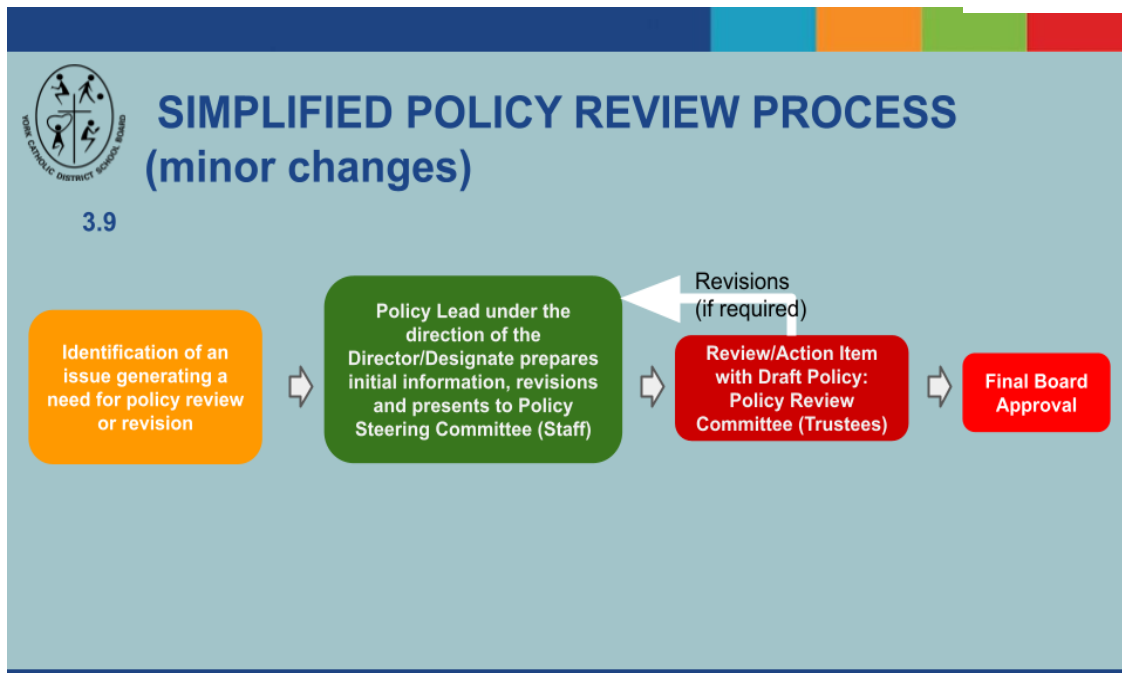
YCDSB Policy Revision and Review Process

YCDSB Policy Development Process

POLICY DEVELOPMENT PROCESS

3.11

Identification of an issue generating a need for a policy development

Policy Lead prepares initial information and presents to Policy Steering Committee (Staff)

Reviewed, and direction provided by: Policy Review Committee (Trustees)

Focused Consultation with Stakeholders (as required)

Development of Draft Policy

Policy Lead presents Draft Policy to Policy Steering Committee (Staff)

Reviewed, and direction provided by: Policy Review Committee (Trustees)

Consultation with Stakeholders

Policy Revisions

Final Draft taken to Board for Approval

YCDSB Process Following Approval of Final Draft

Final Approval by Board of Trustees → **Communication and Implementation** → **Monitoring and Evaluation** → **Review Policy**

POLICY TEMPLATE FORM

Board Policy	

Policy Section	Policy Number
Former Policy #	Page
Original Approved Date	Subsequent Approval Dates

Title: [POLICY TITLE]

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1. **PURPOSE:**
   [Provide a brief description of the policy's need and focus. Identify the reason(s) why this policy was developed (e.g., the direction of the Board of Trustees, government directive/policy, legislative requirement, the decision of Director's Council, etc.) Provide sufficient details.]

2. **OBJECTIVE:**
   [Outline what the policy is intended to accomplish.]

3. **PARAMETERS:**
   Identify types of transactions, activities, or functions to which the policy applies.

   This section should contain focused statements of the Board's intent, governing principles, or desired results related to the subject and is expressed in simple, straightforward language. Parameters should be broad enough to allow flexibility in dealing with diverse situations at minimal expense while ensuring consistency across the system.

4 . **RESPONSIBILITIES:**
   [Identify position of staff {role in the board} responsible for content and implementation of the policy.]

5. **DEFINITIONS:**
   Provide an explanation for keywords, phrases, abbreviations, and acronyms used in the policy.

6. **CROSS-REFERENCES:**
   A policy that is referenced in the above policy.

7.   CONCLUSION BANNER:
Approval by Board/Effective date/revision/review dates

8.   APPENDICES:
[List supplementary documents, if included with the policy:]
- Appendix A: [title, same as on actual appendix], [brief explanation, if required]
- Appendix B: [title, same as on actual appendix], [brief explanation, if required]

9.   REFERENCE DOCUMENTS
(List in alphabetical order all documents referenced in the body of the policy, including legislative acts and regulations, other Board policies and operational procedures)

Legislation
- *Education Act*, sections 23 (3) (5)
- *Ontario Regulation* 213 [title]

Policies
- Board Policy Title (Pxx)

Procedures
- Board Operational Procedure Title (PRxx)

Other Documents
- Ministry of Education, Policy and Program Memoranda [titl

Formatting of Policy Guidelines:
1. FONT AND FONT SIZE:
  a. Font shall be Arial
  b. Font Size for headings shall be: 12pt
  c. Font Size for the body shall be: 11pt

2. NUMBERING SYSTEM:
  6.1   Text
  6.1.1. Text
  (a)   Text
  (i)   Text
  (A)   Text
  (I)   Text

York Catholic District School Board

~~RATIONALE FOR THE DEVELOPMENT OF A PROPOSED POLICY OR REVISION OF AN EXISTING POLICY~~
Rationale for the Development, Review or Revision of a Policy

NAME:

INDICATE ONE OF THE FOLLOWING: STAFF ☐   STAKEHOLDER ☐

THE PURPOSE OF THE PROPOSED OR REVISED POLICY/PROCEDURE:
~~SCOPE OR INTENT OF THE PROPOSED OR REVISED POLICY:~~

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

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

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

103

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

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

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

WHAT ARE ~~INDICATE~~ 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

POLICY DEVELOPMENT, REVIEW OR REVISION CHECKLIST
~~(For Internal Staff Use)~~

In assessing the need to develop or revise an existing policy, the following checklist is designed to assist individuals developing and reviewing the board's policies and procedures. This will not apply to every policy; the intention of the checklist is to provide considerations rather than requirements for the development and review of policies and procedures.

1. **Policy- Initiation or Revision**
   a) Is a policy required or is the issue better resolved through other means such as improved communication, an educational campaign, or a memorandum?
   b) Is this policy reiterating current law/ regulations/or legal responsibilities and is not required by law and/or legislation.
   c) Are the resources, knowledge and expertise available to develop a policy on this issue?
   d) Is there an existing policy with the same or a similar intent?
   e) Has the requisite approving authority been identified?
   f) Have policies from similar institutions been examined for comparison?
   g) Have plans been made on how the policy will be implemented and who is responsible for implementing? Have plans been made on how the policy will be communicated to the internal and external stakeholders?

2. **Developing or revision of an existing Policy**
   a) Is the purpose of the policy clearly established and in alignment with the board's Mission. Vision and Values.
   b) Is the objective of the policy clearly established in the document.
   c) Is the policy written in a manner that can be understood by a wide audience.
   d) Does the policy incorporate the application of a Toolkit for Human Rights & Equity Analysis and Decision-Making (THREAD).
   e) Have related Board policies and procedures and other governing documents (e.g., Strategic Plan) been reviewed to ensure the proposed/revised existing policy aligns with existing documents?
   f) If there are policies that are inter-related, are appropriate references included to related policies and is it clear when each policy will apply?
   g) Does the policy accurately reflect current practice?
   h) Has applicable legislation been identified and reviewed to ensure that the draft policy is in accordance?
   i) Are key terms in the policy adequately defined?
   j) Is the use of terminology consistent in the draft policy and across related policies?
   k) Is it clear to whom and what the policy applies?
   l) Does the document employ gender neutral and inclusive language?
   m) Does the language used in the draft policy follow the board's Style Guide as defined in the Meta Policy and procedure.
   n) Have all procedures been separated from the policy?
   o) Have all references in the draft policy been verified to ensure accuracy and currency?

p) Does the draft policy employ the standardized Board Policy Template

To be considered when developing, reviewing and/or revising a Policy.
- Purpose or scope of the policy
- Policy Statement or intent of the policy and its alignment with the Board's Mission and Vision
- Policy Parameters or conditions about how something is done or what can be done Groups this policy impacts based on its development, review and/or revisions and the accompanying responsibilities/expectations for the system, departments, divisions and/or stakeholders
- Inclusion of specific definitions for terms within the policy
- Inclusion of appropriate cross references (linkages) to relevant legislation and/or Board policies and procedures
- Development of appropriate standard operational procedures if required
  - Precedents to be considered
  - Stakeholders to be consulted
  - Implications (financial/legal/human) associated with the policy development, review and/or revision
  - System/Department/Division awareness of the policy (Communication to Staff and Stakeholders)
  - Are the suggested revisions covered in other areas (e.g. Collective agreements)?

York Catholic District School Board

POLICY CONSULTATION FORM

The York Catholic District School Board (The board) welcomes your input/suggestion(s) to improve on this draft policy. Your input/suggestion(s) will be reviewed and may be incorporated into the final policy.

Thank you in advance.

Name/Group:

Contact Information: (Telephone, e-mail)

Policy Title: (Is its intent understood?)

Purpose of the Policy: (Is it clear and understandable?)

Objective ~~Policy Statement~~**:** (Is it clear and understandable?)

Parameters: (Is it understandable?)

Responsibilities: (Are the responsibilities sufficiently inclusive to meet the expectations of the policy?)

Definitions: (Are the definitions provided sufficient both in number and detail?)

Cross References: (Are there other references that should be included?)

Guidelines: (Are they understandable? Implementable? Do they give appropriate direction?)

Appendices:

Procedures: (Are they understandable? Implementable? Do they give appropriate direction?)

Other Comments/Suggestions (Please attach if necessary.)

SIGNATURE:	DATE:

York Catholic District School Board

POLICY CONSULTATION STAKEHOLDER GROUPS/INDIVIDUALS

The Policy Review Committee, upon recommending a draft Policy be sent for consultation, will decide on appropriate consultation stakeholder groups/individuals from the list below.

Academic Supervisory Officer Team
~~Bishop~~
All Union partners
All Association partners
Archdiocese, Local Bishop/Pastors
Catholic School Council
Corporate Supervisory Team
~~CUPE 1571~~
~~CUPE 2331~~
Curriculum Staff
Director of Education
Human Rights and Equity Advisor
Non-Unionized Staff
~~Ontario English Catholic Teachers' Association~~
~~(OECTA)~~
Others, approved by Director of Education
Other Public Agencies as required (i.e.: Children's Aid Society, York Regional Police, York Region Public Health)
~~Pastors~~
Principal/Vice Principal Associations
Solicitor as required
Special Education Advisory Committee (SEAC)
Students, Elementary and/or Secondary as required
~~Student Services Staff~~
Student Trustees

York Catholic Parent Involvement Committee (YCPIC)
York Secondary Catholic Presidents Council (YSCPC)

REPORT TO BOARD MEMO
(For Internal Staff use only)

York Catholic District School Board

REPORT

Report To: Policy Review Committee

From: Administration

Date:

Report:

_____

Executive Summary

This report is intended to provide information to the Policy Review Committee related to the request for the development of a new policy/or the revisions to YCDSB Policy XXX.

Background Information

(Define the purpose and rationale for the request outlining how the system will benefit from the proposed policy or the revisions to the existing policy, who will be affected by the proposed policy/revisions and how the procedures for implementation will be put into effect).

Summary

(Summarize the objectives of the proposed policy/revisions and attach a copy of the proposed policy or revised draft policy as an Appendix to this report).

Prepared and Submitted by: (Staff requesting the revisions)
Submitted to: Policy Steering Committee / Policy Review Committee
Endorsed by: _____, Director of Education

REPORT TO:	**Board of Trustees**
FROM:	**Administration**
DATE:	**May 25, 2021**
RE:	**Meeting the Needs of Junior Students in Special Education Programs Within Home Schools**

EXECUTIVE SUMMARY:
The purpose of this report is to provide Trustees with a plan of action to meet the needs of Junior Special Education students within their home schools by reallocating the ISA teaching staff to the role of Intensive Itinerant Reading Teachers with a two-year plan.

BACKGROUND:
We feel improvements to our current delivery model are essential to serve our students accessing Special Education support, and respectfully propose that the Intensive Support and Assessment Program (ISA) be restructured over two years, and staff allocated to this program instead be used for specialized literacy support. Increasing barriers such as the requirement of a psychoeducational assessment, the need for the student to leave a supportive network at their home school, the limited focus on junior grade students and the costs associated with training and transportation, compel us to consider a more effective delivery model for Junior Students.

This proposal includes the development and implementation of 12 *Itinerant Literacy Intervention Teacher* positions in year one that will provide intensive, direct, explicit literacy instruction in home schools for those students who are struggling to learn how to read and write.   This implementation would not incur any new costs for staffing.

Guiding Principles:
- The Importance of Literacy to a Student's Life Outcomes
- Supporting Students' Mental Health and Well-Being
- Education is a Human Right and Reading is Implicit in that Right
- Equitable Access
- Alignment with Current Research in Evidence Based Reading Intervention Programs
- Universal Design and Differentiated Instruction - 'Essential for Some, Good for All'
- Ongoing Reflection and Refinement of Current Practices to Improve Student Outcomes

The Student Services Team consulted with stakeholders. Presentations were provided and all groups were invited to provide questions and comments:
- SSLT: February 8, 2021
- Board of Trustees: March 9, 2021
- ISA Teachers and All Principals/Vice Principals: April 19, 2021
- SEAC: April 20, 2021
- SSMT and Student Services Staff: April 28, 2021
- Parents/Guardians via letter and video link: May 6, 2021
- Core Resource Teachers via letter and video link: May 5, 2021

The following documents capture questions and responses related to this proposal. In addition, many provided supportive comments and some areas of concern.
Trustees *(Appendix 1)*
Parents/Guardians *(Appendix 2)*
Principals *(Appendix 3)*
ISA teachers *(Appendix 4)*
CRTs *(Appendix 5)*
SEAC *(Appendix 6)*

NEXT STEPS:
Over the course of two years, our current ISA Teacher positions will shift to Itinerant Literacy Intervention Teachers. The resources currently allocated to the ISA program would be redeployed in support of this new delivery model.

SUMMARY:
At the heart of Special Education is the meaningful and authentic inclusion of students with diverse and unique needs. We've highlighted guiding principles to inform our decisions and actions: honouring education as a human right, promoting student success at YCDSB in the context of an evolving educational landscape, ensuring equitable and timely access to interventions, placing students' mental health and well-being at the forefront of our decisions. In removing barriers, we can increase access for students to literacy interventions, while also ensuring we maintain special education positions in order to continue the important work that our teachers do.

When we consider these advancements in the field of education in conjunction with challenges associated with our current model, we feel that the ILIT program will support a renewed focus on a program based delivery model. This includes a more robust delivery of timely interventions, such as Remediation Plus at every elementary school. We respectfully recommend implementation of changes as outlined in the proposal. We believe these changes, if implemented, would support YCDSB endeavours to offer evidence-informed practices in alignment with current research and trends in the field of education, and would better ensure we provide timely access to ongoing special education support and services to meet the needs of our students.

RECOMMENDATION:

THAT the Board of Trustees approve the implementation of the ILIT program with the closure and resource redeployment of the Intensive Support and Assessment (ISA) Program commencing September 2021.

Prepared and Submitted By: Diana Candido, Superintendent of Learning: Exceptional Learners
Endorsed By: Maria Battista, Interim Director of Education

TRUSTEES Frequently Asked Questions

Question	Answer
Determining Target Schools/Students for ILITs ● What schools will be impacted year 1 ● How many students will be impacted year 1 ● Where will the 12 locations for ILI be? Will they coincide with the areas that ISA centres close?	Target schools will be based on criteria such as EQAO scores, individual needs and other factors. They may not be the same locations as former ISA Centres. The final number and location of centres closing will be determined by location and number of applicants and returning students. At this time we **estimate** 12 centres will be closing, affecting 36 students. Some of these parents have already decided to have their child return to their home school if we can't ensure face-to-face integration due to public health restrictions. Please refer to the chart indicating **ISA Centres for Consideration** The students entering Year 2 at those centres will be offered a placement at one of the remaining centres. They may choose to return to their home school where they will be supported in the Core Resource Program. A screening process will take place to identify students that will participate in the program. At this time we are only looking at students in the junior grades. It may change in subsequent years according to system needs. Early intervention related to struggling readers within the primary grades is crucial. Currently, we will continue to provide remedial reading to primary students through our Core Resource Program and the provision of **additional training and a direct instruction program in every elementary school**. Additional roll-out procedures will be forthcoming.
How will ISA students be supported? ● Can students losing ISA service be guaranteed ILIT service? ● If not, how many will be without either service? ● Would it be possible to top up Core to assist those students? ● Is there room on the Core roster for all the ISA kids to be	We can't guarantee an ILIT for every student from ISA but every school will have Remediation Plus and Core Resource Teachers will have additional training. Core Resource Allocation is determined based on the numbers of students currently on Core Resource Registers in K-7. We include students coming in through Early Facilitation and returning from Central Programs (ISA, ASD, LSC). Currently, all students returning from ISA are placed in the Core Resource Program and will receive support in the areas of need. Consultants are available to provide

picked up, and will the CRAs be adequately supported? ● How do we ensure that CRAs are able to support students when they are often called to cover classes etc.? How do we ensure all Core students are adequately supported?	additional programming support to CRTs around individual profiles. We are renewing our efforts to support schools in delivering Core Resource support based on a Program Based Delivery Model. Students are grouping according to required programs and the amount of support is determined by level of need. Where schools have more than one CRT, they are encouraged to adopt a "specialist" role where they can focus on specific programs. Larger schools may be able to dedicate one teacher to literacy interventions or alternative programs.
Will CDAs or speech pathologists be engaged as critical supports to our classroom teachers?	Currently our SPL and CDAs are indeed supporting classroom teachers and actually running groups for early literacy support. It is our hope that the next phase of our reading plan will include the hiring of more CDAs. We are very excited about our transition to Tier 1 (whole and small group support) in our Student SErvices delivery model.
Will there be additional PD for classroom teachers in math and literacy strategies to help support the new delivery model?	Our ILIT teachers will be working collaboratively with classroom teachers and Core Resource teachers. All ILIT and CRTs will indeed receive this training and it is our hope to work with the Curriculum Department to further train all staff around literacy skills.
How will needs other than literacy be supported?	The ILIT program is not meant to fully take the place of the ISA program. The goal is to ensure that all students have an equitable opportunity for timely intervention related to literacy. We are planning to support Core Resource Teachers through a renewed focus on a Program Based Delivery Model. This model encourages the grouping of students by area of need so that teachers can focus on providing specific programs. Schools with significant needs will be considered for an ILIT target school. Details regarding subject specific supports that are identified as key learning in the ISA program are provided below. **Mathematics** Current IEPs of students in the ISA programs suggest that only 37% of students require a modified math program.

	Students will be supported in their home schools by the Core and Classroom Teachers for Mathematics, through gap closing activities, as well as universal design and differentiated instruction for learning new concepts in Mathematics, using a targeted approach as outlined in the YCDSB document, [Supporting Students with Learning Disabilities in Mathematics](). This document outlines best practices and accommodations that support students who demonstrate difficulties such as memory issues, executive functioning, verbal comprehension and perceptual reasoning, and was part of a pilot project through the curriculum department. Findings of this pilot project were shared with the Ministry of Education. Together, classroom and special education teachers will work collaboratively to leverage students' strengths, support areas of need, and provide meaningful inclusion and engagement for students with learning needs in the Mathematics classroom. Mathematics has been the focus for professional development for the last few years, and will continue to be a focus this coming year. **Assistive Technology** Over the last 20 years, the use of technology has increased dramatically. It is quite common for all students to be using Chromebooks in the classroom to assist with learning, therefore, students will receive support related to Assistive Technology in the classroom. Additional support can be provided by CRT and/or the AT Technician assigned to each school. **Self-Awareness and Self-Advocacy** All students are receiving direct instruction related to self-awareness through the Health and Physical Education Program. The new Physical Education Curriculum (2019) includes exploration of: Identification and Management of Emotions, Stress Management and Coping, Positive Motivation and Perseverance and
Why are ISA Centres Closing?	*In response to the changing educational landscape and the recent challenges brought on by the pandemic, YCDSB Student Services Department has initiated a review of our current interventions for students with learning disabilities to ensure we continue to meet the needs of our students in Special Education Programs.* (Introduction to Parent Presentation)

	Growth in educational practices and access to technology are enabling schools to support students more effectively in their home schools By eliminating the practice of temporarily moving students to a new school in order to allow them to gain access to a central program, we are adopting changes to delivering effective programs that ensure targeted support in the home school. We will ensure the provision of a range of proactive literacy and numeracy supports while students remain in their own, supportive school community where teachers are familiar with the students' learning profiles. Children can maintain their friendships within their home schools with their peers, placing students' mental health and well-being at the forefront.

Improving Literacy Outcomes for Junior Students Within Home School Settings
Parent/Guardian Frequently Asked Questions

Thank you for the feedback to our presentation. We have prepared responses to frequently asked questions in order to provide more information regarding the Program Delivery Changes in Elementary Special Education Programs. Some questions have been combined or reworded for clarity.
Specific questions regarding your child should be directed to the Classroom Teacher or School Principal.

QUESTION	RESPONSE
ISA PROGRAM ● What happens when a teacher takes a leave? ● My child has formed a bond with her ISA teacher, does she have to change teachers if the centre closes? When a teacher takes a leave, we seek a teacher with the required qualifications to fill in. At the same time, we cannot guarantee that the same ISA teacher will teach your child for both Year 1 and Year 2, even at the same centre. ● Will my child be given a chance to have their ISA placement extended due the pandemic? ● Will his time in the ISA be extended come the new school year 2021-2022? ● What is the plan to address the needs of students as a result of the pandemic, particularly those with an LD? All students have been impacted by the challenges faced during the pandemic. Unfortunately we are unable to extend ISA placements for students that have been in the program for 2 years. Teachers will continue to take into account students' skills and possible learning gaps when providing programs in all settings. This is a challenge that will require the input and efforts of all stakeholders in the coming months and years. It is important, more so now than ever, that students are supported holistically, reflecting a collective responsibility. ● What happens to my child who is currently in Year One? ● How do you plan on addressing current ISA students in "Year 2", that have not received a proper 2 year ISA program as intended? ● My child is in their first year of ISA. Would they then be participating in the ILIT program for next year? ● Will current ISA students have to move to another ISA program at another school? ● When will we know where the centres will be for next year so we can make a decision?	

Once the final approval has been made regarding the ILIT Program, we will inform parents which centres will be collapsed. We are hoping to share further details by the end of May or the beginning of June.

For ISA centres that are closing, parents/guardians will be given the following options:

1. Your child will be given a placement in another ISA centre for their second year.

2. Your child can return to their home school and continue in the Core Resource program to support areas of identified needs.

Not all students will have support from an ILIT teacher. Each elementary school will be provided with a structured and explicit reading program and additional training for one Core Resource Teacher per school.

- What happens if parents choose online learning for the 2021-2022 school year?
- How prepared is the program's overall flexibility in dealing with the evolving changes due to COVID?
- How will the ISA or ILIT programs functionally work if the York Region Public Health and the Ministry of Education decide that remote learning continues as a result of COVID-19?

The pandemic has compounded many challenges including the necessary integration of ISA students with their same grade peers. There is no indication from York Public Health or from the Ministry that our model for the ISA Program will be different in the Fall. ISA Centres may still not be able to allow students to be integrated in a face-to-face model. The ISA Program will continue as a hybrid model. We are investigating additional ways that we can provide interventions to students learning remotely in all of our programs.

- If my child has had a psychoeducational assessment, can they be placed in the ISA program?
- So does this mean there will not be an ISA program anymore?

New applications for students currently in grades 3-5 will be reviewed for a one year ISA placement. Our criteria remains the same and includes a psychoeducational assessment indicating a diagnosis of a moderate to severe learning disability. Successful candidates will be notified of the location so that parents can make a final decision. It is our intention to shift all remaining ISA positions to Itinerant Literacy Intervention Teachers by the beginning of the 2022-2023 school year. All programming for students with learning disabilities will take place at their home schools.

- Is there ISA support for intermediates? Grade 7&8?

The ISA Program is for students in Junior grades, Core Resource support and literacy interventions are available in all grades for students with special education needs.

- Does it mean if a school does not have enough students signed up for ISA that the program will not be provided in a specific school?
- How are the latest changes and interventions benefiting students currently in the ISA program?

- Are these changes a result of budget cuts?

The students returning for Year 2 and the new applicants will be grouped geographically to determine where it is viable to maintain a centre. The changes are not a result of budget cuts, they are recommended to effectively meet the needs of all students in special education programs in an equitable and timely way. Students in current ISA programs will benefit from a renewed focus on interventions that are provided at all schools beyond their time in ISA.

Reading Program

- We are wondering what program the ILIT teachers will be using?
- The foundation of this program requires ongoing assessment. How will students be assessed? What assessment tools will be used? How often will students be assessed?

Each elementary school will receive the *Remediation Plus Intervention Program* as well as supplementary materials. The foundation of this program will be a targeted direct instruction, evidence informed reading program that incorporates a multisensory approach, incorporates principles of the Orton Gillingham method, and is based on the accumulation of research related to the Science of Reading. The focus of this program is on phonological awareness, phoneme grapheme correspondence, phonics, blending and segmenting work and fluency building exercises.

Ongoing assessment will be key to meeting individual needs and reinforcing developing skills at several points throughout the program, various assessment tools will focus on letter and sound identification, decoding, phonological awareness, spelling, and sight word recognition. Teachers will test students in order to gain a complete understanding of the student's strengths and gaps in phonemic awareness, ability to shape letters, knowledge of spelling rules and syllables, and ability to process language in dictation. The teacher's plan is based on careful and continuous assessment of each student's needs.

SPECIAL EDUCATION PROGRAMS

- What is being done to help kids classified with learning disabilities?
- This is a positive change for students to remain at their home schools, can they access the program before junior grades?
- How will this program help with identifying students in need of earlier intervention and also how will this assist students who still require intensive literacy intervention post grade 6?
- Will all special ed students have access to literacy interventions?
- What literacy supports will there be if the student is not at one of the ILIT Program target schools?

- How will Intermediate students be assisted in this model?

In Student Services we are reviewing and revising our program delivery models to improve equity and access to programs for students with special education needs. Part of this plan involves ensuring **every elementary school** has access to an evidence informed reading intervention program that can be used for students from K-8. Core Resource Teachers will receive additional training in the implementation of this reading program.

- How will the program work for a student starting in grade 9?

The Core Resource Program in the secondary panel has programs in place to support students with literacy needs.

- Is there any support for french immersion students for literacy?

Students in French Immersion Programs with special education needs have access to Core Resource support that includes literacy interventions.

- How can the Core Resource Program support all the areas in the ISA program?
- How will the Board accommodate locally so children no longer would have to travel to ISA programs?
- Will our children receive the attention they require?

Student Services is looking at additional training for Core Resource Teachers with a renewed focus on program based delivery. This model allows teachers to group students in order to provide direct instruction in specific programs according to a child's needs. Schools with significant needs will be considered for an ILIT target school. Details regarding subject specific supports that are identified as key learning in the ISA program are provided below.

Mathematics
Current IEPs of students in the ISA programs suggest that only 37% of students require a modified math program. Students will be supported in their home schools by the Core and Classroom Teachers for Mathematics, through gap closing activities, as well as universal design and differentiated instruction for learning new concepts in Mathematics. Together, classroom and special education teachers will work collaboratively to leverage students' strengths, support areas of need, and provide meaningful inclusion and engagement for students with learning needs in the Mathematics classroom.

Assistive Technology
Over the last 20 years, the use of technology has increased dramatically. It is quite common for all students to be using Chromebooks in the

classroom to assist with learning, therefore, students will receive support related to Assistive Technology in the classroom. Additional support can be provided by CRT and/or the AT Technician assigned to each school.

Self-Awareness and Self-Advocacy

All students are receiving direct instruction related to self-awareness through the Health and Physical Education Program. The new Physical Education Curriculum (2019) includes exploration of: Identification and Management of Emotions, Stress Management and Coping, Positive Motivation and Perseverance and Self-Awareness and Sense of Identity.

- What is the new "Social Emotional Learning" component of Math?

Social-emotional learning skills at school contributes to all students' overall health and well-being and to successful academic performance. It also supports positive mental health, as well as students' ability to learn, build resilience, and thrive. Social-emotional learning skills help every student develop a positive identity as a capable "math learner". More information related to the Social Emotional Learning component of Mathematics can be found here: https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-mathematics/context/the-strands-in-the-mathematics-curriculum

ITINERANT READING INTERVENTION TEACHERS

- Will students receive ILIT support and Core Resource support?
- What if there are not enough students in a school for an ILIT?
- What is the difference between the special education support currently available in every school and this new ILIT program?

The support of the ILIT is a short term intervention in literacy only. Students would still receive support from the Core Resource Teacher for other possible needs and to follow up once the program is complete. In order to ensure continuity of programming, the ILIT will share successful strategies with parents and teachers at the school to reinforce and build on gains. The reading intervention program provided by the Core Resource Teacher and the ILIT will be the same. The ILIT role allows the flexibility to target schools that have more needs in the area of literacy.

DETERMINING TARGET SCHOOLS AND STUDENTS FOR ILITs

- Will all catholic schools have ILIT teachers to help children with learning disabilities?
- Is this program starting in September and if so, when will we know which schools it will be in?
- From what I understand, only certain schools will receive this program, could my child move to a school with the program?
- If students have already participated in ISA can they still participate in this program?

The target schools will be identified and Itinerant Literacy Intervention Teachers will begin in September 2021. The number of ILITs and therefore number of target schools is still to be determined. Target schools will be based on criteria such as historical EQAO scores, individual needs as indicated by school Special Education Registers, reading level data and additional factors such as socioeconomic and community needs. There is an opportunity to shift support each term according to changing needs. The itinerant model allows the flexibility to provide intensive support in schools where the greatest needs have been identified while also reaching a larger number of students. Students who are not currently attending a target school can access literacy interventions through the Core Resource Program. Students who participated in the ISA program and are in the junior grades can participate if they attend one of the target schools and require the additional support.

- How do you determine eligibility for this program?
- Which students can qualify for this program, if they are not identified or assessed?
- When will this literacy intervention program be offered to primary students?
- If my child is entering a junior grade at a target school and is in Core will they get the reading program?
- Will the new proposed program be eligible for Gr.4-6 students only OR open to K-8 students?
- If there is no psychoeducational assessment required with the ILIT program, how do you decide who has a learning disability and what learning techniques need to be applied, as they are different for every child?

A screening process will take place to identify students that will participate in the program. Core Resource Teachers and/or Speech and Language Pathologists will use assessment tools that will look at skills such as reading level, phonological awareness, decoding and sight word recognition. At this time we are only looking at using ILITs for students in the junior grades. It may change in subsequent years according to system needs. Early intervention related to struggling readers within the primary grades is crucial. Currently, we will continue to provide remedial reading to all students with identified needs in literacy through our Core Resource Program and the provision of additional training and a direct instruction program in every elementary school. A psychoeducational assessment may still be recommended for some students to gather additional information but it is not required to access interventions.

Further details will be shared with schools and students who will be participating in the program this Fall.

- Will YCDSB also be training classroom teachers with strategies and techniques that will be provided to students in the ILIT program?

The program is designed to be a literacy intervention program for small groups of students with identified special education needs. It is not intended to use as or replace existing literacy programs provided in the regular class.

- How many students will participate in this program per school?

- Is each student only allowed to participate for 1 term?
- What is the plan to support students who are learning online with this ILIT model?

ILITs will be using the *Remediation Plus Intervention Program* and supplementary materials to groups of 4-5 students at a time for one term. To support continuity of successful strategies ILITs will provide consultation to each student's Classroom Teacher as well as Core Resource Teachers who will continue to work with the student to promote and build on gains.The number of students per school will depend on needs. We are investigating ways that we can provide interventions to students learning remotely.

- For students who qualify for this intensive literacy support program, when will they be pulled out of class?

The scheduling will be unique in each school as we will have several factors to consider. Every effort is made to ensure students are not missing key lessons in other subjects. This information can be shared with parents in advance so they can make an informed decision regarding participation.

Psychological Assessments

- Without having psychoeducational assessments on all students with special needs how can you ensure you are accurately identifying all students' unique learning needs?
- How is the mandatory Psychoeducational Assessment a "barrier" to continued and future learning.
- Aren't psychoeducational assessments helpful in understanding my child's needs?
- What if my child needs a psychoeducational assessment?

A psychoeducational assessment provides valuable information regarding a student's strengths and areas of need. These assessments provide input and recommendations that can guide personalized programming for a student with exceptional needs. Currently, students must have a psychoeducational assessment that provides a diagnosis of a Learning Disability to be considered for a placement in the ISA Program. They must also be in the junior grades to be eligible for the ISA program. We propose to provide a robust opportunity to meet the needs of all learners who are struggling in the area of literacy. This would include those who have not had a psychoeducational assessment, those who do not have a diagnosis of Learning Disability, and students outside the junior grades. Psychoeducational assessments will continue to be provided for students who are struggling to access curriculum, as they have been in the past. However, having this type of assessment won't be a criteria to access the ILIT program or interventions provided by the Core Resource Teacher.

Timestamp	Email	Please share your questions or comments below by Friday, May 14th, 2021. Kindly include only one question or comment per form.
	lisa.falconi@ycdsb.ca	I really like the ILIT proposal. I believe this will have a greater impact on more students in our schools.
	anna.iafrate@ycdsb.ca	The new reading program will benefit so many students and directly target the reading needs. I am very optimistic that this is a good move from the ISA program and it an equitable plan.
	bernardo.dulcigno@ycdsb	I may have missed this in the video, but are the ILIT teachers going to be in the designated schools all day?
	linda.d'andrea@ycdsb.ca	Is it possible to request to have the ILIT position at your school? I'm referring to the large number of students who would benefit from such a program. I hope special consideration is being given for larger schools based on their needs.
	Linda D'Andrea	I agree, excellent plan, Diana! Students will certainly benefit from the model.
	Connie Quadrini	The timely and responsive remediation and intervention at an early stage will be key to closing and keeping the gaps narrow, which will keep pathways open for your students.
	Clara Contatto-Giulianelli	We have been using Remediation Plus for the last two years and have made many gains with our students, of all ages.
	Rosanne Gravina	We too have been using Remeidation Plus as an intervention program and have had success.
	Anna Iafrate	As a former Reading Recovery Teacher, reading is the key to all learning. Thank you DIana!
	Connie Quadrini	Well done Diana and team. We look forward to hearing more about next steps.

ISA Teachers/Principals Frequently Asked Questions

Thank you for the feedback. Some questions have been combined or reworded for clarity.

QUESTION	RESPONSE
IPRC Reviews ● How do I proceed with upcoming IPRCS for those students who have completed their first year in ISA?	More information regarding IPRC Reviews will be shared shortly.
Reading Program ● Will all ISA teachers receive training for Remediation Plus? ● The Remediation Plus Reading Program is quite an intensive program and I have concerns about groupings of 4 or 5. Has this been tested out or are there tweaks to the program that help it work better? ● Could Teacher Librarians be involved as well and support? ● Are there measurable results that show how reading recovery helped students? ● If schools are already using Remediation Plus, is there not also room for the intensive intervention?	In addition to ILITs, all ISA Teachers and 1 Core Resource Teacher per school will receive training for this program in the fall. Some aspects of the program will need to be adapted to suit the needs and dynamics of a larger group, however, teachers have experienced success with a group of 4-5 students. There is no plan for Teacher Librarians to support this program at this time. The ILIT program focuses on supporting struggling readers, however, the program differs from Reading Recovery in its approach and the number of students it supports at one time. The ILIT program can support a small group of students at one time, and emphasizes the development of phonological awareness skills, through the use of a structured, explicit reading program based on the Science of Reading.
Determining Target Schools/Students for ILITs ● How do principals access the literacy teacher to assist students at their school? Is there a referral process? ● Will ILITs support literacy needs of students from their respective Target School or a school in which an ISA centre has been closed only? ● Will they support where there are significant needs within the junior cohorts? ● What students will be involved in this program? Early Intervention was mentioned.	Target schools will be based on criteria such as EQAO scores, individual needs and other factors. They may not be the same locations as former ISA Centres. A screening process will take place to identify students that will participate in the program. At this time we are only looking at students in the junior grades. It may change in subsequent years according to system needs. Early intervention related to struggling readers within the primary grades is crucial. Currently, we will continue to provide remedial reading to primary students through our Core Resource Program and the provision of additional training and a direct instruction program in every elementary school.

● Early intervention is necessary in primary, junior grades may be too late.	Additional roll-out procedures will be forthcoming.
Role of ILIT ● Will literacy teachers be travelling from school to school or will they only be at target area schools? ● How does the role support literacy from a whole school perspective? (literacy nights, providing PD/being a resource for parents and colleagues) ● What are the job responsibilities for an ILIT Teacher? ie travelling, hours of instruction, assessment, number of students? ● How many schools would ILITs be responsible for? ● As an ILIT Teacher, would we have a classroom/space in each school to store materials? To put up posters, etc? What would set-up be? ● Will all ISA teachers receive training for this new program? ● Will the ILIT teachers be responsible for IEP's? Report cards? IPRC's?	The Itinerant model allows the flexibility to provide intensive support in schools where the greatest needs have been identified while also reaching a larger number of students. ILITs will be traveling to target schools. They will have a maximum of 2 schools per term. We will take geographical location into consideration. The number of students will depend on a variety of factors and considerations from York Public Health. The ILIT schedules will be created in accordance with OECTAs Collective Agreement. Principals of designated schools will determine the best learning environment for ILITs to use. The ILIT will be a resource to parents, Classroom Teachers and Core Resource Teachers. Training and support for all aspects of the ILIT role will be provided by consultants. Materials will be provided or created collaboratively. Depending on individual needs, ILITs may be consulted regarding IEPs, Report Cards and IPRC Reviews, but if they are in the Core Resource Program, that teacher would take the lead. ILITs would be responsible for collecting, recording and communicating pre and post data.
Staffing of ILITs ● What is the term of the ILIT teacher? ● What is the rationale for a two year term for ILIT teachers? If reading part 1 and 2 and direct teacher training is intensive , would you not want to increase and build on efficacy in the role? ● As an ILIT teacher do we need to take both Reading Part 1 and 2? Also will the Board be paying for this or are we responsible to pay for it? ● How many teaching positions will there be for this new program?	This criteria for the ILIT role has not been finalized. Should additional qualifications be required, teachers will have the opportunity to take the AQ course during the first year of the ILIT position. Teachers would be responsible for any fees related to AQs. Regardless of the term that is determined, teachers will have the opportunity to reapply if interested.

• What would the options be for ISA teachers who are not offered an ILIT position? • Can you clarify the hiring criteria for iLit teachers. I noticed one of the slides referred to "central teachers" and "seniority". Does that mean already hired centrally placed teachers and seniority? • Would we have an opportunity to know general geographical areas before we decide on the position? • Will we need to interview for this ILIT position? Will we be placed by preference and seniority? Is there a seniority list we can see? • Will ISA Teachers of centres closing this September have the option to apply and potentially be placed in the ILIT Position before the transfer process happens? So, in the event that they do not get the position, they still have the chance to apply for a transfer? • Will ISA Teachers of centres closing this September have the option to apply and potentially be placed in an ILIT Position in a certain Area? Will the postings be separate and we can apply to the group of schools we're interested in?	The number of positions will depend on the final number of ISA centres that are closing. All ISA teachers, regardless of whether or not their centre is closing, will have the opportunity to apply for the ILIT position. Placement and choice of geographical location will be based on seniority with the board. Any vacant positions will be posted, interviews will be required for these applicants. ISA teachers who may be displaced and are not in an ILIT role will be assigned to one of the remaining centres based on seniority. All displaced teachers will have the option of engaging in the transfer process. The ILIT positions will be central positions in the same way that ISA positions are hired and placed centrally. We intend to decide on ISA Centres that are closing by the beginning of June. At that point, we will determine interest in the ILIT positions and finalized placement of all teachers before the transfer process concludes as per staffing guidelines.
Supporting Other Needs • The ISA program supports literacy, numeracy, self advocacy, technology, as well as addressing the multifaceted needs of LD students. How will this model address all of these needs? • Are there plans for providing additional resources or PD to Core Resource and/or ILIT teachers to support students in the area of Executive Function? • How will Core Resource teachers have time to meet these needs when they have so many students?	The ILIT program is not meant to fully take the place of the ISA program. The goal is to ensure that all students have an equitable opportunity for timely intervention related to literacy. We are planning to support Core Resource Teachers through a renewed focus on a Program Based Delivery Model. This model encourages the grouping of students by area of need so that teachers can focus on providing specific programs. Schools with significant needs will be considered for an ILIT target school. Details regarding subject specific supports that are identified as key learning in the ISA program are provided below. **Mathematics** Current IEPs of students in the ISA programs suggest that only 37% of students require a modified math program.

	Students will be supported in their home schools by the Core and Classroom Teachers for Mathematics, through gap closing activities, as well as universal design and differentiated instruction for learning new concepts in Mathematics, using a targeted approach as outlined in the YCDSB document, [Supporting Students with Learning Disabilities in Mathematics](). This document outlines best practices and accommodations that support students who demonstrate difficulties such as memory issues, executive functioning, verbal comprehension and perceptual reasoning. Together, classroom and special education teachers will work collaboratively to leverage students' strengths, support areas of need, and provide meaningful inclusion and engagement for students with learning needs in the Mathematics classroom. Mathematics has been the focus for professional development for the last few years, and will continue to be a focus this coming year. **Assistive Technology** Over the last 20 years, the use of technology has increased dramatically. It is quite common for all students to be using Chromebooks in the classroom to assist with learning, therefore, students will receive support related to Assistive Technology in the classroom. Additional support can be provided by CRT and/or the AT Technician assigned to each school. **Self-Awareness and Self-Advocacy** All students are receiving direct instruction related to self-awareness through the Health and Physical Education Program. The new Physical Education Curriculum (2019) includes exploration of: Identification and Management of Emotions, Stress Management and Coping, Positive Motivation and Perseverance and Self-Awareness and Sense of Identity.
Additional Questions	
What criteria will be used to determine which centers will be closing?	The ISA closures will be based on the following criteria: ● Location - distance to another ISA centre nearby ● Numbers of Year 1 Students Impacted

	• Availability in integration classes • Current applications and Historical Enrollment Data from past years
Why are we implementing a program prior to the recommendations from the inquiry?	Although the inquiry is not complete, we do know the benchmarks and questions they asked boards of education that were selected to be part of the inquiry. Points such as use of evidence based reading programs, direct teaching of phonological skills, early screening, timely access and Universal Design for learning were part of our considerations.This is not our Board's official response to the inquiry, we simply used it as an opportunity to inform our decisions around improving our programs.
Are there measurable results that have come from the 2014 "Supporting Students with Learning Disabilities in Mathematics"?	Yes, this document was part of various pilots through the curriculum department. The data was collected and shared with the Ministry of Education.
What is the plan to address the needs of students as a result of the pandemic, particularly those with an LD?	This is a challenge that will require the input and efforts of all stakeholders in the coming months and years. It is important, more so now than ever, that students are supported holistically, reflecting a collective responsibility.
May we have a breakdown of all the details from the meeting please. I would like to review all the details that were mentioned.	The link to the recording of the presentation provided to ISA Teachers is available through the calendar event. Please do not copy or share this recording.

Core Resource Teachers Frequently Asked Questions

Thank you for the feedback. Some questions have been combined or reworded for clarity.

QUESTION	RESPONSE
Reading Program ● When stating that students will have "equitable access" does this mean that all students in the core resource program will have access to the reading program regardless if they are in a target school or not? ● What reading program/materials will be used for this? ● Will CRTs receive training for Remediation Plus? ● Will a similar literacy program be available for primary students? Early intervention is so important. We need a more structured and explicit reading program to replace ELIP. ● Will this program replace Later Literacy? ● Will students in JK-3 be serviced using the same new reading program or will we continue with ELIP? ● Can this be done as a language block for the whole class so the class teacher can get a prep and the students won't miss any class time?	The reference to equitable access in the presentation refers to the need to provide access to evidence informed literacy interventions to students in home schools at every grade. Although results in the ISA program can be beneficial to the students that attend, there are barriers to other students. The barriers can include the need for an LD diagnosis, the requirement to move schools for access and limiting it to junior grades. Each elementary school will receive access to the Remediation Plus reading intervention program. In addition to ILITs, all ISA Teachers and 1 Core Resource Teacher per school will receive training for this program in the fall. Remediation Plus can be used with K and up. Although we can continue to use ELIP and/or Later Literacy, we are working to create a more comprehensive Literacy Framework where teachers can choose the best approach for each learner. Remediation Plus will be our primary resource for a phonetic-based approach to reading. Other materials can support other aspects of literacy as needed. The program is not intended to be used as a Tier 1 Intervention.
Determining Target Schools/Students for ILITs ● How many schools would the Itinerant Literacy Teacher be responsible for? ● How does a school become an ILIT base? ● How are schools selected for ILIT? - there is no EQAO data and limited DRA data for the past two years. ● Will the number of students referred to core be considered? ● What about "targeted" schools? Is it possible for a small school not to get ILIT support; if so more demands on CR teachers	The number of ILITs and therefore number of target schools is still to be determined. Target schools will be based on criteria such as historical EQAO scores, individual needs as indicated by Special Education Registers, reading level data and additional factors such as socioeconomic and community needs. ILITs will not necessarily be assigned only to larger schools, there is an opportunity to shift support each term. A screening process will take place to identify students that will participate in the program. Additional screening may be provided by the Speech and Language

• Please elaborate what "community needs" means when deciding schools? • The video mentioned that students will be screened for "appropriateness" for the program. Is this over and above the school recommending the student?	Department for some identified schools to assist in identifying appropriate candidates for ILIT intervention. At this time we are only looking at students in the junior grades. It may change in subsequent years according to system needs. Additional roll-out policies and procedures will be forthcoming.
Role of ILIT • How many schools would the Itinerant Literacy Teacher be responsible for? • Will there be ILIT for primary? • What are the job responsibilities for an ILIT Teacher? • How many schools would ILITs be responsible for?	The Itinerant model allows the flexibility to provide intensive support in schools where the greatest needs have been identified while also reaching a larger number of students. ILITs will be traveling to target schools. They will have a maximum of 2 schools per term. We will take geographical location into consideration. The number of students will depend on a variety of factors and considerations from York Public Health. The primary role of the ILIT will be to deliver direct instruction literacy intervention to small groups of students. In addition, the ILIT will be a resource to parents, Classroom Teachers and Core Resource Teachers. Training and support for all aspects of the ILIT role will be provided by consultants. Materials will be provided or created collaboratively.
Staffing of ILITs • Can Core Resource teachers apply to be ILIT teachers? • Will this ILIT be centrally staffed? • How will positions be offered? • Will there be an application process for ILIT teachers, or will the positions be filled by selected ISA teachers? • Will there be new positions created for these ILIT teachers? • How many ILIT teachers will there be board wide?	This criteria for the ILIT role has not been finalized. Should additional qualifications be required, teachers will have the opportunity to take the AQ course during the first year of the ILIT position. Teachers would be responsible for any fees related to AQs. The number of positions will depend on the final number of ISA centres that are closing. All ISA teachers, regardless of whether or not their centre is closing, will have the opportunity to apply for the ILIT position. Placement and choice of geographical location will be based on seniority with the board. Any vacant positions will be posted and CRTs are welcome to apply, interviews will be required for these applicants. The ILIT positions will be central positions in the same way that ISA positions are

	hired and placed centrally. We intend to decide on ISA Centres that are closing by the beginning of June. At that point, we will determine interest in the ILIT positions and finalized placement of all teachers before the transfer process concludes as per staffing guidelines.
Supporting Student Needs ● With the hybrid model, Core Resources teachers have been pulled out of their roles once or twice a week to cover classes as there was a shortage of supply teachers. Since the hybrid model is continuing for the next school year, how would students benefit from the program if the consistency might not be possible. ● How will this program work within the hybrid model framework? ● ILIT teachers will support 1 hour/day for a term; in ISA these students were getting 50% of their day supported by the ISA ● Students will be added to the Core Resource teacher's roster; we cannot expect the CR teachers to now have these ISA candidates on their rosters without extra hiring in Core ● Schools that only have ONE CR are already overloaded with spec ed demands ● As a Core Resource Teacher, I have always struggled with providing both literacy and math support at the same time. I have found that the greatest gains in literacy happens when daily and intensive programming is in place. How does one balance this with math support? ● If a student is getting core or ESL then they should be exempted from this program because they will miss a lot of class time 40 minutes core/ESL and 1 hour of ILIT. In that case are these students exempted from social studies? ● For schools that receive this kind of itinerant support, will Core Resource hours be reduced?	It is our hope that staffing challenges will improve in the Fall so that CRTs can return to providing consistent and direct instruction to students. Although we will likely begin the year with continued health restrictions in place, we will attempt to apply the lessons learned this year to assist in sharing best practices. We will also be looking at options to adapt Remediation Plus to a hybrid or virtual model. The ILIT program is not meant to fully take the place of the ISA program. The goal is to ensure that all students have an equitable opportunity for timely intervention related to literacy. We are planning to support Core Resource Teachers through a renewed focus on a Program Based Delivery Model. This model encourages the grouping of students by area of need so that teachers can focus on providing specific programs. This can assist with scheduling challenges and planning. Where teachers are providing more than one program (Literacy and Math) focused, intensive support for literacy intervention can be provided for one term with a group of students and another term for another group. Consultants will be able to assist in making some of these programming decisions. Whether or not the ILIT or the CRT provides an intensive literacy intervention for one term, it may be an option to exempt the student from Social Studies to take part. ESL or Core time for the student may be reduced during the time they are supported by an ILIT. Scheduling will continue to be a challenge but many parents and teachers agree the effort and prioritizing required is necessary to narrow the gap in lagging literacy skills. We will make an effort to provide some guidance through scheduling tipsheets and recommendations.

	Schools with significant needs will be considered for an ILIT target school, these may include schools with one CRT that also have significant needs in literacy. Students that receive ILIT support for one term will remain on the CRT roster. The ILIT teacher will provide information and guidance to support CRTs and Classroom teachers to build on gains made in the program. We will have the same number of Special Education teachers in the system, we are looking at a shift in program delivery. CRT allocation continues to take into consideration current students as well as projected additions from Early Facilitation or a return from a central program (ISA, LSC, ASD class). Students who also receive EA support are recognized as those requiring additional support from the CRT. CRTs will not be reduced at schools that receive ILIT support. The flexibility of the ILIT positions allows the board to respond to system needs by providing short term support to more schools.
Other Areas supported in ISA ● ISA teachers teach more than reading, what about the other areas?	Details regarding subject specific supports that are identified as key learning in the ISA program are provided below. **Mathematics** Current IEPs of students in the ISA programs suggest that only 37% of students require a modified math program. Students will be supported in their home schools by the Core and Classroom Teachers for Mathematics, through gap closing activities, as well as universal design and differentiated instruction for learning new concepts in Mathematics, using a targeted approach as outlined in the YCDSB document, Supporting Students with Learning Disabilities in Mathematics. This document outlines best practices and accommodations that support students who demonstrate difficulties such as memory issues, executive functioning, verbal comprehension and perceptual reasoning. Together, classroom and special education teachers will work collaboratively to leverage students' strengths, support areas of need, and

| | provide meaningful inclusion and engagement for students with learning needs in the Mathematics classroom.

Mathematics has been the focus for professional development for the last few years, and will continue to be a focus this coming year.

Assistive Technology
Over the last 20 years, the use of technology has increased dramatically. It is quite common for all students to be using Chromebooks in the classroom to assist with learning, therefore, students will receive support related to Assistive Technology in the classroom. Additional support can be provided by CRT and/or the AT Technician assigned to each school.

Self-Awareness and Self-Advocacy
All students are receiving direct instruction related to self-awareness through the Health and Physical Education Program. The new Physical Education Curriculum (2019) includes exploration of: Identification and Management of Emotions, Stress Management and Coping, Positive Motivation and Perseverance and Self-Awareness and Sense of Identity. |
| **ISA**
● Can teachers submit ISA applications for students to receive 1 year of ISA for next year in schools where the ISA centre will remain open for one more school year? | ISA applications can be submitted for a 1 year term for students who meet criteria. The location of the placement will be communicated to parents in the letter of offer. |

N. Lai Feedback:
- OHR Right to Read: based on literacy for all students, no matter their capabilities or identification
- Excited to see the psych assessment "barrier" removed

J. Man Feedback:
- Positive feedback
- Identify schools in need, ILIT teachers move to support more students vs old model of ISA
- Build capacity, in long term can provide more services

K. Bryden Feedback:
- Very progressive program,will be beneficial to students

Trustee J.Wigston Feedback:
- A Lot of value to reach more students
- ISA: outgrown and outdated program
- Glad to see a new program to be able to reach more students - w/o the psych. Assessment (seen as barrier)
- Looking for assurance there is room on the core roster to support students who will not be captured in the first year of the program
- Will there be core top up if ISA teacher is moved to the system, prove intensive support
- Need to show this is a program of value VS the image of a program being taken away
- Consider using CDA in this program?
    - Response: Using government funds to support core program to support students
    - SLP team working with students in small groups in early literacy

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: May 25, 2021

RE: Proposed Elimination of AP Enhancement Fees

EXECUTIVE SUMMARY:

This report serves to propose the elimination of AP Enhancement fees as of September, 2021. Despite the approval for the implementation of recommendations for the use and reimbursement of unused funds, (Revised AP Report to Board-Nov. '19) *(Appendix 1)* valid concerns with regard to AP enhancement fee collection continue to be raised by various stakeholders and should therefore be considered.

BACKGROUND:

AP Enhancement fees for all AP students, Gifted and Non-Gifted, are currently collected at the 8 YCDSB secondary schools offering the AP Program. The schools are: Father Bressani CHS, Our Lady of the Lake Catholic Academy, Our Lady Queen of the World CHS, Sacred Heart CHS, St. Brother Andre CHS, St. Joan of Arc, St. Maximilian Kolbe CHS, and St. Theresa of Lisieux CHS. AP fees were first introduced in 2017, with a change in the fee structure introduced in September 2020.

AP Fee Structure: Sept. 2017- Sept. 2019
- Initial Application Fee: $50 (one time fee, waived for students who were enrolled in a YCDSB grade 8 PACE program)
- Grade 9 and 10 AP Enhancement Fee: $150 (annual fee)
- Grade 11 and 12 AP Enhancement Fee: $100 (annual fee)
- AP Exam Registration fee: $130/exam

All students who were registered in the AP program prior to September 2017 were exempt from these fees. Therefore, only as of September 2020, were all grade 9-12 students in the AP program subject to these fees.

Principals were directed to use the AP enhancement fee to cover the cost of the following expenses:

- Specialized equipment;
- Electronic resources;
- Specialized teacher support, AP College training, and in-services;
- Materials from the College Board;
- Guest speakers;
- Administrative costs

AP Fee Structure: Sept. 2020- present
In September 2020, a change to the AP Fee structure was introduced to reflect the following:

- Initial Application Fee - $50 (one-time fee, waived for students who were enrolled in a YCDSB grade 8 PACE program)
- Grade 9 and 10 AP Enhancement Fee - $150 (annual fee)
- Grade 11 and 12 AP Enhancement Fee - $25 for each AP course up to a maximum of $100 (annual fee) ***Note: This was changed from the previous flat fee of $100**
- AP Exam Registration fee: $130/exam

Key Findings of the AP Fees Review:
- AP Fees cannot be used to cover the cost of grade 12 AP textbooks, as per Ministry of Education and YCDSB Guidelines for Enhancement fees; the school General School Budget must be used to purchase textbooks;
- Students in grade 11 and 12 who choose to challenge the AP exams are required to pay an additional fee of $130 for each exam. Many students will write as many as 5 different AP exams, which may result in a fee of over $600, over and above the annual AP fee already paid by the student;
- Most secondary schools offering the AP Program carried over some unused portions of the AP fees collected in previous years. As per the directive given to Principals following the Board Report in 2019, any fees collected for the 2020-2021 school year that are not expended by the end of the year must be returned. The following information highlights AP Enhancement Fees that have been collected and spent beginning 2017 to the current year. These expenditures also highlight that pay per use and school funds will be suitable for covering costs

  Father Bressani - PACE/AP *(Appendix 2)*
  Our Lady Queen of the World - AP *(Appendix 3)*
  Our Lady of the Lake - AP *(Appendix 4)*
  Sacred Heart-PACE/AP *(Appendix 5)*
  St. Brother Andre - PACE/AP *(Appendix 6)*
  St. Joan of Arc - AP *(Appendix 7)*
  St. Maximilian Kolbe - AP *(Appendix 8)*
  St. Theresa of Lisieux - PACE/AP *(Appendix 9)*

- Elementary PACE students are not charged a lump sum for program enhancements
- Since the AP program serves as the YCDSB Special Education platform for the Secondary Gifted Program(PACE), not charging fees to identified Special Education students in Secondary should be in alignment with Elementary school practices
- AP teacher training offered by the College Board is not mandatory for YCDSB Teachers
- Student Services covers the cost of release time for AP teacher training offered by YCDSB and the College offers an institute for $220.00;

Recommendations:

After reviewing school practices regarding the annual collection of AP enhancement fees, the following recommendations may be considered:

THAT the current practice of collecting annual AP enhancement fees be discontinued effective September 2021.

THAT all students identified as gifted be exempted from the screening process for admission to the AP program and as such are not required to pay the one-time $50 fee.

Prepared and Submitted By: Diana Candido, Superintendent of Learning: Exceptional Learners
Endorsed By: Mary Battista, Interim Director of Education

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Marianne Fedrigoni, Superintendent of Education: Exceptional Learners

DATE: November 26, 2019

REPORT: Advanced Placement (AP) Application and Enhancement Fee Update

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Executive Summary

This report serves to provide an update to the Board of Trustees regarding the Advanced Placement Program (AP) Application and Enhancement Fees collected by the 7 YCDSB secondary schools offering the AP Program. Given that the AP fee structure below has been in place for three years, and after receiving inquiries from administrators and a parent about how the fees were being used and how they could be used, we conducted a review of school practices surrounding the annual collection of AP Fees. This report is requesting consideration and input from Trustees in regard to various recommendations arising from the results of the school audit/review.

Background:

As of September 2017, all students registered in the grade 9 Pre-AP program are subject to the following fees moving forward:

- Initial Application Fee - $50
- Grade 9 and 10 AP Enhancement Fee - $150
- Grade 11 and 12 AP Enhancement Fee - $100 *

Note: In grades 9 and 10, students take 4 AP courses. In grade 11 and 12 students are able to take as few as 1 AP course.

The initial application fee is a one time fee paid only by those students who are **not** enrolled in the grade 8 YCDSB PACE program and wish to enrol in the secondary YCDSB AP program. The enhancement fee is an annual fee. All students who were registered in the AP program prior to September 2017 are exempt from these fees. Therefore, as of September 2019, AP Fees were collected only for those students in the grade 9, 10, and 11 AP Program. By September 2020, all grade 9-12 students in the AP program will be subject to these fees. Students in grade 11 and 12 who choose to challenge the AP exams are required to pay an additional fee of $130 for each exam.

The enhancement fee may be used to cover the cost of the following:

- Specialized equipment
- Electronic resources
- Specialized teacher support, AP College training, and in-services
- Materials from the College Board
- Guest speakers
- Administrative costs

Key Findings of the AP Fees Review:

- Most secondary schools offering the AP Program carried over a portion of the AP fees collected into the following school year.
- Administrators and staff in AP schools would benefit from support in determining appropriate, robust enhancements to support each AP and Pre AP course curriculum through the use of the AP fees collected.
- The AP Program is offered at YCDSB as a Gifted Program at 4 secondary schools. AP Fees for enhancements are to be used to enrich and further support the curriculum extensions. According to subsection 8 (3) of the Education Act:

  > *The Minister shall ensure that all exceptional children in Ontario have available to them, in accordance with this Act and the regulations, appropriate special education programs and services <u>without payment of fees </u>by parents or guardians resident in Ontario, and shall provide for the parents or guardians to appeal the appropriateness of the special education placement.*

- The AP Enhancement fees will be used based on the established criteria, which are all specific to enhancements over and above what we provide to meet the learning needs of gifted students.

Recommendations:

After reviewing school practices regarding the annual collection of AP fees, the following recommendations may be considered:

1. Parents/Guardians should be informed that in a case where the payment of AP Fees may cause undue hardship, the fees will be waived upon receipt of a letter indicating undue hardship.
2. Instead of being required to pay the flat fee of $100, students in grades 11 and 12 will be required to pay $25 for each AP course to a maximum of $100.
3. The annual expenditures related to collected AP fees will be shared with Catholic School Council and published on the school website alongside the expenditures from other school generated funds annually, as per Policy 606.
4. Schools will create a yearly plan outlining how the funds will be used. This plan will be shared with the school Superintendent by the end of semester 1.
5. By year-end, Administrators will provide a statement to the Superintendent indicating total AP monies collected and total monies spent with a list of expenditures.
6. Fees must be spent, as collected by grade, within the academic year collected, or the fees will be reimbursed to the student.
7. All monies accrued to date in the AP school accounts must be spent by June, 2020 with the understanding that no balance is to be carried forward after this year unless prior approval has been granted by the Superintendent.
8. An internal order number will be arranged within each school General School Budget (GSB) ledger to allow electronic transfers of funds as needed to pay for AP course enhancements.
9. Textbooks for AP courses will be purchased using the GSB, not AP fees.
10. Administrators will encourage teachers of AP courses to attend AP Professional Development Sessions offered by the AP College Board and subsidized through AP fees.
11. Administrators will encourage teachers of AP courses to attend professional development opportunities offered by the Student Services Department to review and share potential enhancement opportunities for Pre AP and AP courses. This PD will continue to be subsidized by the Student Services budget.

FEES COLLECTED	2017-2018	2018-2019	2019-2020	2020-2021
Grade 9, 10, 11, 12	**$30,882.00**	**$35,085.84**	**$41,187.00**	**$26,800.00**
These fees collected include: AP Enhancement, AP Exam Fees, AP Application Fees, AP CWS Excursions 2018/18, 2018/19, 2019.20 & AP NYC 2018/18 only(see attached link for breakdown) See attached link with breakdown of expenses and revenues				
AP Revenue & Expenses 2017/18 - 2020/21				
TOTAL $ COLLECTED	**$30,882.00**	**$35,085.84**	**$41,187.00**	**$26,800.00**
EXPENDITURES EXCLUSIVE TO AP ALL GRADES				
LIST EXPENDITURES	2017-2018	2018-2019	2019-2020	2020-2021
All Grade EXPENDITURES (TOTAL COST)				
Grade 9,10,11,12 AP Purchases	$983.00	$2,204.51	$15,641.23	$20,193.53
Gr. 12 AP Exam Fees	$935.10	$706.35	$1,951.19	*hasn't taken place yet*
CWS AP Excursion costs	$18,196.00	$23,370.00	$26,173.00	$0.00
English AP NYC Expenses	$3,188.00	$0.00	$0.00	$0.00
ALL GRADES TOTAL EXPENDITURES	**$23,302.10**	**$26,280.86**	**$43,765.42**	**$20,193.53**
TOTAL $ SPENT	**$23,302.10**	**$26,280.86**	**$43,765.42**	**$20,193.53**
	2017-2018	2018-2019	2019-2020	2020-2021
BALANCE	$7,579.90	$8,804.98	-$2,578.42	$6,606.47
Carry-forward balances to following year	$7,460.00	$12,079.14	$8,637.91	$15,244.38
Projected Purchases 20/21				
Supply Teacher - Zambito, Leo June 14-18/21 ($255x5)*				-$1,275.00
Apple Canada - Apple Ipad Bundle Pack (10) & cart				-$7,638.18
Best Buy -10 Asus Touch Chromebooks				-$6,214.88
Approximate Balance				$116.32

FEES COLLECTED	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
AP Testing/Registration Fee	$2,700.00	$4,750.00	$6,600.00	$6,250.00	$7,200.00
Grade 9	$4,800.00	$5,550.00	$6,600.00	$9,300.00	$11,100.00
Grade 10	$3,750.00	$3,450.00	$4,950.00	$6,700.00	$300.00
Grade 11		$1,000.00	$1,400.00	$1,550.00	
Grade 12			$300.00	$300.00	
TOTAL $ COLLECTED	$11,250.00	$14,750.00	$19,850.00	$24,100.00	$18,600.00
EXPENDITURES EXCLUSIVE TO AP BY GRADE					
LIST EXPENDITURES	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
GRADE 9 EXPENDITURES (TOTAL COST)					
Website	$82.20				
AP Planning Day		$2,385.00	$1,325.00	$270.00	
TSSI - AP Test Marking	$1,560.00	$1,060.00			
Snacks - AP Testing Day	$65.63	$69.11			
AP Presentation Folders	$847.50				
TSSI - Lake St. George Trip	$463.09				
Lake St. George Trip		$71.92	$293.16		
GPS Navigators		$1,050.29			
English Novel - Fahrenheit 451	$254.23	$454.58		$51.32	
Grade 9 TOTAL EXPENDITURES	**$3,272.65**	**$5,090.90**	**$1,618.16**	**$321.32**	
GRADE 10 EXPENDITURES					
TSSI - AP Meetings / Planning	$910.00	$1,590.00	$1,325.00		
Apple iPads		$4,861.79			
Vernier Canada - PIVOT for High School				$1,076.45	
AP Chemistry 1 WorkText	$430.24	$480.48			
English Novels		$281.55			
Laptop - AP Math Program		$485.27			
Grade 10 TOTAL EXPENDITURES	**$1,340.24**	**$7,699.09**	**$1,325.00**	**$1,076.45**	
GRADE 11 EXPENDITURES					
TSSI - AP Meetings / Planning		$520.00			
AP Biology Supplies		$5,429.86		$1,136.37	
AP Chemistry Supplies		$358.22		$866.78	
AP Calculus Textbooks / Teacher Guide		$3,519.00			
AP Physics Supplies				$3,438.84	
English Novels					
AP Exam Invoice		$85.00			
AP Math Test Results - Purolator Shipment		$39.97			
Grade 11 TOTAL EXPENDITURES	**$0.00**	**$9,952.05**	**$0.00**	**$5,441.99**	
GRADE 12 EXPENDITURES					
Chromebooks x 30 / Carts			$17,706.88		
Grade 12 TOTAL EXPENDITURES	**$0.00**	**$0.00**	**$17,706.88**	**$0.00**	
TOTAL $ SPENT	**$4,612.89**	**$22,742.04**	**$20,650.04**	**$6,839.76**	
	2017-2018	2018-2019	2019-2020	2020-2021	
BALANCE	**$6,637.11**	**-$7,992.04**	**-$800.04**	**$17,260.25**	

FEES COLLECTED	2017-2018	2018-2019	2019-2020	2020-2021
Grade 9			$3,000.00	$4,500.00
Grade 10				$1,800.00
Grade 11				
Grade 12				
TOTAL $ COLLECTED	**0**	**0**	**$3,000.00**	**$6,300.00**
EXPENDITURES EXCLUSIVE TO AP BY GRADE				
LIST EXPENDITURES	2017-2018	2018-2019	2019-2020	2020-2021
GRADE 9 EXPENDITURES			$1,994.50	
Lab Coats			$1,005.50	
ENG1DY				$156.29
AP Projector & Install				$2,298.60
Chromebooks				$1,523.20
Infobase Subscriptions: Blooms Literature, Issues & Controversies, World News Digest				1979.85
AP Resources				240
Grade 9 TOTAL EXPENDITURES	**$0.00**	**$0.00**	**$3,000.00**	**$6,197.94**
GRADE 10 EXPENDITURES				
AP Resources - CHC2DY				99
Grade 10 TOTAL EXPENDITURES	**$0.00**	**$0.00**	**$0.00**	**$99.00**
GRADE 11 EXPENDITURES				
Grade 11 TOTAL EXPENDITURES	**$0.00**	**$0.00**	**$0.00**	**$0.00**
GRADE 12 EXPENDITURES				
Grade 12 TOTAL EXPENDITURES	**$0.00**	**$0.00**	**$0.00**	**$0.00**
TOTAL $ SPENT	**$0.00**	**$0.00**	**$3,000.00**	**$6,296.94**
	2017-2018	2018-2019	2019-2020	2020-2021
BALANCE	0	$0.00	$0.00	$3.06

FEES COLLECTED	2017-2018	2018-2019	2019-2020	2020-2021
Grade 9, 10, 11, 12	$21,885.00	$19,543.03	$19,143.15	$27,906.59
These fees collected include: AP Enhancement, AP Exam Fees, AP Application Fees, AP CWS Excursions 2018/18, 2018/19, 2019.20 & AP NYC 2018/18 only(see attached link for breakdown) See attached link with breakdown of expenses and revenues				
AP Revenue & Expenses 2017/18 - 2020/21				
TOTAL $ COLLECTED	$21,885.00	$19,543.03	$19,143.15	$27,906.59
EXPENDITURES EXCLUSIVE TO AP ALL GRADES				
LIST EXPENDITURES	2017-2018	2018-2019	2019-2020	2020-2021
All Grade EXPENDITURES (TOTAL COST)				
Grade 9,10,11,12 AP Purchases	$10,725.00	$2,204.51	$7,168.75	$28,860.20
Gr. 12 AP Exam Fees	$935.10	$706.35	$1,656.84	$1,900.00
CWS AP Excursion costs	$5,109.05	$10,600.00	$3,290.97	$0.00
English AP NYC Expenses		$1,011.88	$1,300.00	$0.00
ALL GRADES TOTAL EXPENDITURES	$16,769.15	$14,522.74	$13,416.56	$30,760.20
TOTAL $ SPENT	$16,769.15	$14,522.74	$13,416.56	$30,760.20
	2017-2018	2018-2019	2019-2020	2020-2021
BALANCE	$5,115.85	$5,020.29	$5,726.59	-$2,853.61
Carry-forward balances to following year	$5,019.35	$5,020.29	$5,726.59	-$2,853.61
Projected Purchases 20/21				
Grade 12 AP Exams (Projcted)				
*Honorariums - Guest Speakers to be organized $100)**				

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2020-21 funds to be spent in June 2020	correction to be made			
Balance (school funds to supplement AP)				-$2,853.61

FEES COLLECTED	2017-2018	2018-2019	2019-2020	2020-2021
Grade 9, 10, 11, 12	$30,882.00	$35,085.84	$41,187.00	$26,800.00
These fees collected include: AP Enhancement, AP Exam Fees, AP Application Fees, AP CWS Excursions 2018/18, 2018/19, 2019.20 & AP NYC 2018/18 only(see attached link for breakdown) See attached link with breakdown of expenses and revenues				
AP Revenue & Expenses 2017/18 - 2020/21				
TOTAL $ COLLECTED	**$30,882.00**	**$35,085.84**	**$41,187.00**	**$26,800.00**
EXPENDITURES EXCLUSIVE TO AP ALL GRADES				
LIST EXPENDITURES	2017-2018	2018-2019	2019-2020	2020-2021
All Grade EXPENDITURES (TOTAL COST)				
Grade 9,10,11,12 AP Purchases	$983.00	$2,204.51	$15,641.23	$20,193.53
Gr. 12 AP Exam Fees	$935.10	$706.35	$1,951.19	*hasn't taken place yet*
CWS AP Excursion costs	$18,196.00	$23,370.00	$26,173.00	$0.00
English AP NYC Expenses	$3,188.00	$0.00	$0.00	$0.00
ALL GRADES TOTAL EXPENDITURES	**$23,302.10**	**$26,280.86**	**$43,765.42**	**$20,193.53**
TOTAL $ SPENT	**$23,302.10**	**$26,280.86**	**$43,765.42**	**$20,193.53**
	2017-2018	2018-2019	2019-2020	2020-2021
BALANCE	$7,579.90	$8,804.98	-$2,578.42	$6,606.47
Carry-forward balances to following year	$7,460.00	$12,079.14	$8,637.91	$15,244.38
Projected Purchases 20/21				
*Honorariums - Guest Speakers to be organized $100)**				-$100.00
*Supply Teacher - Zambito, Leo June 14-18/21 ($255x5)**				-$1,275.00
10 Apple Ipad bundle pack				-$11,220.00
Balance				$2,649.38

FEES COLLECTED	2017-2018	2018-2019	2019-2020	2020-2021
Grade 9		**$7,300.00**		
Grade 10		$5,245.00		
Grade 11				
Grade 12				
TOTAL $ COLLECTED	**$6,405.00**	**$12,545.00**	**$9,605.00**	**$12,089.00**
EXPENDITURES EXCLUSIVE TO AP BY GRADE				
LIST EXPENDITURES	2017-2018	2018-2019	2019-2020	2020-2021
GRADE 9 EXPENDITURES				
English Trip (Gr ?)	$1,310.46			
College Board (Gr ?)	$1,011.35			
College Board (Gr ?)	$343.39			
SAF Portion of AP Transfered	$1,650.00			
SAF Portion of AP Transfered		$2,550.00		
AP Hoodies (Gr ?)		$1,932.00		
Exams (Gr ?)		$472.36		
College Board Summit (Gr ?)			$192.10	
SAF Portion of AP Transfered			$315.00	
Brightlink-Science (Gr ?)			$1,127.00	
Pro6 Surface-AP Admin			$2,797.00	
AP Hoodies (Gr ?)			$960.50	
Grade 9 TOTAL EXPENDITURES	**$4,315.20**	**$4,954.36**	**$5,391.60**	**$0.00**
GRADE 10 EXPENDITURES				
AP Biology Cert. (Teacher?)	$246.84			
AP Exam Response Book (Gr ?)	$76.87			
AP Exams (Gr ?)	$451.86			
SAF Portion of AP Transfered		$1,560.00		
SAF Portion of AP Transfered			$2,340.00	
Void Deposits (Gr ?)			$500.00	
AP Exams (Gr ?)			$415.17	
Grade 10 TOTAL EXPENDITURES	**$775.57**	**$1,560.00**	**$3,255.17**	**$0.00**
GRADE 11 EXPENDITURES				
Microsoft Surface Pro 7 Tablets (5)				$8,102.10
Tablet Case & Stylus Pens				$1,428.30
Epson Powerlite 119W/Science Rooms				$9,085.20
Grade 11 TOTAL EXPENDITURES	**$0.00**	**$0.00**	**$0.00**	**$18,615.60**
GRADE 12 EXPENDITURES				
Gr. 12 Novel Order			$53.42	
AP Calculus Meeting			$49.43	
AP Calculus Prep Test Resoucres			$34.29	
AP Calculus Monthly Breakfast			$52.37	
Graphing Calculators for AP Calculus			$911.87	
Grade 12 TOTAL EXPENDITURES	**$0.00**	**$0.00**	**$1,101.38**	**$0.00**
TOTAL $ SPENT	**$5,090.77**	**$6,514.36**	**$9,748.15**	**$18,615.60**
	2017-2018	2018-2019	2019-2020	2020-2021
BALANCE	$1,314.23	$6,030.64	-$143.15	-$6,526.60

FEES COLLECTED	2017-2018	2018-2019	2019-2020	2020-2021
Grade 9				**5400**
Grade 10				
Grade 11				
Grade 12				
TOTAL $ COLLECTED	**0**	**0**	**0**	**5400**
EXPENDITURES EXCLUSIVE TO AP BY GRADE				
LIST EXPENDITURES	2017-2018	2018-2019	2019-2020	2020-2021
GRADE 9 EXPENDITURES (TOTAL COST)				
Science Tumbler Kits				285.67
Grade 9 TOTAL EXPENDITURES	**0**	**0**	**0**	**285.67**
GRADE 10 EXPENDITURES				
Grade 10 TOTAL EXPENDITURES	**0**	**0**	**0**	**0**
GRADE 11 EXPENDITURES				
Grade 11 TOTAL EXPENDITURES	**0**	**0**	**0**	**0**
GRADE 12 EXPENDITURES				
Grade 12 TOTAL EXPENDITURES	**0**	**0**	**0**	**0**
TOTAL $ SPENT	**0**	**0**	**0**	**285.67**
	2017-2018	2018-2019	2019-2020	2020-2021
BALANCE	0	0	0	5114.33

C	2017-2018	2018-2019	2019-2020	2020-2021
Grade 9-12	$16,575.00	$17,050.00	$20,450.00	$26,300.00
TOTAL $ COLLECTED	**$16,575.00**	**$17,050.00**	**$20,450.00**	**$26,300.00**
EXPENDITURES EXCLUSIVE TO AP BY GRADE				
LIST EXPENDITURES	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
GRADE 9 EXPENDITURES (TOTAL COST)				
Refund AP Enhancement	$900.00	$1,200.00	$150.00	$3,950.00
Supply Teachers	$1,530.00	$1,820.00		
Refreshments-review AP appl.	$35.88	$41.51		
AP Summer Institute	$2,848.99			
AP science North trip		$1,560.00		
Grade 9 TOTAL EXPENDITURES	**$5,314.87**	**$4,621.51**	**$150.00**	**$3,950.00**
GRADE 10 EXPENDITURES				
AP Science White Board		$3,973.00		
Merlan Scientific Supplies		$631.71		
AP Smartboard Math			$2,987.17	
Boreal -Sheep Eyes			$68.80	
Grade 10 TOTAL EXPENDITURES	**$0.00**	**$4,604.71**	**$3,055.97**	**$0.00**
GRADE 11 EXPENDITURES				
Arbour Scientic				**$2,988.98**
UPS (for Arbour)				**$364.57**
Grade 11 TOTAL EXPENDITURES	**$0.00**	**$0.00**	**$0.00**	**$3,353.55**
GRADE 12 EXPENDITURES				
AP Bio Trip	$305.10	$440.00		
Flynn Scientific	$2,682.31			
AP Exam contributions		$872.49		
Grade 12 TOTAL EXPENDITURES	**$2,987.41**	**$1,312.49**	**$0.00**	**$0.00**
Purchases of Technology for all AP Students				
Chromebooks (Communitek)				**$10,085.25**
Epson Brighlink for classroom(Communitek)				**$3,180.95**
Projector (Communitek)				**$2,678.10**
14-IPads & pencils (Apple)				**$8,498.45**
Smartboard (Duplicom)				**$2,715.39**
TOTAL $ SPENT	**$8,302.28**	**$10,538.71**	**$3,205.97**	**$34,461.69**
	2017-2018	2018-2019	2019-2020	2020-2021
BALANCE	$8,272.72	$6,511.29	$17,244.03	-$8,161.69

Please note: The outstanding balance of the negative $8161.69, will be paid from our AP reser (the AP reserve fund was created as directed b

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees
FROM: Administration
DATE: May 25, 2021
RE: **School Year Calendar 2021-2022**

EXECUTIVE SUMMARY

The purpose of this report is to seek Board approval for the attached school year calendar being proposed for the **2021-2022** school year, prior to submission to the Ministry of Education.

BACKGROUND

Ontario Regulation 304, School Year Calendar, Professional Activity Days, requires school Boards to prepare and submit to the Ministry of Education a proposed school year calendar. The 2021-2022 school year for all elementary and secondary schools consists of a minimum of 194 days, that includes 187 Instructional Days and seven Professional Activity Days.

Consultation occurred with the York Catholic District School Board's stakeholders consisting of the YCDSB Board of Trustees, CUPE 1571, CUPE 2331, CUPE 5476, OSSTF, Special Education Advisory Committee, York Catholic Parent Involvement Committee, York Catholic Principals Association (Elementary & Secondary), and York Unit OECTA. Dialogue occurred with our Coterminous Board, in an effort to coordinate the school days where possible to maximize efficiency with school bus transportation.

The proposed **Professional Activity Days** for **2021-2022** are:

Elementary		Secondary
√	Wednesday, September 1, 2021	√
√	Thursday, September 2, 2021	√
√	Friday, November 19, 2021	√
√	Friday, January 14, 2022	
√	Friday, February 4, 2022	√
	Friday, May 6, 2022	√
√	Thursday, June 2, 2022	
	Wednesday, June 29, 2022	√
√	Thursday, June 30, 2022	√

RECOMMENDATION

THAT the Board approve the proposed regular School Year Calendar for 2021-2022 for submission to the Ministry of Education for approval.

Prepared and Submitted By: Mary Battista, Interim Director of Education

SCHOOL YEAR CALENDAR
YORK CATHOLIC DISTRICT SCHOOL BOARD

PROPOSED 2021-2022 - DRAFT

As of May 7, 2021

SEPTEMBER

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

(17 days)

OCTOBER

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

(20 days)

NOVEMBER

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

(21 days)

DECEMBER

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

(13 days)

JANUARY

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

(E20 days and S21 days)

FEBRUARY

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

(18 days)

MARCH

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

(18 days)

APRIL

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

(19 days)

MAY

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

(E21 days and S20 days)

JUNE

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

(20 days)

PROFESSIONAL ACTIVITY DAYS

- **E/S** Wednesday, September 1, 2021
- **E/S** Thursday, September 2, 2021
- **E/S** Friday, November 19, 2021
- **E** Friday, January 14, 2022
- **E/S** Friday, February 4, 2022
- **S** Friday, May 6, 2022
- **E** Thursday, June 2, 2022
- **S** Wednesday, June 29, 2022
- **E/S** Thursday, June 30, 2022

SCHOOL HOLIDAYS

Labour Day	September 6, 2021
Thanksgiving	October 11, 2021
Christmas	Dec 20, 2021 - Dec 31, 2021
Family Day	February 21, 2022
March Break	March 14-18, 2022
Good Friday	April 15, 2022
Easter Monday	April 18, 2022
Victoria Day	May 23, 2022

ELEMENTARY

Progress Report	November xxx
Reporting Periods	February xxx
	June xxx

SECONDARY (TENTATIVE DATES)

Semester 1 Term 1: Sept 8 - Nov 10
Term 2: Nov 11 - Feb 4

Semester 2 Term 1: Feb 7 - Apr 14
Term 2: Apr 15 - June 30

O.S.S.L.T.

Legend

EX	January Sem 1 Exams (Secondary) Gr 9 to 12
EX	June Sem 2 Exams (Secondary) Gr 9 to 11
EX	June Sem 2 Exams (Secondary) Grade 12
	Exam Review Days
M	Mandatory Holidays
B	Board Approved Holidays
E/S	Elementary /Secondary PA Days
E	Elementary PA Days
S	Secondary PA Days

T.B.D.
DIRECTOR OF EDUCATION

ELEMENTARY

Term 1 Sept. 8 - Jan 29 (92 days)
Term 2 Feb. 2 - Jun. 29 (95 days)

DOMINIC MAZZOTTA
CHAIR, BOARD OF TRUSTEES

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York Catholic District School Board

Report To: Board of Trustees

From: Administration

Date: May 25, 2021

Report: **2020-21 Seven (7) Month Updated Financial Projections**

PURPOSE

This report is intended to provide the Board of Trustees with the 7-month updated financial projections for the 2020-21 school year.

BACKGROUND

It was reported at the December 2020 Board Meeting that an in-year deficit of approximately $23M was projected for the 2020-21 Revised Estimates reporting. The higher than anticipated deficit was mainly attributable to COVID-19 related costs which include:

- Higher absenteeism costs projected as more supply staff costs were experienced by the Board to provide coverage for staff who were on sick leave during past Covid months;
- Loss of Ministry funding as LTOs replaced permanent staff in the Teachers' Qualifications and Experience grant calculations;
- Additional investments that were approved by Trustees to support the ongoing safe operations of schools, such as enhanced cleaning protocols, ventilation improvement, transportation and enhanced technology and infrastructure support.

At the March 2021 Board Meeting, administration reported in the Q2 financial projection that the deficit has been reduced by $11.8M to $11.3M. The improvement in financial position was due to:

- $9M of Proceeds of Disposition (POD) funding approved by the Ministry to address expenses related to safe reopening of schools in September;
- The Phase 2 funding of the Federal "Safe Return to Class Fund" which provided additional funding to YCDSB of $4.8M to support ongoing safe operations of schools;
- Furthermore, the school closures for in-person learning during the months of January and February have contributed approximately $2M in operating savings for the Board.

The new funding sources were announced by the Ministry and school closures were events that transpired subsequent to the 2020-21 Revised Estimates projection.

7-Month Updated Financial Projections

Administration updated the financial projections using 7-month actual data with updated assumptions for the financial projections for the remainder of the year based on information currently available.

Details	2020-21 Revised Estimates		2020-21 Forecast	Change $
Operating Revenue				
GSN Funding excluding Capital	$	576,447,894	$ 576,166,653	$ (281,241)
Stabilization Funding		4,692,825	4,691,235	(1,590)
Total GSN Funding	$	581,140,719	$ 580,857,888	$ (282,831)
PPF and Other Grants		16,530,376	23,014,317	6,483,941
Other Revenue				
Continuing Education		7,707,740	7,716,462	8,722
International Student Fees		3,383,712	3,353,112	(30,600)
Other Miscellaneous Revenue		5,260,876	4,779,376	(481,500)
Total Other Revenue		16,352,328	15,848,950	(503,378)
Total Operating Revenue	$	614,023,423	$ 619,721,155	$ 5,697,732
Operating Expenses				
Salaries and Benefits	$	551,124,682	$ 544,202,673	$ (6,922,009)
Other Expenses		68,151,975	60,727,317	(7,424,658)
PPF and Other Grants		16,530,376	23,014,317	6,483,941
Total Operating Expenses	$	635,807,033	$ 627,944,307	$ (7,862,726)
Ministry Compliance Adjustments	$	1,364,272	$ 1,364,272	$ -
Compliance In-Year Position	$	(23,147,882)	$ (9,587,424)	$ 13,560,458

The updated in-year deficit, before application of any POD funding, is projected at $9.6M, an improvement of $13.6M from the Revised Estimates. The financial improvement is due to new information (e.g. new Federal / Provincial funding) received and new circumstances (e.g., school closure) that occurred after the Revised Estimates. The significant changes are highlighted below:

- The Phase 2 funding of the Federal "Safe Return to Class Fund" which provided additional funding to YCDSB of $4.8M to support ongoing safe operations of schools;
- Additional Provincial COVID related PPF (Priorities and Partnerships Funding) of $0.8M;
- $0.7M increase in GSN funding due to year-end adjustments and updated enrolment data;
- Lower WSIB expense of $0.7M due to lower claims;
- Reduction in snow removal expense of $0.2M;
- School closure related savings (schools closed since Mid-April) of $3.5M;
- $0.5M savings related to administrative staff vacancies.

<u>Outlook and Risk</u>

The updated financial projection is prepared based on current available information and assumptions. Factors that will affect the projections will include:

- If schools continue to be closed for the rest of June (projection assumes schools to reopen once the current provincial Stay At Home order is lifted);
- Any new Ministry announcements that may impact the funding projections;
- Availability of new information/ actual data

SUMMARY

The projected $9.6M in-year deficit does not include the POD funding approved by the Ministry. With the inclusion of POD funding, the projected in-year financial position for the Board for 2020-21 is balanced.

Prepared and Submitted by: Anthony Yeung, Chief Financial Officer and Treasurer of the Board
Endorsed by: Mary Battista, Interim Director of Education

Report

Report to:	Board of Trustees
From:	Administration
Date:	May 25, 2021
Subject:	**Capital Program – COVID-19 Resilience Infrastructure Stream**

EXECUTIVE SUMMARY:

This report provides a summary of the program details announced in Memorandum 2021: B12 – COVID-19 Resilience Infrastructure Stream: Education Related (CVRIS-EDU) Projects – Approvals.

BACKGROUND INFORMATION:

On February 23, 2021, York Catholic District School Board was provided with $17,582.500 in time limited combined federal-provincial funding (COVID-19 Resilience Infrastructure Stream (CVRIS) for infrastructure projects that protect the health and well-being of students, staff and children in schools and co-located child care facilities. YCDSB projects include HVAC upgrades in schools and portables, window replacements to address air quality, as well as portable replacements, hands-free bottle filling stations and replacement of gym divider walls to reduce transmission risk.

Memorandum 2021: B12

Memorandum 2021: B12 includes the introduction of project bundles as well a proposal for a change to the timelines for completion:

Project Bundle	Project Bundle Description	Approved Funding Amount	# of Elementary Schools	# of Secondary Schools
Bundle #1	HVAC Upgrades; Water Bottle Filling Stations; Gym Divider Walls	$ 9,561,500	43	12
Bundle #2	HVAC Upgrades in Portables; Window Replacements; Portable Replacements	$ 8,021,000	20	-
Total		**$17,582,500**	**63**	**12**

For detailed list of approved projects please see *https://efis.fma.csc.gov.on.ca/faab/B_Memos_2021.htm*

MEMO HIGHLIGHTS:

1. Project bundles have been created for approved items with an overall budget allocation. The bundling of individual projects provides the Board with the flexibility to manage and maximize funding of projects within the total bundle allocation.
2. A change in project deadlines is under consideration in response to concerns raised by school Boards. If approved by the Federal and Provincial governments, the current completion deadline of December 31, 2021 would be extended by two additional years to December 31, 2023. The Ministry is encouraging school Boards to complete the projects early, where possible within the 2021-22 school year, to alleviate COVID-19 related pressures.

SUMMARY:

This report provides updates to the COVID-19 Resilience Infrastructure Stream funding with respect to project allocation budgets and deadlines for completion. Staff will continue to monitor individual projects and timelines in order to allocate appropriate resources to maximize overall funding available.

Attachment:

- Memorandum 2021: B12 – COVID-19 Resilience Infrastructure Stream: Education Related (CVRIS-EDU) Projects – Approvals

Prepared by: Teresa Steenhoek, Senior Financial Analyst
Submitted by: Anthony Yeung, Chief Financial Officer and Treasurer of the Board
Endorsed by: Mary Battista, Interim Director of Education

Ministry of Education

Capital and Business Support
Division

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

Ministère de l'Éducation

Division du soutien aux
immobilisations et aux affaires

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

2021: B12

Date:	May 7, 2021
Memorandum to:	Directors of Education Senior Business Officials Secretary/Treasurers of School Authorities
From:	Didem Proulx Assistant Deputy Minister of Education Capital and Business Support Division
Subject:	COVID-19 Resilience Infrastructure Stream: Education Related (CVRIS-EDU) Projects - Approvals

Further to memorandum 2020:B20 and the announcement made by the Honourable Catherine McKenna, Minister of Infrastructure and Communities, the Honourable Laurie Scott, Minister of Infrastructure for Ontario, and the Honourable Stephen Lecce, Minister of Education for Ontario on April 14, 2021, I am pleased to formally confirm the list of education related projects approved by Infrastructure Canada and the Ministry of Education that will be funded through the COVID-19 Resilience Infrastructure Stream – Education Related Projects (CVRIS-EDU) as part of Investing in Canada Infrastructure Program (ICIP).

In total, the CVRIS-EDU projects will support up to $656M in projects in school boards across Ontario. A complete list of approved projects for each board can be found in Appendix A.

This memorandum summarizes some key provisions attached to this funding; specifically, on:

1. Funding
2. Reporting
3. Communications

Note this program will be administered through regulation that would enforce provisions in this current memorandum. Such regulations have not yet been made. Therefore, the content of this memo should be considered to be subject to such regulations, if and when made.

1. Funding

Funding under this program will be capped at the approved allocation listed for each project bundle in Appendix A. While an approved project bundle may include more than one project, the approved amount is not attributed to individual projects within the project bundle giving school boards financial flexibility in managing the budget of the approved project bundle. The board can apply the total approved amount against the collection of project items within the project bundle but funds cannot be transferred from one project bundle to another.

The ministry relayed the concerns raised by school boards with respect to December 31, 2021 completion deadline with the Federal Government. The change to timelines is under consideration. If approved through an amendment to the bi-lateral agreement between the Government of Canada and Government of Ontario, all projects would have two additional years for completion (completion date of December 31, 2023 or December 31, 2024 for projects that are deemed rural).

While discussions are underway to amend the timelines for completion to provide school boards with additional flexibility, school boards are encouraged to complete the projects early – where possible, within the 2021-22 school year so as to realize the health and safety benefits of these projects and assist in alleviating the COVID-19 related pressures.

The Ministry will communicate changes to the program when they are formalised and reflected in the bi-lateral agreement between the two levels of governments.

Please note that the following conditions continue to apply to project bundles and each project item under the CVRIS-EDU program:

- Expenses incurred on or after the approval date noted in Appendix A will be eligible. Any expenses – including expenses related to tendering for the project – incurred prior to the approval date will not be eligible for funding.
- Each project item meets program requirements as noted in Appendix C.
- School boards will ensure that all Projects are substantially complete[1] by the Completion date noted against each project bundle in Appendix A. Any expenses incurred after this completion date will be ineligible for funding.
- School boards acknowledge that Ontario and/or Canada will not be financially responsible for any ineligible expenditures or cost overruns for a Project.
- School boards will inform Ontario immediately of any fact or event, of which the school board is aware, that will compromise wholly, or in part, a Project.

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[1] Substantially completed refers to the period where all significant work (except for deficiency / warrantee work) has been completed and the project/asset can be used for its intended purpose.

2. Reporting

School boards will be required to complete quarterly reports to support the administration of the program. Payments will be made based on the most recent progress reports received. Specific instructions and details on reporting will be communicated shortly.

Report	Progress Report for the Period Covering	Due to the Ministry to support allocation of funds
Report #1	April 1 to June 30	July 31
Report #2	July 1 to September 30	October 31
Report # 3	October 1 to December 31	January 31
Report # 4	January 1 to March 31	April 30

Please note that each progress report will cover the following information for each approved project item:

    a) Estimated total Eligible Expenditures;
    b) Total Eligible Expenditures to date;
    c) Progress Tracker (e.g. percent completed);
    d) Construction Start and End Dates (forecasted/actual);
    e) Confirmation of Digital Project Signage; and
    f) Upon completion, an attestation report on the project bundle.

As actual costs will be confirmed when contracts are finalized, school boards will be responsible to manage the overall budget against the approved funding amount for each bundle and for ensuring that the scope of the project bundle, project items and all conditions of the program as noted in this memo, are met.

- If the overall cost of the bundle is higher than the approved amount, boards can use other sources of funding (e.g. Renewal Funds) to supplement the project. Note: That the ministry may request details on total project costs, which includes CVRIS funding and any supplemental funding.

- If the overall cost of the bundle is lower than the approved amounts, boards can submit a request for additional project items within the bundle to fully utilize the approved amount. Only upon receiving confirmation from the Ministry can boards proceed with undertaking the additional projects.

- As long as the scope, at a project bundle and project item level, continues to align with what has been listed in Appendix A, school boards have the flexibility to manage project item specific costs within the approved amount for the project bundle – an increase in cost of one item can be offset by decrease in cost of other items within the same bundle. These additions, once approved, will be appended to the list of approved project bundles.

Note that that school boards must promptly advise the Ministry of Education of any project cancellations or changes that alter the scope of projects, both of which will require federal approval.

3. COMMUNICATION

This section provides information on the communications protocol as it relates to promoting important capital investments through funding provided in partnership between the Governments of Canada and Ontario in our publicly funded education system.

As part of the Government of Canada's *Investing in Canada Infrastructure Plan* (ICIP), all Ministry of Education capital projects must feature two digital signs of the same size on the recipient school board and schools' websites; one digital sign will follow the visual identity as specified by the Government of Canada, the other should remain in line with the visual identity that has been established by Ontario's Ministry of Education for Ontario Builds signage. Please refer to Appendix D – Communications Protocol to provide revised direction on signage, as well as detailed requirements on public communications and events.

Please note that this recognition is in addition to the ongoing Ontario Builds signage initiative for major capital projects funded by the Ministry of Education. If you have any questions or concerns about Communications, please contact MinistryofEducation@ontario.ca.

If you have any questions or require additional information, please contact:

Mehul Mehta, Director
Capital and Business Support Division
(647) 448-3862
Mehul.Mehta@ontario.ca

Hitesh Chopra, Manager
Capital Policy Unit
416-258-3368
Hitesh.Chopra@ontario.ca

Thanking you in advance for your help as we roll out this new initiative and we look forward to continuing to work with your school board.

Sincerely,

Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division

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Attachments:

- Appendix A: Approved Projects
- Appendix B: Glossary of Project Scope Categories
- Appendix C: Program Requirements
- Appendix D: Communications Protocol - Public Communications, Events, Digital Signage

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Appendix B: Glossary of Project Scope Categories

Project Item Scope	Project Item Scope – Descriptions
Entrance/Vestibule	Create new/separate entrance, vestibule, new exterior door with canopy, and exterior doors
HVAC-BAS	Building Automation System
HVAC-Mechanical ventilation	Roof-top units, exhaust fans, boilers, Energy Recovery Ventilator (ERV), Heating Recovery Ventilator (HRV), Air exchanger, air conditioning, cooling centre, chillers, supply fans, unit ventilators, heat pump, heat coil, controls and valves, make up air unit, air handling unit, ductwork, and could include replace/install multiple connected HVAC systems.
HVAC-Air filtration-disinfection	Air purification systems (including UV treatment) installed on existing air ducts, which may also consist of duct sealing.
HVAC-Portables	HVAC upgrades and unit ventilators in portables and portapaks
Outdoor play/learning	Fence, outdoor seating (including log seating), sun shades (e.g., umbrella), expanded outdoor area, gates, school and/or child care playground and yard expansion, outdoor line paint and armour stone.
Portables	Portable refurbishment, replacements, expansions and installation costs
Security	Security camera, FOB access, swipe access, PA system, video camera, video entry, telephone paging system, new door with swipe access, and install new door operators with security features.
Space reconfiguration/Retrofits	Renovations (open concept classrooms), dividers/partitions, permanent wall, permanent wall with windows, new internal walls, retrofit of cubby area, and other projects related to child care retrofits (e.g., floor upgrades, kitchen upgrades and washroom retrofits).
Touchless Points (door operators)	Automatic door operators (ADO), door hold open devices, and magnetic locks on doors
Plumbing fixtures and related retrofits	Handwashing stations (touchless features included), sinks/wash stations, fountains, faucets, hand sanitizer stations, paper tower dispensers, touchless features (toilets, urinals, flush valves, faucets), dividers/partitions (sinks, toilets), universal washroom conversions, new/replacement counters, new cabinets/tops, and dishwasher relocation.
Water bottle filling stations	Water bottle filling stations, and water bottle fountains (could be combo units).
WiFi/Network Connectivity	WiFi access points, switches, network infrastructure, and tech to increase bandwidth.
Windows	New and replacement windows.

Appendix C: Program Requirements
Note: Any references below to the Ultimate Recipient refer to eligible District School Boards and District School Authorities.

Eligible Expenditures

Eligible Expenditures will include the following:

- Subject to any costs that fall within a category of Ineligible Expenditures, all costs considered by Canada to be direct and necessary for the successful implementation of an eligible Project and which may include capital costs, design and planning, and costs related to meeting specific Program requirements;
- Costs will only be eligible as of Project approval date.

Ineligible Expenditures

- Costs Incurred before a project is approved and any and all expenditures related to contracts signed prior to approval of a project;
- Costs incurred for cancelled Projects;
- Leasing land, buildings and other facilities; leasing equipment other than equipment directly related to the construction of the Project; real estate fees and related costs;
- Any overhead costs, including salaries and other employment benefits of any employees of the Ultimate Recipient, any direct or indirect operating or administrative costs of Ultimate Recipient, and more specifically any costs related to planning, engineering, architecture, supervision, management and other activities normally carried out by the Ultimate Recipient's staff;
- Financing charges, legal fees, and loan interest payments, including those related to easements (e.g. surveys);
- Interest charges for failing to make a payment;
- Any goods and services costs which are received through donations or in kind;
- Provincial sales tax, goods and services tax, or harmonized sales tax for which the Ultimate Recipient is eligible for a rebate, and any other costs eligible for rebates;
- Costs associated with operating expenses and regularly scheduled maintenance work, with the exception of essential capital equipment purchased at the onset of the construction/acquisition of the main Asset and approved;
- Cost related to furnishing and non-fixed assets which are not essential for the operation of the Asset / Project, with the exception of temporary infrastructure funded under the COVID-19 resilience infrastructure stream, as approved (e.g. furnishings);

Awarding of Contracts

- The Ultimate Recipient will ensure that Contracts will be awarded in a way that is fair, transparent, competitive and consistent with value-for-money principles, or in a manner otherwise acceptable to Canada, and if applicable, in accordance with the Canadian Free Trade Agreement and international trade agreements.

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- If Canada / Ontario determines that a Contract is awarded in a manner that is not in compliance with the foregoing, Canada / Ontario may consider the expenditures incurred by the Ultimate Recipient associated with the Contract to be ineligible. The Ultimate Recipient could be required to manage the costs with its own funds.

Audit and Site Access Requirements

- Ontario may ask school boards for supporting documents such as detailed invoices or any other documents required for all costs that are claimed to have been Incurred as Eligible Expenditures in relation to the Program. Ontario reserves the right to undertake any audit in relation to this program at its expense.
- The Ultimate Recipient agrees to inform Ontario of any audit that has been conducted on the use of funding under the Agreement, provide Ontario with all relevant audit reports, and ensure that prompt and timely corrective action is taken in response to any audit findings and recommendations.
- The Ultimate Recipient is to submit to Ontario in writing as soon as possible, but no later than thirty (30) days following receiving it, a report on follow-up actions taken to address recommendations and results of the audit.
- The Ultimate Recipient will ensure proper and accurate financial accounts and records are kept, including but not limited to contracts, invoices, statements, receipts, and vouchers in respect of all Projects until at least March 31, 2034.
- The Ultimate Recipient will ensure that Canada / Ontario and their designated representatives are provided with reasonable and timely access to Project sites, facilities, and any records, documentation or information for the purposes of audit, inspection, monitoring, evaluation, and ensuring compliance with this Agreement.

Disposal of Assets
- The Ultimate Recipient is required to maintain ongoing operations and retain title to and ownership of an Asset for the Asset Disposal Period.
- "Asset Disposal Period", unless otherwise agreed to by Canada, means the period ending five (5) years after a Project is Substantially Completed for any Asset other than land purchased or acquired, in whole or in part, by the Ultimate Recipient with contribution funding provided by Canada under the terms and conditions of the Agreement.
- For any Asset other than land purchased or acquired with contribution funding provided by Canada under the Agreement, if at any time within the Asset Disposal Period, an Ultimate Recipient sells, leases, or otherwise disposes of, directly or indirectly, any Asset purchased, acquired, constructed, rehabilitated or renovated, in whole or in part, under the Agreement, other than to Canada, Ontario, a municipal or regional government, or with Canada's consent, the Ultimate Recipient may be required to reimburse Canada, via Ontario, any federal funding received for the Project.

Accessibility Standard Requirements

- Projects must meet or exceed the requirement of the highest published accessibility standard in a jurisdiction in addition to applicable provincial building codes and relevant municipal by-laws.

Appendix D: Communications Protocol - Public Communications, Events, Digital Signage

Issuing a Media Release

When issuing a media release or other media-focused communication, school boards, CMSMs/DSSABs, and or community partners must:

- Recognize the role of both the Governments of Canada and Ontario in funding the project
- Contact the Ministry of Education to receive additional content for public communications, such as a quote from the minister.

You can **send your draft public communications to MinistryofEducation@ontario.ca** to obtain a quote or other information for your public product.

If a quote is also required by locally elected government officials (e.g. MPP or MP), the school board is responsible for contacting their offices as well.

Note: The ministry may also choose to issue its own news release about various project milestones. If the ministry chooses to do so, school boards, CMSMs/DSSABs, and/or community partners will be notified.

Invitations to the Minister of Education

To invite the minister to your project announcement event:

- Send an email invitation as soon as possible to **minister.edu@ontario.ca**
- Where appropriate please copy the ministry's regional manager in the Field Services Branch for your area
- Please do not move forward with your event until you have received a response from the ministry (you will be notified within 15 business days of the event as to the minister's attendance)
- Inform the ministry via the email address above if the date of your event changes.

Note: If the minister is unable to attend, your invitation may be shared with another government representative. Their office will contact you directly to coordinate details. Announcements do not need to be delayed to accommodate the minister. The goal is to make sure that the ministry is aware of the opportunity.

Digital sign / graphic

School boards will be required to display an Ontario Builds as well as an ICIP digital asset on school board websites to signify the financial support of the Governments of Ontario and Canada.

These graphics should follow design requirements set out respectively by the Governments of Canada and Ontario.

To satisfy requirements for the Government of Ontario digital sign, boards are to follow the

Ontario Builds artwork and the visual identity guide. Please access www.ontario.ca/page/ontario-builds-templates to download the Ontario Builds digital graphic. We suggest that the reverse logo be used.

Here is an example of a sign that meets the requirements as set out in Ontario Builds visual identity guidelines:
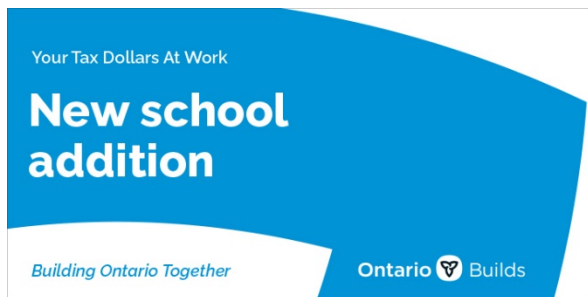
To satisfy requirements for the Government of Canada digital sign, boards are encouraged to follow the visual identity guidelines available at: www.infrastructure.gc.ca/pub/signage-panneaux/guidelines-lignesdirectrices-08-eng.html

Here is a sample of the Government of Canada's graphic per their visual identity:

School boards are responsible for the following:

- Posting the two digital graphics on their websites, as well as on the school's website where applicable, two days before work starts. Digital signs should remain on these websites for 30 days after the work has been completed.
- Posting the digital graphics on the main page of the school board and school websites in a visible spot along with a short statement that the project has been funded by the Governments of Canada and Ontario. There are several different formats of this graphic to allow for flexibility; choose one which works best with your school board website.

For more information on this program, please access https://www.infrastructure.gc.ca/prog/agreements-ententes/2018/2018-on-eng.html#schedb

Contact
Should you have any questions related to this communications protocol or the use of the ICIP digital asset, please send your questions via email to **MinistryofEducation@ontario.ca.**

York Catholic District School Board
CVRIS Approved Projects

Project Bundle ID #	Project Bundle Description	Project Bundle Approved Funding Amount	School Name	Project Item Description
#1	HVAC Upgrades; Water Bottle Filling Stations; Gym Divider Walls	$ 9,561,500	Prince of Peace CES	HVAC-mechanical ventilation
			Holy Cross CHS	HVAC-mechanical ventilation
			Fr. Michael McGivney CHS	Space reconfiguration/Retrofits
			Fr. Michael McGivney CHS	Space reconfiguration/Retrofits
			Sacred Heart CHS	Water bottle filling stations
			Sacred Heart CHS	Water bottle filling stations
			Sacred Heart CHS	Space reconfiguration/Retrofits
			Cardinal Carter CHS	Space reconfiguration/Retrofits
			Blessed Scalabrini CES	Space reconfiguration/Retrofits
			Our Lady of Grace CES	Water bottle filling stations
			Our Lady of Grace CES	Water bottle filling stations
			St. Thomas Aquinas CES	Water bottle filling stations
			St. Bernadette CES	Water bottle filling stations
			Our Lady of the Lake CHS	Water bottle filling stations
			Our Lady of the Lake CHS	Water bottle filling stations
			St.Paul CES	Water bottle filling stations
			Our Lady of Hope CES	Water bottle filling stations
			St. John Chrysostom CES	Water bottle filling stations
			St. John Chrysostom CES	Water bottle filling stations
			Good Shepherd CES	Water bottle filling stations
			St.Nicholas CES	Water bottle filling stations
			Prince of Peace CES	Water bottle filling stations
			St.Joseph Richmond Hill CES	Water bottle filling stations
			St.Joseph Richmond Hill CES	Water bottle filling stations
			St.Charles Garnier CES	Water bottle filling stations
			Fr. Henri JM Nouwen CES	Water bottle filling stations
			Fr. Henri JM Nouwen CES	Water bottle filling stations
			Holy Spirit CES	Water bottle filling stations
			Holy Spirit CES	Water bottle filling stations
			St. Augustine CHS	Water bottle filling stations
			San Lorenzo Ruiz CES	Water bottle filling stations
			San Lorenzo Ruiz CES	Water bottle filling stations
			St. Benedict CES	Water bottle filling stations
			St. Edward CES	Water bottle filling stations
			St. Francis Xavier CES	Water bottle filling stations
			Sir Richard Scott CES	Water bottle filling stations
			Sir Richard Scott CES	Water bottle filling stations
			Fr. Michael McGivney CHS	Water bottle filling stations
			St. Theresa of Lisieux CHS	Water bottle filling stations
			St. David CES	Water bottle filling stations
			Fr. John Kelly CES	Water bottle filling stations
			Fr. John Kelly CES	Water bottle filling stations
			Divine Mercy CES	Water bottle filling stations
			Divine Mercy CES	Water bottle filling stations
			Blessed Trinity CES	Water bottle filling stations
			Blessed Trinity CES	Water bottle filling stations
			St. Andrew CES	Water bottle filling stations
			St. Andrew CES	Water bottle filling stations
			St. Emily CES	Water bottle filling stations
			St. Emily CES	Water bottle filling stations
			St. Agnes of Assisi CES	Water bottle filling stations
			St. Agnes of Assisi CES	Water bottle filling stations
			San Marco CES	Water bottle filling stations
			San Marco CES	Water bottle filling stations
			St.Gabriel the Archangel CES	Water bottle filling stations
			St.Gabriel the Archangel CES	Water bottle filling stations
			Holy Cross CHS	Water bottle filling stations
			St.Clare CES	Water bottle filling stations
			Our Lady of Peace CES	HVAC-mechanical ventilation
			St. Brother Andre CHS	HVAC-mechanical ventilation
			St. Charles Garnier CES	HVAC-mechanical ventilation
			St. Joseph the Worker CES	HVAC-mechanical ventilation
			Sacred Heart CHS	Water bottle filling stations
			Sacred Heart CHS	Water bottle filling stations
			Cardinal Carter CHS	Water bottle filling stations
			Cardinal Carter CHS	Water bottle filling stations
			Cardinal Carter CHS	Water bottle filling stations
			St. Maximilian Kolbe CHS	Water bottle filling stations
			St. Brother Andre CHS	Water bottle filling stations
			St. Brother Andre CHS	Water bottle filling stations
			St. Robert CHS	Water bottle filling stations
			St. Robert CHS	Water bottle filling stations
			Fr. Michael McGivney CHS	Water bottle filling stations
			St. Theresa of Lisieux CHS	Water bottle filling stations
			St.Joan of Arc CHS	Water bottle filling stations
			St.Joan of Arc CHS	Water bottle filling stations
			Holy Cross CHS	Water bottle filling stations
			Our Lady Queen of the World CHS	Water bottle filling stations
			St. Robert CHS	HVAC-mechanical ventilation

				School	Type
				Fr. Michael McGivney CHS	HVAC-mechanical ventilation
				Good Shepherd CES	HVAC-mechanical ventilation
				St. Patrick (Schomberg) CES	HVAC-mechanical ventilation
				St. Francis Xavier CES	HVAC-mechanical ventilation
				St. Anthony CES	HVAC-mechanical ventilation
				St.Joseph (Aurora) CES	HVAC-mechanical ventilation
				Christ the King CES	HVAC-mechanical ventilation
				St. Clare CES	HVAC-mechanical ventilation
				St. Anne CES	HVAC-mechanical ventilation
				St. Clement CES	HVAC-mechanical ventilation
				St, Patrick (Markham) CES	HVAC-mechanical ventilation
				St. Catherine of Siena CES	HVAC-mechanical ventilation
				Holy Name CES	HVAC-mechanical ventilation
				St. Brendan CES	HVAC-mechanical ventilation
				St. John Chrysostom CES	HVAC-mechanical ventilation
				St. Michael the Archangel CES	HVAC-mechanical ventilation
				Pope Francis CES	HVAC-mechanical ventilation
#2	HVAC Upgrades in Schools and Portables; Window Replacements; Portable Replacements	$	8,021,000	Christ the King CES	Portables
				Christ the King CES	Portables
				Christ the King CES	Portables
				St. Justin Martyr CES*	Portables
				St. Justin Martyr CES*	Portables
				St. Justin Martyr CES*	Portables
				St. Justin Martyr CES*	Portables
				St. Mark CES	Portables
				St. Mark CES	Portables
				St. Mark CES	Portables
				St. Mark CES	Portables
				St. Mark CES	Portables
				St. Mark CES	Portables
				St. Mark CES	Portables
				St. Elizabeth Seton CES	Portables
				St. Elizabeth Seton CES	Portables
				St. Brigid CES	Portables
				St. Brigid CES	Portables
				St. Angela Merici CES	HVAC-portables
				St. Angela Merici CES	HVAC-portables
				St. Angela Merici CES	HVAC-portables
				St. Angela Merici CES	HVAC-portables
				St. Angela Merici CES	HVAC-portables
				St. Angela Merici CES	HVAC-portables
				St. Angela Merici CES	HVAC-portables
				St. Mary of the Angels CES	HVAC-portables
				St. Mary of the Angels CES	HVAC-portables
				St. Mary of the Angels CES	HVAC-portables
				St. Mary of the Angels CES	HVAC-portables
				St. Mary of the Angels CES	HVAC-portables
				St. Mary of the Angels CES	HVAC-portables
				St. Mary of the Angels CES	HVAC-portables
				St. Mary of the Angels CES	HVAC-portables
				St. Mary of the Angels CES	HVAC-portables
				St. Mary of the Angels CES	HVAC-portables
				Fr. John Kelly CES	Windows
				Our Lady of the Annunciation CES	Windows
				Blessed Scalabrini CES	Windows
				St. Joseph the Worker CES	Windows
				Canadian Martyrs CES	Windows
				St. Margaret Mary	Windows
				St. Monica CES	Windows
				St. Edward CES	Windows
				St. Brendan CES	Portables
				St. Brendan CES	Portables
				St. Brendan CES	HVAC-portables
				St. Brendan CES	HVAC-portables
				St. Brendan CES	HVAC-portables
				St. Brendan CES	HVAC-portables
				St. Brendan CES	HVAC-portables
				St. Brendan CES	HVAC-portables
				St. Brendan CES	HVAC-portables
				St. Brendan CES	HVAC-portables
				St. Clement CES	Windows
				St. Catherine of Siena CES	Windows
				St. Peter CES	Windows
				Immaculate Conception CES	Windows

*Pending review by Ministry

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: May 25, 2021

RE: Policy 615 Educational Partnerships Report

EXECUTIVE SUMMARY

In compliance with *Policy 615 Educational Partnerships,* this report provides the Board of Trustees with a summary of the Level 2 and Level 3 facility partners.

Policy 615 is based on the premise that partnerships between the Board or Schools and community support the Mission, Vision, Core Values and Strategic Commitments of the Board, and provide opportunities to make a positive impact on student achievement.

Level 2 and 3 partnerships are generally system or department wide impacting multiple schools. A summary of these partnerships, as well as the characteristics of Level 2 and Level 3 Partnerships is included in this report.

BACKGROUND

Educational partnerships have been a long standing tradition at the York Catholic District School Board, a practice which was formalized in 1995 with the creation of *Policy 707 Partnerships in Education* (this policy number has since been reassigned). This policy was later replaced by the current **Policy 615 Educational Partnerships**.

Educational partnerships are arranged with the goal of providing opportunities to positively impact student achievement and well-being by providing additional resources outside of the school Board. These partnerships involve a range of not-for-profit organizations, professionals, and independent speakers with expertise and knowledge to assist students in reaching their potential. The policy identifies three levels of partnership, however, this report is focused on level 2 and 3 partnerships only as a reporting requirement of Policy 615.

Policy 615 does not apply to *Educational-Out of Classroom* Activities, as defined in *Policy 303, Community Planning and Partnerships,* as defined in *Policy 704, Sponsorships,* as defined in *Policy 607, Charitable Donations,* as defined in *Policy 603B* or *Community Use of Schools* (Permits), as defined in *Policy 703*.

LEVEL 2 EDUCATIONAL PARTNERSHIPS:

Level 2 Educational Partnerships - Classroom Support- characterized as face to face contact covering one or more complete classes, divisions or departments, and lasting for one or more full terms or semesters. These partnerships are approved by the Principal, in consultation with department, division or central staff.

These types of partnerships support our SHSM programs, Co-operative Education, provide speakers and cooperative education placements. A summary of these partners is provided in Table 1.

Table 1: Summary of Level 2 Educational Partnerships:

Partner	Description	Department
Y2 Labs	Y2 Labs - SHSM Certification Provider	Curriculum
The Empowerment Project	The Empowerment Project - SHSM Certification Provider	Curriculum
Flashpoint	Flashpoint - SHSM Certification Provider	Curriculum
Toronto Symphony Orchestra	Toronto Symphony Orchestra - SHSM Certification Provider	Curriculum
A Poetic Health	A Poetic Health - SHSM Certification Provider	Curriculum
Food Sharks	Food Sharks - SHSM Certification Provider	Curriculum
Mackenzie Health Hospital	Mackenzie Health Hospital - Cooperative Education placements	Curriculum
Markham Stouffville Hospital	Markham Stouffville Hospital - Cooperative Education placements	Curriculum
The Scarborough Hospital	The Scarborough Hospital - Cooperative Education placements	Curriculum
Humber River Hospital.	Humber River Hospital - Cooperative Education placements	Curriculum
York Regional Police	York Regional Police - Guest speakers and Cooperative Education placements	Curriculum
Sheraton Parkway Toronto North	Sheraton Parkway Toronto North - Cooperative Education placements	Curriculum
Canadian Business Health Management Inc.	Canadian Business Health Management Inc. - SHSM Certification Provider	Curriculum
Enriched Academy	Enriched Academy - Financial Literacy program provider and SHSM certification provider	Curriculum
St. John Ambulance	St. John Ambulance - Leadership/Health and Safety program provider	Curriculum
Interdisciplinary Research & Education Services	Interdisciplinary Research & Educational Services - Research Co-op Provider	Curriculum
Heaven Can Wait	Heaven Can Wait - SHSM Certification Provider	Curriculum
Cedar Glen YMCA	Cedar Glen YMCA - SHSM Certification Provider	Curriculum
Winged Canvas	Winged Canvas - In-school art workshops	Curriculum

Kidder	Kidder - STEM/MAKER projects	Curriculum
Funny Money	Funny Money - SHSM Certification Provider and guest speaker	Curriculum
Vital Signs	Vital Signs - SHSM Certification Provider	Curriculum
Common Compass	Common Compass - SHSM Certification Provider	Curriculum
The Beanstalk Academy	The Beanstalk Academy - SHSM Certification Provider	Curriculum
The Canadian Armed Forces	The Canadian Armed Forces - Cooperative Education placements	Curriculum
JA Central Ontario.	JA Central Ontario - Financial Literacy program and provide guest speakers	Curriculum
LD@School	LD@school is a project of the Learning Disabilities Association of Ontario (LDAO). It includes this website as well as the Educators' Institute. LD@school is dedicated to providing Ontario educators with information, resources and research related to teaching students with learning disabilities (LDs). Available to provide presentations to boards, administrators and teachers that can include discussion and break out sessions on topics of interest. LD@Home is a new project that provides resources to parents.	Student Services
Best Buddies Canada	Best Buddies is a school committee run by students and teachers whose primary goal is to foster friendships between neurotypical students and students with developmental/intellectual disabilities. Since contact between these two groups of students seldom occurs spontaneously, Best Buddies facilitates friendships by organizing activities and events at the school where all students come together. BB Canada representatives meet with committee members at the school and provide funding/support for events and activities	Student Services
Workshop providers	This link lists all the mental health workshop providers (*update to the policy around this was presented to SSLT to incorporate a vetting process)	Student Services

York Hills Centre for Children, Youth and Families	York Hills Centre for Children, Youth and Families provides a spectrum of high quality services to children and youth ages 0- 18 years and their families. The day treatment program is designed to support children and youth ages 4 to 18 years who have mental health needs (social/emotional/behavioural) that severely interferes with their ability to function at school Outpatient services (clinical navigation, brief therapy, group therapy, play therapy, goal focused therapy, mental health navigation	Student Services
Kinark Child and Family Services	Kinark Child and Family Services is a leading provider of services and supports for children and youth with complex needs and their families. Services are provided in the areas of Child and Youth Mental Health, Autism and Forensic Mental Health/Youth Justice The goal of Connections for Students is to provide a more coordinated and seamless transition for children with ASD transitioning from the Central East Autism Program (CEAP) into the full time publicly funded school program The day treatment program is designed to support youth from grade 9-12 who have mental health needs (social/emotional/behavioural) that severely interferes with their ability to function at school	Student Services
Rose of Sharon	Rose of Sharon is a charitable organization providing support and educational services to prenatal and parenting young women under the age of 25 across the York Region. The educational program supports individuals under 21 years who are prenatal or parenting a child who is under 24 months in the completion of credits towards their OSSD	Student Services

Lumenus Community Services	Lumenus Community Services offers a range of professional services including; assessment, service coordination and planning, individual, family and group counseling, specialized day/residential services and respite services. The day treatment program provides a therapeutic program with an individualized academic component for youth (12-18 years of age) with a dual diagnosis (mild-moderate developmental disability and mental health challenges), Autism Spectrum Disorder (ASD), mental health and/or behavioural challenges who may also have challenging behaviours whose needs exceed the capacity of the school system. The Merge and Visions Program are designed for high school students who are experiencing significant challenges at school. The program supports youth who are struggling with academics, attendance, mental health, family, or other persistent issues and provides a multidisciplinary intensive therapeutic program for the youth	Student Services
Youthdale	Youthdale provides comprehensive, integrated mental health services to troubled children and their families. We also simplify access to services by connecting families with the right programs and services at Youthdale and in their communities	Student Services
Aptus	Aptus Treatment Centre has been providing people who have developmental disabilities with meaningful opportunities in the community to explore what matters to them. Services include school programs, adult day programs, supportive homes and Aptus Teaching Landscape for the greater Toronto area	Student Services
Atlas	Atlas Day Program at Markham Hospital is a school-based program for youth who are not able to attend school in a traditional setting due to mental health concerns	Student Services
Southlake Regional Health Centre's Child and Family Clinic	Southlake Regional Health Centre's Child and Family Clinic is a regional out-patient service for children up to 18 years of age who live in York Region. Referrals from physicians and secondary service providers (with the knowledge and agreement of their family physician) are accepted for children and adolescents with severe mental health difficulties and their families	Student Services

York Support Services Network (YSSN), Mindfulness Coach	A representative from YSSN works with Special Education Teachers to offer Mindfulness sessions for students with special needs. The goal of these sessions is to provide a way for adolescents with special needs to develop social and emotional learning as Mindfulness supports growth in self awareness, relationship building, self management, emotion regulation and responsible decision making.	Student Services

LEVEL 3 EDUCATIONAL PARTNERSHIPS:

Level 3 Educational Partnerships - Formal Contract- characterised as usually involving one or more of the following:
1. A complete school or several departments, initiated at the school level or Board level, or
2. All schools initiated at the Board Level (i.e. system level).

These types of partnerships are formalized with an agreement or contract. Principals, in consultation with teachers(s), may submit an Educational Partnership Approval form, along with supporting documentation to the respective Superintendent who would process the request in accordance with *Policy 615 Educational Partnerships.*

These partnerships are often with larger organizations or established not for profits, such as Rose of Sharon, Special Olympics Ontario and Children's Treatment Network.

Table 2 Summary of Level 3 Educational Partnerships:

Partner	Description	Department
Children in Youth and Care Transportation Funding	Working with Children's Aid Society a program of joint submissions to the Ministry of Education for Transportation Funding to enable additional supports or transportation funding to facilitate a transition to an alternate caregiver and school move at an appropriate time of the year.	Curriculum
Workforce Planning Board	Workforce Planning Board - Provide guest speakers and help recruit co-op partners	Curriculum
PFAFF Automotive Group	PFAFF Automotive Group - Provide guest speakers, support the OYAP program, Women in the Trades Symposium	Curriculum
Zanchin Automotive Group	Zanchin Automotive Group - Provide guest speakers, support the OYAP program, Women in the Trades Symposium	Curriculum

Vector Solutions (SafeSchools Training)	Vector Solutions (SafeSchools Training) - Provide virtual training for Cooperative Education, Technology and SHSM programs	Curriculum
Hour Republic	Hour Republic - Cooperative Education software for document creation and hours tracking	Curriculum
Youth Bocce Canada	YBC hosts and sponsors annual bocce tournaments for YCDSB secondary students with Special Needs. Provides funding for transportation to and from bocce practices and tournaments. Holds an annual Bocce Banquet for all of the bocce players. Trophies and monetary bursaries are awarded to YCDSB students at the banquet. Hosts and sponsors an annual Religious Retreat at Mary Lake for all secondary students with special needs and staff	Student Services
Learning Disability Association of York Region (LDAYR)	In September 2016, the LD Steering Committee was formed in response to the significant and growing number of students with an Learning Disability in YCDSB The committee is a collaboration with LDAYR with a common strategic goal of serving the LD population in YCDSB YCDSB schools work closely with LDAYR to deliver various programs/learning opportunities for students with LDs and the broader school communities (e.g., Voices of LDAYR, SOAR Transition Program, March Break/Summer Camps, etc,)	Student Services

REENA Since 2018	For the last 3 years, YCDSB has partnered with Reena through the Summer Employment Transition Program (SET) Reena's SET program offers both full and part-time paid employment opportunities from June to August for participants who have been identified with a developmental, intellectual and/or ASD disability Once SET participants have secured a summer job placement, they receive on-the-job coaching at the workplace from a trained "Job Coach" who provides ongoing assistance with navigating the challenges of being employed Over 15 YCDSB students with special needs have secured paid employment as a result of this partnership.	Student Services
York Support ServicesNetwork (YSSN) Transition Planner	A YSSN Transition Planner, Clare MacDonald, is assigned to work with both our board and YRDSB to support students with special needs and their families as they prepare to leave the school system. Clare is available to come into all YCDSB schools to meet with families one-to-one to provide information and resources around transition planning; these meetings often take place following IPRC meetings.	Student Services
York Region Early Intervention Services (YREIS)	Early Interventionists in the Inclusion Support Services stream support families of children with special needs transitioning to school who attend licensed early learning and childcare programs. Infant and Child Development Services (ICDS) provides family centred support in the early years, primarily in the home. York Region Preschool Speech and Language Program can provide assessment and services to children until they begin school.	Student Services
Special Olympics Ontario	Every year, in collaboration with Special Olympics Ontario,YCDSB holds a Special Olympics Track and Field Event where all secondary students with special needs compete in various events (e.g.wheelchair races, running races, shot put,standing long jump etc.)	Student Services

COMPASS	Mental health professionals that provide mental health support to students and their families. Referrals are received from school teams. COMPASS is a Third Party Protocol partner that we also have an ongoing MOU with.	Student Services
Mental Health and Addiction Nurses	Mental Health and Addiction nurses (MHAN) provide mental health support to students referred by the school team. MHAN is a Third Party Protocol partner that we also have an ongoing MOU with.	Student Services
Addiction Services of York Region	Youth Addiction Counselors support students with addiction issues at St. Luke's and at two other secondary schools on a rotating basis. Student's from other schools can access services using their central intake process. ASYR was brought on this year as a Third Party Protocol partner and an MOU will be finalized shortly.	Student Services
Children's Treatment Network (CTN)	The Children's Treatment Network (CTN) was created by families and the children's service communities in Simcoe and York to bring more rehabilitation services closer to home and provide coordinated care for children and youth with multiple special needs. Network Partners from healthcare, education, recreation, social and community service organizations have joined together to build a new system for delivering comprehensive coordinated care. (CTN website, 2011) The York Catholic District School Board is an active CTN network partner	Student Services
EarlyON Family & Child Centre	EarlyON Child and Family Centres provide opportunities for children from birth to 6 years of age to participate in play and inquiry-based programs, and support parents and caregivers in their roles. These centres offer safe and welcoming environments open to all families across Ontario, with qualified professionals and quality programs. Families and caregivers will be able to find support, advice, make personal connections and access a network of resources.	Student Services
CAPC Community Action Program for Children	Community-based children's program that promotes the healthy development of young children (0-6 years). (Federal Funded)	Student Services
Child Care Leases	Leases for purpose built child cares (27 Child Care Operators)	Student Services

Before and After School Programs	License agreements for use of classrooms for the B&A program. (83 Programs)	Student Services
OAP Program; Kerry's Place for Autism Services and Centre for Behaviour Health Sciences	The OAP is a joint collaboration between Kerry's Place Autism Services and Mackenzie Health Centre for Behaviour Health Sciences. Completion of the Functional Assessment of the behaviour, as well as the individual treatment plan, shall be carried out by members of the Centre for Behaviour Health Sciences or Kerry's Place team. The OAP will provide training, consultative services and support to YCDSB staff as outlined by the Functional Assessment and treatment plan established with the family while participating in the Ontario Autism Program (OAP).	Student Services
Kerry's Place for Autism Services; School Support Services	The Kerry's Place York ASD School Support Program provides support to York school boards and mental health day treatment partners working with students with ASD. The parties will work together in supporting students in accordance to shared planning that includes the development of treatment plans,interventions and training	Student Services

SUMMARY

Educational partnerships play a variety of roles in our school system, augmenting existing skill sets of staff, and in some cases, providing much needed additional support. In accordance with *Policy 615 Educational Partnerships*, the Level 2 and Level 3 educational partners are reported to the Board of Trustees.

ATTACHMENTS:

Appendix 1: **Mental Health Speakers/Presentations/Workshops List**

Prepared By: Tom Pechkovsky, Coordinating Manager of Planning and Operations
Submitted By: Diana Candido, Superintendent of Learning: Exceptional Learners
                 Anthony Arcadi, Superintendent of Education: School Leadership and Superintendent of Curriculum and Assessment (Acting)
Endorsed By: Mary Battista, Interim Director

Mental Health Speakers/Presentations/Workshops

Live Experience Speakers:

1.   Youthspeak
Una@youthspeak.ca
www.youthspeak.ca

Youth Speak contributes to the mental and social well-being of students who may be facing challenges by creating awareness that bullying, mental health and addiction impacts everyone in the community. They empower youth who face challenges through leadership training and positively impact their world by sharing their personal stories in assemblies and workshops. **They have adapted to provide online/virtual workshops for students/staff/parents.**

Workshops/Presentations:

1.   Addiction Services of York Region
https://www.asyr.ca/

Through the community outreach program, ASYR can provide presentations on substance use and gambling.

2.   York Hills
https://www.yorkhills.ca/services/community-outreach-education/ 905-503-9560

York Hills Community Outreach and Mental Health Education Services offers workshops and group sessions to both general and at risk populations. They offer a number of weekly programs designed for students in York Region schools and community parent and caregiver presentations in a variety of settings on a variety of topics, including emotional wellness, depression, worries, and stress. **They have adapted some of their workshops into virtual workshops.**

3.   CHMA
https://cmha-yr.on.ca/programs/youth/youth-wellness/

The Youth Wellness program offers workshops and groups (grades 7-12). Topics include: Surviving High School, Tackling Stress and Anxiety, Let's Talk about Suicide and Depression, Mental Health Myth Busting, Dealing with Self-Injury and Eating Disorders and Mindfulness.

4.   Common Compass
https://www.commoncompass.com/

Common Compass provides comprehensive, evidence-informed programs for students that promote helping behaviour and positive actions, using proven principles that have been successful in leading young people to do good.

Formats and topics include Social Emotional Learning & Empathy Workshops,
Mental Health Peer Leader Training/Workshops, Leadership Workshops, Social Justice Workshop, Retreats and Educator Training. The recommended workshop length is 1.5 to 2 hours with a maximum group size of 25 to 30 students. Programming is most appropriate for young people, grades 7 to 12.

5. Brave Education
https://braveeducation.com/

Brave Education provides online Anti- Bullying During Covid and Mental Health During Covid workshops. Sessions are facilitated by the teacher.

6. Hong Fook MHA

Hong Fook provides a continuum of services ranging from treatment of illness to promotion of wellness in the Cambodian, Chinese (Cantonese and Mandarin), Korean and Vietnamese communities.
Flyer   Choices program

7. Jack.org

Mental health presentations delivered **by young people to young people.** Trained and certified youth speakers use the power of personal stories and mental health education to inspire, engage, educate, and equip young people to look out for themselves and their peers. In light of COVID-19, Jack Talks are entirely virtual - and entirely free! - through 2020. We now offer three versions of the Jack Talk - the Classroom Edition: Livestream and Classroom Edition: Pre-Recorded to help adult allies start important mental health conversations with the young people in their lives, and the Personal Edition for anyone, anywhere to educate themselves about mental health.

8. YellowBrick House

Trained facilitators provide workshops specifically designed for students in Grades 7 – 12. These dynamic and interactive workshops cover any of the topics offered under the Healthy Relationships menu.

https://www.yellowbrickhouse.org/wp-content/uploads/2020/10/Elementary-School-Menu-Virtual-2020-2021-FINAL.pdf

https://www.yellowbrickhouse.org/wp-content/uploads/2020/10/High-School-Menu-Virtual-2020-2021-FINAL.pdf

9. Delvio Parent Child Clinic

http://www.delvio.ca/   Flyer

The Delvio Parent Child Clinic offers a variety of workshops to help promote positive mental health and focus on building effective learning skills and tools that both children and parents can utilize. Workshop topics can include positive discipline, effective communication strategies, anxiety, resilience, youth mental health, self-care etc.

10. Family Services of York Region

Contact Susan **swarren@fsyr.ca**

Family Services of York Region can provide workshops for parents and students on various topics. Reach out to Susan to inquire.

11. Get Real Movement-
Grades 9-12 ONLY
marley.bowen@thegetrealmovement.com
A Canadian non-profit focused on combatting 2SLGBTQ+ discrimination and promoting acceptance in schools. They accomplish this by offering inclusivity workshops with programming that aims to break down prejudice, promote unity, and foster compassion in our world. Participants will hear from relatable speakers who have grown from their diverse life experiences and journeys to find confidence in their identities.   Flyer

12.   **CAMH Game Changers for Mental Health** **https://www.camh.ca/en/driving-change/game-changers** Virtual presentations have been co-developed and will be led by two CAMH Youth Ambassadors with lived-experience with mental illness, and provide insight into their unique stories, challenges and resilience, including practical self-care tools that your students may find relatable.

Performances/Arts:

1.   **Sara Westbrook** **Flyer** **Flyer for parent workshop**

2.   **DrumFIT** DrumFIT addresses students' physical, emotional, and intellectual needs, making fitness easy to teach and a blast to learn! Due to Covid, DrumFIT's school program pairs high-quality equipment with engaging digital curriculum, allowing you to play brand new videos into your classroom every month for maximum participation & learning results! **https://www.drum.fit/contact-us/**

3.   **Anthony McLean** Anthony is a speaker/rapper who delivers interactive, high energy presentations to students on mental health, bullying and diversity/inclusion. He is offering his presentations virtually. **https://www.anthonymclean.org/home**

4.   **Mixed Company Theatre** communications@mixedcompanytheatre.com 416 515-8080 As Toronto's foremost Forum Theatre company, **Mixed Company Theatre** has been inspiring our students to create social change for over 20 years. Our school productions use **Theatre of the Oppressed** methodology and **Forum Theatre** to examine difficult social issues including: mental health stigma and support, healthy relationships and consent, and inclusion and equity. In true Theatre of the Oppressed fashion, we constantly consult with educators and the Ontario curriculum in developing each of our shows, which means that you can rest easy knowing that your Mixed Company production has been thoughtfully tailored to the needs and developmental level of your learners. **No update as to whether they can adapt to virtual forum's.**

5.   **D.O. (Duane) Gibson- Stay Driven** duane@staydriven.com Duane Gibson aka D.O. is a Guinness World Record setting rapper, author, and University graduate that has been inspiring hundreds of thousands of youth since 2001. Gibson has spoken at more than 500 schools focusing on anti-bullying, literacy and character education. http://www.staydriven.com/Stay_Driven_Brochure_2016.pdf

6.   **Unity Charity** Unity Charity uses hip hop to improve young people's lives, creating healthier communities. With a strong focus on improving mental health and well-being, Unity empowers youth with the confidence and skills for success. https://unitycharity.com/book-unity/ **Virtual programming is available**

YORK CATHOLIC DISTRICT SCHOOL BOARD

Report To: **Board of Trustees**

From: **Administration**

Date: **May 25, 2021**

Report: **International Baccalaureate (IB) Fees**

EXECUTIVE SUMMARY

This report was originally prepared for the Student Success and Pathways meeting on May 11, 2021. It is being resubmitted with additional school specific financial data.

The purpose of this report is to provide information to the Board of Trustees on the fees associated with the International Baccalaureate (IB) Diploma Programme. The IB diploma program is offered at four of our secondary schools (Cardinal Carter, Holy Cross, Father Michael McGivney and St. Robert).   At each of these schools the costs of the programme are covered by the fees that pre-selected students contribute on a yearly basis and the sections assigned as a component of specialty program support.

BACKGROUND INFORMATION

The following is the annual fee schedule for all IB students:

- Grade 9 $ 150.00
- Grade 10 $ 350.00
- Grade 11 $ 1,250.00
- Grade 12 $ 1,250.00

    $ 3000.00

Student Enrolment in Pre-IB (grade 9 and 10) and IB Diploma Programme (grade 11 and 12)

School	Cardinal Carter	Holy Cross	Father Michel McGivney	St. Robert
2020-2021	Grade 9 = 26 Grade 10 = 80 Grade 11 = 35 Grade 12 = 43	Grade 9 = 44 Grade 10 = 26	Grade 9 = 96 Grade 10 = 112 Grade 11 = 74 Grade 12 = 56	Grade 9 = 195 Grade 10 = 168 Grade 11= 151 Grade 12 = 97
2021-2022	Grade 9 = 95 Grade 10 = 42 Grade 11 = 59 Grade 12 = 28	Grade 9 = 29 Grade 10 = 38 Grade 11 = 23	Grade 9 = 155 Grade 10 = 93 Grade 11 = 91 Grade 12 =69	Grade 9 = 205 Grade 10 = 202 Grade 11 = 128 Grade 12 = 144

The funds that are collected are used to offset the following expenses:

IB Fee Distribution	Exemplar	Comments
IB Annual Fee	$ 13,000.00 US	- Flat rate for all schools - Paid in June for next school year
IB Candidate Registration	$ 45,000.00 US	- Paid in November of each year in conjunction with exam registration - School specific based upon number of exams
IB Textbooks	Ongoing constant replacement as a component of changing curriculum.	- Mandated curriculum changes every 5 years with subsequent new texts required - Often texts only available through the UK
IB Online Resources	Enhanced software tools beyond the textbook.	- Managebac/Canalopy - Question Bank
IB Classroom Materials	Supports for various subject areas, mandated for internal assessments	- Lab equipment - Computers - Technology
IB Teacher Training	Continual ongoing 3-stage training required as a component of IB accreditation. Virtual training has been initiated during CoVid.	- Mandated renewal for all teachers on a 5 year cycle - New curriculum prompts new training requirement - Most training in US at a cost of $5000.00 per participant
Collaborative Time	Supporting teachers with release towards in school and inter-school collaborations for specific subject support.	Release time provided at the rate of $280 per teacher per day
IB Promotional Resources	Published materials for parents and students	- Course calendar - Booklets, flyers...
IB Mailings and Postage	Assessment instruments must be "snail-mailed" to examiners	- Mailing costs - FedEx, UPS….

2020-2021 School Year

All of the schools delivered a robust IB programme this school year, although some aspects were scaled back due to the virtual learning environment.

The IB organization offered all IB schools worldwide the option of choosing the final assessment pathway for course completion for this school year. All IB schools were given the option of concluding with a non-exam pathway OR an exam pathway.

Due to the COVID restrictions in place in York Region, all of our schools selected the non-exam pathway. This means that the final assessment for students completing courses with the IB organization will be calculated based upon final culminating tasks and internal assessments, rather than traditional exams.

However, this non-exam pathway did not change the costs incurred. For the 2020-2021 school year, the exam registration fees were allocated by the IB organization to the IB Examiners, as all of the Internal Assessments are now being marked externally, which is a deviation from the usual practice of only sending random samples to be marked. This was the case for the May 2020 Exam Period and now the May 2021 exam period.

Year over year surpluses will amass at all of our IB schools, due to the cyclical nature of the teacher training requirement.

Board Supports - Specialty Program Supplement

The IB schools were all allocated an additional 0.5 FTE in order to allow for low-enrolled classes to be offered. These additional three sections per school are used to allow for courses, such as higher level grade Physics to run despite low enrolment.

2021-2022 School Year

The projection from the IB organization is that the assessment for the Diploma Programme participants will return to the traditional exam pathway for all. The teacher training schedule and opportunities for training will also move from virtual to in person. This will exhaust the accumulated reserves, as the required teacher training will once again include travel, accommodations and meals in order to access the training provided.

In preparation for the 2021-2022 school year, all four of the IB designated schools continue to be allocated an additional 0.5 FTE for the purposes of allowing low-enrolled courses to be offered in order to allow students to earn their IB diploma.

School Specific Pre-IB and IB Revenue and Expenditures (2017-2021)

The data in each of the charts below (Cardinal Carter CHS, Father Michael McGivney CHS, Holy Cross CHS and St. Robert CHS) has been provided by each respective school.

Each grade level row shows the number of students in the Pre-IB/IB Programme in brackets and the total fee amount collected for each.

The total revenue column is reflective of the fee refunds provided to those students who chose to leave the IB Programme at some point during the year.

Cardinal Carter	2017-2018	2018-2019	2019-2020	2020-2021
Grade 9	(91) = $14 550	(79) = $11 850	(104)= $15 600	(26) = $3 900
Grade 10	(84) = $29 400	(75) = $26 250	(62) = $21 700	(80) = $28 000
Grade 11	(84) = $105 000	(63) = $78 750	(52) = $65 000	(35) = $43 750
Grade 12	(50) = $73 750	(47) = $58 700	(49) = $61 250	(43) = $53 750
Total Refunded (refunds provided to students who left the IB programme)	$43 465	$18 018	$3 410	$30 740
Total Revenue	$179 235	$157 532	$160 140	$123 375
Total Expenditures	$162 983	$163 370	$111 847	To Date: $75 075
Difference	$ 16 252	($ 5 838)	$ 48 293	$ 48 300

Father Michael McGivney	2017-2018	2018-2019	2019-2020	2020-2021
Grade 9	(116) = $17 400	(119) = $17 850	(119) = $17 850	(97) = $14 550
Grade 10	(132) = $46 200	(116) = $40 600	(109) = $38 150	(114) = $39 900
Grade 11	(81) = $101 250	(83) = $103 750	(75) = $93 750	(76) = $95 000
Grade 12	(48) = $60 000	(51) = $63 750	(69) = $86 250	(61) = $76 250
Total Refunded (refunds provided to students who left the IB programme)	$16 550	$11 550	$27 850	$6 500

Total Revenue	$208 300	$214 400	$226 000	$219 200
Total Expenditures	$211 934	$207 850	$170 160	To Date: $50 710 Not yet invoiced: Exam fees @ $ 100 00 Mac Lab @ $ 65 000
Difference	($3 634)	$6 550	$55 840*	$168 490

*funds earmarked for MAC lab

Holy Cross	2017-2018	2018-2019	2019-2020	2020-2021
Grade 9	nil	nil	(31) = $4 650	(44) = $6 600
Grade 10	nil	nil	nil	(26) = $9 100
Grade 11	nil	nil	nil	nil
Grade 12	nil	nil	nil	nil
Total Revenue	nil	nil	$4 650	$15 700
Total Expenditures	nil	$35 955	$34 157	$28 534
Difference	nil	($35 955)	($29 507)	($12 834)

St. Robert	2017-2018	2018-2019	2019-2020	2020-2021
Grade 9	(150) = $22 500	(208) = $31 200	(164) = $24 600	(196) = $29 400
Grade 10	(161) = $56 350	(160) = $56 000	(217) = $75 950	(171) = $59 850
Grade 11	(124) = $155 000	(129) = $161 250	(117) = $146 250	(151) = $188 750
Grade 12	(82) = $102 500	(112) = $140 000	(104) = $130 000	(97) = $121 250
Total Refunded (refunds provided	$7 150	$5 000	$5 000	nil

to students who left the IB programme)				
Total Revenue	$329 200	$383 450	$371 800	$399 250
Total Expenditures	$329 067	$409 465	$343 632	$398 206
Difference	$133.00	($26 015)	$28,168.00	$1044.00

Prepared by: **Jennifer Sarna, Superintendent of Education**
Endorsed by: **Mary Battista, Interim Director**

REPORT

Report To: Board of Trustees

From: Administration

Date: May 25, 2021

Report: **YCDSB By-Law 1: Operational By-Law**

Executive Summary

This brief report contains proposed revisions to the YCDSB By-Law 1: Operational By-Law for presentation to the Board of Trustees.

Existing Language	Proposed Language

2.2 **Election Procedure**
  (a) With the chief executive officer or alternate presiding, the Board shall proceed to elect by separate vote a Chair and a Vice Chair, such election to be upon nomination and by secret ballot. A seconder is not required for a nomination. Such ballots to be counted by the presiding officer or delegate aided by two (2) scrutineers appointed by the presiding officer from among Board administration.
  (b) Trustees joining the meeting via telephone conference call will be permitted to be nominated as Chair and Vice Chair of the Board.
  (c) Through a process obtained by a scrutineer, Trustees joining the meeting via teleconference may participate in the secret ballot process by giving expressed permission to a person of their choice.
  (d) All nominees will be permitted to address the board members before voting commences for maximum of 2 minutes.
  (e) All nominators will be permitted to introduce the nominee for a maximum of 1 minute.
  (f) Election shall require a clear majority of the votes cast.
  (g) (i) In the event of three or more candidates, the candidate receiving the lowest number of votes will be eliminated, and another vote will be
	2.2 **Election Procedure**
	  (a) With the chief executive officer or alternate presiding, the Board shall proceed to elect by separate vote a Chair and a Vice Chair, such election to be upon nomination and by secret ballot. A seconder is not required for a nomination.
	
	  (b) Trustees joining the meeting via telephone conference call will be permitted to be nominated as Chair and Vice Chair of the Board.
	
	  (c) Trustees joining the meeting via teleconference may participate in the secret ballot process.
	
	  (d) All nominees will be permitted to address the board members before voting commences for a maximum of 2 minutes.
	
	  (e) All nominators will be permitted to introduce the nominee for a maximum of 1 minute.
	
	  (f) Votes will be e-mailed to the Board's legal counsel who will join the meeting to oversee the voting process. Legal Counsel will follow the process outlined in (g), (h), (i).

held until there is a clear majority. (ii) In the event that there are three or more candidates, and that as a result of the vote there is no clear majority but there is a tie between the candidates receiving the lowest vote so that no candidate can be eliminated, a second vote will be held. (iii) If there is still a tie, the C.E.O. will draw lots between the candidates that have a tie vote, and the candidate whose name is drawn will be eliminated. (h) (i) In the event of two candidates, and an equality of votes at the election of a Chair and/or Vice Chair a second vote, by secret ballot, will be held. (ii) If there is still a tie, the C.E.O. will draw lots between the candidates that have a tie vote, and the candidate whose name is drawn will be eliminated. (i) At the first meeting of the trustees following a municipal election, the Board shall proceed in like manner to appoint the Archbishop of the Archdiocese as *Honorary Chair* and the Bishop of the Archdiocese as *Honorary Trustee,* who shall hold office until the expiry of the term for which the members of the Board were elected. The above process is to be followed for all Board Committees except for Section 2.2 (d) and (e).	(g) Election shall require a clear majority of the votes cast. (h) (i) In the event of three or more candidates, the candidate receiving the lowest number of votes will be eliminated, and another vote will be held until there is a clear majority. (ii) In the event that there are three or more candidates, and that as a result of the vote there is no clear majority but there is a tie between the candidates receiving the lowest vote so that no candidate can be eliminated, a second vote will be held. (iii) If there is still a tie, the Director of Education will draw lots between the candidates that have a tie vote, and the candidate whose name is drawn will be eliminated. (i) (i) In the event of two candidates, and an equality of votes at the election of a Chair and/or Vice Chair a second vote, by secret ballot, will be held. (ii) If there is still a tie, the C.E.O. will draw lots between the candidates that have a tie vote, and the candidate whose name is drawn will be eliminated. (j) At the first meeting of the trustees following a municipal election, the Board shall proceed in like manner to appoint the Archbishop of the Archdiocese as *Honorary Chair* and the Bishop of the Archdiocese as *Honorary Trustee*, who shall hold office until the expiry of the term for which the members of the Board were elected. The above process is to be followed for all Board Committees except for Section 2.2 F(d) and (e). The Use of Legal Counsel may be waived for Committee elections, see 4.1.5.
4.1.5 Election of Chair The staff resource shall call the first meeting of the committee and conduct the election of the Chair as well as the Vice	4.1.5 Election of Committee Chair/Vice Chair (a) The staff resource shall call the first meeting of the committee and conduct the election of the Chair as well as the

Chair if required. The election will follow the guidelines as set out in Section 2.2.	Vice Chair if required. The election will follow the guidelines as set out in Section 2.2 except for 2.2(d) and 2.2 (e). (b) In lieu of using legal counsel to count emailed votes for committee elections, i.e. 2.2(f), trustees may choose to email votes to a trusted third party, such as the recording secretary for the meeting.
3.1.10 Agenda for Board Meetings Minutes of the Public and Private Session, Board and Committee meetings will note when Trustees leave and return to the meeting. <u>Public Session</u> 1. Opening Prayer 2. Land Acknowledgement 3. Roll Call 4. Approval of New Material 5. Approval of the Agenda 6. Declarations of Conflict of Interest for Current Meeting 7. Declarations of Conflict of Interest from Previous Meeting 8. Approval of the Previous Minutes 9. Business Arising from Minutes of Previous Meeting 10. Inspirational Messages 11. Chair's Report/Update 12. OCSTA Board of Director's Update 13. Director's Report/Update 14. Student Trustees' Report 15. Recognitions/Outside Presentations 16. Presentations of Input Related to an Item on the Agenda 17. Journey Towards Our Vision 18. Action Items including committee reports 19. Discussion Items 20. Information items 21. Notices of Motion 22. Future Agenda Items/Requests for Information 23. Adjournment Any items under	**3.1.10 Agenda for Board Meetings** Minutes of the Public and Private Session, Board and Committee meetings will note when Trustees leave and return to the meeting. <u>Public Session</u> 1. Opening Prayer 2. Land Acknowledgement 3. Roll Call 4. Approval of New Material 5. Approval of the Agenda 6. Declarations of Conflict of Interest for Current Meeting 7. Declarations of Conflict of Interest from Previous Meeting 8. Approval of the Previous Minutes 9. Business Arising from Minutes of Previous Meeting 10. Chair's Report/Update 11. OCSTA Board of Director's Update 12. Director's Report/Update 13. Student Trustees' Report 14. Recognitions/Outside 15. Delegations 16. Journey Towards Our Vision - Staff Presentations 17. Action Items including committee reports 18. Discussion Items 19. Information items 20. Notices of Motion 21. Future Agenda Items/Requests for Information 22. Adjournment Any items under "presentations", "discussions" or "information" or "Notices of Motion" may be dealt

"presentations", "discussions" or "information" may be dealt with as action items at the discretion of the Board.

1. Opening Prayer
2. Roll Call
3. Approval of New Material
4. Approval of the Agenda
5. Declarations of Conflict of Interest for Current Meeting
6. Declarations of Conflict of Interest from Previous Meeting
7. Approval of the Previous Minutes
8. Business Arising From the Minutes
9. (a) Outside or (b) Staff Presentations
10. Action Items (Group A) including Committee Reports
11. Discussion Items
12. Information Items
13. Notices of Motion
      RECESS (Student Trustees Excused)
14. Staffing Report
15. Action Items (Group B), including Committee Reports
16. Trustee Input to Senior Staff/Requests for Information
17. Rise and Report

with as action items at the discretion of the Board.

Private Session
 1. Opening Prayer
 2. Roll Call
PART A
 3. Approval of New Material
 4. Approval of the Agenda
 5. Declarations of Conflict of Interest for Current Meeting PART A
 6. Declarations of Conflict of Interest from Previous Meeting PART A
 7. Approval of the Previous Minutes PART A
 8. Business Arising From the Minutes PART A
 9. (a) Outside or (b) Staff Presentations
 10. Action Items (PART A) including Committee Reports
 11. Discussion Items
 12. Information Items
 13. Notices of Motion
RECESS (Student Trustees Excused)
PART B
 14. Approval of New Material
 15. Approval of the Agenda
 16. Declarations of Conflict of Interest for Current Meeting PART B
 17. Declarations of Conflict of Interest from Previous Meeting PART B
 18. Approval of the Previous Minutes PART B
 19. Business Arising From the Minutes PART B
 20. Staff Presentations
 21. Director's Staffing Report
 22. Action Items (PART B) including Committee Reports
 23. Discussion Items
 24. Information Items
 25. Notices of Motion
 26. Rise and Report (if no Part C)
RECESS (Sr. Admin Excused as determined by the Director of Education)
PART C -Optional
 27. Approval of New Material
 28. Approval of the Agenda
 29. Declarations of Conflict of Interest for Current Meeting PART C
 30. Declarations of Conflict of Interest from Previous Meeting PART C
 31. Approval of the Previous Minutes PART C
 32. Business Arising From the Minutes PART C

	33. Action Items (PART C) 34. Discussion Items 35. Information Items: including Whistleblower and HREA reports 36. Trustee Input to Senior Staff/Requests for Information 37. Rise and Report
3.1.14 New Business Brought Forward by Trustee(s) – Notices of Motions All notices of motion must be provided in writing to all Trustees prior to start of the meeting. (a) Matters of new business or action items need to be processed by the Board in an efficient, fair and timely manner. There needs to be sufficient time to allow for information gathering, report writing and discussion prior to Board action. As such, items submitted in writing as notices of motion by a Trustee, either through Executive Committee or at a Board meeting, will return to the subsequent meeting as an information item, the following meeting as a discussion item, and finally as an action item on the next Board meeting agenda. Trustees are encouraged to ask questions to help staff write a report relating to the matter, so that once the matter comes for action, all Trustees understand the matter at hand and its implications. (b) The process described in (a) can be expedited if there is consensus by all Trustees present at a meeting to vote on a matter originally listed for either information or discussion on the agenda. (c) In the case of a time-sensitive matter, a Trustee can bring a motion forward through Executive, or if time does not permit, through the discretion of the Chair at any time prior to the start of a Board meeting. (d) The Trustee bringing the motion forward for the first time may request the board to expedite the process and give reason for action, and provided that in the discussion, requested information from staff will be supplied and considered before action takes place. (e) All Trustee motions are to be dealt with, [as outlined in (a), (b), (c)], in a three (3) month timeframe. It is understood that the Board	**3.1.14 New Business Brought Forward by Trustee(s) – Notices of Motions** All notices of motion must be provided in writing to all Trustees prior to start of the meeting. (a) Matters of new business or action items need to be processed by the Board in an efficient, fair and timely manner. There needs to be sufficient time to allow for information gathering, report writing and discussion prior to Board action. As such, items submitted in writing as notices of motion by a Trustee, either through Executive Committee or at a Board meeting, will return to the subsequent meeting as an information item, the following meeting as a discussion item, and finally as an action item on the next Board meeting agenda. Trustees are encouraged to ask questions to help staff write a report relating to the matter, so that once the matter comes for action, all Trustees understand the matter at hand and its implications. (b) The process described in (a) can be expedited by a motion to amend the Board agenda at the beginning of a Board meeting. (c) In the case of a time-sensitive matter, a Trustee can bring a motion forward for action through Executive, or if time does not permit, through the discretion of the Chair at any time prior to the start of a Board meeting. (d) The Trustee bringing forward the request to expedite the process {(b) and/or (c)} shall give reason for action, provided that, requested information from staff has been supplied and considered before action takes place. (e) All Trustee motions are to be dealt with, [as outlined in (a), (b), (c)], in a three (3) month timeframe. It is understood that the Board does not generally meet during school holidays and breaks, specifically - March Break, Holy Week, Christmas Break and during the summer months (July/August), and that this would be taken into consideration when applying the three (3)

does not generally meet during school holidays and breaks, specifically - March Break, Holy Week, Christmas Break and during the summer months (July/August), and that this would be taken into consideration when applying the three (3) month timeframe. (f) A student trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the board or one of its committees on which the student trustee sits. When student trustees have an item/proposal that they would like discussed at the board table, they are advised to request that an elected trustee bring the item forward as a motion at the board meeting, with a notation, e.g., "*Submitted by Trustee XXX on behalf of Student Trustees XXX*". If no member of the board or committee, as the case may be, moves the suggested motion, the record shall show the suggested motion. (*Education Act* s 2.6)	month timeframe. (f) A student trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the board or one of its committees on which the student trustee sits. When student trustees have an item/proposal that they would like discussed at the board table, they are advised to request that an elected trustee bring the item forward as a motion at the board meeting, with a notation, e.g., "*Submitted by Trustee XXX on behalf of Student Trustees XXX*". If no member of the board or committee, as the case may be, moves the suggested motion, the record shall show the suggested motion. (*Education Act* s 2.6)

3.2 Special Board Meetings
3.2.2 <u>**Notice**</u>
    Notice to the trustees of such meeting and notice of the matters to be dealt with shall be effected by verbal notification to the trustees, or by electronic means (with respect to such trustees that cannot be contacted personally or by telephone for verbal notice,) 48 hours in advance. and in accordance with the provisions of Section 7.4 hereof. Given the short timeline, an agenda and all related materials are to be emailed as soon as possible.
	3.2 Special Board Meetings
	3.2.2 <u>**Notice**</u>
	    Notice to the trustees of such meeting and notice of the matters to be dealt with shall be effected by verbal notification to the trustees, or by electronic 48 hours in advance. Given the short timeline, an agenda and all related materials are to be emailed as soon as possible.

3.2.3 <u>**Notice Waived**</u>
    Provided however that the restrictions as to 48 hours' notice shall not apply to any special meeting of the Board for which the Secretary obtains unanimous approval of all trustees to the holding of such meeting, and to the subject matter to be dealt with thereat.
	3.2.3 <u>**Notice Waived**</u>
	    Provided however that the restrictions as to 48 hours' notice shall not apply to any special meeting of the Board for which the Secretary obtains approval of at least two thirds of the trustees to the holding of such meeting, and to the subject matter to be dealt with thereat.

JUNE 2021 TRUSTEE SERVICES

Monthly Virtue: HONESTY

July 2021
July 1 Canada Day (Holiday)

August 2021
August 2—Simcoe Day (Holiday)
August 31—5pm Committee of the Whole
August 31—6:30 pm, (Tent) Mass
  followed by Regular Board

Father, Creator of all,
thank You for summer!
Thank you for the warmth of the sun
and the increased daylight.
Thank You for the beauty I see all around me
and for the opportunity to be outside
and enjoy Your creation.
Thank You for the increased time I have to be
with my friends and family,
and for the more casual pace of the summer season.
Draw me closer to You this summer.
Teach me how I can pray
no matter where I am or what I am doing.
Warm my soul with the awareness of Your presence
and light my path with Your Word and Counsel.
As I enjoy Your creation, create in me
a pure heart and a hunger and a thirst for You.
Amen

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
	ITALIAN HERITAGE MONTH	**1** 6:30 pm Policy	**2**	**3**	**4**	**5**
6	**7**	**8** 6:30 pm Corporate Services & Budget Development	**9** 3pm Executive 5pm HR Committee	**10**	**11**	**12**
13	**14** 7pm SEAC	**15** 6:30 pm CTW 7:30pm Regular Board	**16**	**17**	**18**	**19**
20 Happy Father's Day	**21** National Aboriginal Day June 21 #NADCanada	**22**	**23**	**24** 8am Special Board Meeting	**25**	**26**
27	**28**	**29** PA Day (S)	**30** PA Day (E/S)	"For I know the plans I have for you." DECLARES THE LORD... JEREMIAH 29:11		