

**YORK CATHOLIC DISTRICT SCHOOL BOARD**  
**AGENDA**  
**REGULAR BOARD MEETING**  
**Tuesday, May 31, 2022**  
**6:30 P.M.**

**REVISED**

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

**LAND ACKNOWLEDGEMENT**

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

<b>1. OPENING PRAYER / LAND ACKNOWLEDGEMENT</b>	Area 1 Faith Ambassadors	
<b>2. ROLL CALL</b>	D. Scuglia	
<b>3. APPROVAL OF NEW MATERIAL</b>	E. Crowe	
<b>4. APPROVAL OF THE AGENDA</b>	E. Crowe	
<b>5. DECLARATIONS OF CONFLICT OF INTEREST FOR CURRENT MEETING</b>	E. Crowe	
<b>6. DECLARATIONS OF CONFLICT OF INTEREST FROM PREVIOUS MEETING</b>	E. Crowe	
<b>7. APPROVAL OF THE PREVIOUS MINUTES</b>	E. Crowe	
a) Regular Board Meeting of April 26, 2022		
b) Special Board Meeting of May 5, 2022		
c) Special Board Meeting of May 12, 2022		
d) Special Board Meeting of May 25, 2022		
<b>8. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING</b>	E. Crowe	
<b>9. CHAIR'S REPORT / UPDATE / INSPIRATIONAL MESSAGES</b>	E. Crowe	<b>3</b>
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<b>10. OCSTA BOARD OF DIRECTOR'S UPDATE:</b>	J. Wigston	<b>5</b>
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<b>12. STUDENT TRUSTEES' REPORT</b>	A. Casbarro / A. Peta-Dragos	
<b>13. RECOGNITIONS / OUTSIDE PRESENTATIONS</b>		
a) Catholic Education Week: Distinguished Alumni Video	E. Crowe	
a) Youth Science Canada-Wide Science Fair	E. Pivato	
<b>14. DELEGATIONS</b>	E. Crowe	<b>9</b>
a) Liana Howell – Pope Francis CES		<b>11</b>
b) Scott Cholewa – Special Education Budget		
<b>15. JOURNEY TOWARDS OUR VISION – STAFF PRESENTATIONS</b>		
a) Proposal: High Performance Athlete Specialty Program at St. Maximilian Kolbe CHS	P. Parente	
b) Multi-Year Strategic Plan 2022-2023	E. Pivato	<b>12</b>
c) 2022-2023 Estimates - Preliminary Financial Position	C. McNeil	<b>38</b>
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f) Receipt of Report No. 2022:03 Student Success & Pathways Committee (May 10)	R. Cantisano	<b>143</b>

g)	Receipt of Report No. 2022:02 Joint Board Consortium (May 11)	T. McNicol	144
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**SPECIAL BOARD MEETING**

**Tuesday, June 14, 2022  
7:30 PM**

**REGULAR BOARD MEETING**

**Tuesday, June 21, 2022  
7:30 PM**

**Memo To:** Board of Trustees  
**From:** Elizabeth Crowe, Board Chair  
**Date:** May 31, 2022  
**Re:** **Chair's Report**

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The months of May and June are always the busiest and most stressful times during the school year, but the positive energy that permeates the classrooms as we all come together to celebrate the successes that come with a productive school year is inescapable. In May we honour Mary, the Mother of God, through Masses, liturgies and living Rosaries. The home-school-parish triad is never more evident as when our students celebrate the sacraments of Reconciliation, First Communion and Confirmation. May and June also bring award ceremonies, proms, and graduations. Some schools are restarting community building traditions like barbeques. It is my honour to present a few highlights in my report:

**Dominican Friars Youth Interfaith Video Contest**

Congratulations are extended to St. Br. Andre Catholic High School Grade 12 student, F. Quadrini and Team for winning second place in the Dominican Friars Youth Interfaith Video Contest, sponsored by the Dominican Friars in Toronto, The Catholic Register and the Archdiocese of Toronto. The theme of the contest was "Cultivating Friendship and Solidarity". Youth explored how our diverse faith traditions call on us to "Rebuild, Restore and Renew" our communities together, through cultivating friendship and solidarity.

**Yes I Can Awards**

On May 18, 2022, I had the privilege and honour of attending the yearly 'Yes I Can Awards' hosted by YCDSB, the York Region District School Board (YRDSB) and the Ontario Council for Exceptional Children. The outstanding abilities and gifts of many students, staff, parents, community partners and volunteers from both YCDSB and the YRDSB were recognized. Thank you to fellow Trustees Maria Iafraite and Jennifer Wigston for attending. Thank you to the members of the Special Education Advisory Committee (SEAC) and Members from our Senior Team for their support. I would like to thank the organizers for planning the event and for our ongoing partnership with the Council for Exceptional Children York Region, for its work in advocating for our students. Congratulations are extended to the following YCDSB staff:

*Paraprofessional Of The Year Award*

Clorinda Ciccone, Educational Intervenor, Prince of Peace Catholic Elementary School York Catholic District School Board

*Teacher Of The Year Award*

Franca Sinicropi-Greco, Corpus Christi Catholic Elementary School York Catholic District School Board

*Educational Leader Of The Year Award*

Melinda Rapallo-Ferrara, Special Education Program Consultant York Catholic District School Board

*President's Award*

Michelle Prinzo, Mental Health Lead York Catholic District School Board

### **Canada Skills - Nationals Information**

Four YCDSB students earned gold in the Ontario Skills Provincial Trades and Technology Competition on May 4th and are now competing at the National level for Skills Canada. The YCDSB students who are representing Ontario in their fields are:

- Kavi Gupta from Cardinal Carter CHS - Competing in Job Search
- Isabella Saloufakou from Cardinal Carter CHS - Competing in Photography
- Amber Dhall from St. Theresa of Lisieux - Competing in Public Speaking
- Win Ni from Our Lady Queen of the World - Competing in Culinary

In some competitions, the gold winner will advance to the World Skills which will be taking place in Shanghai in October of 2022. Results will be live streamed in the closing ceremonies on the Skills Canada Youtube Channel. Good luck to all competitors. Appreciation is extended to YCDSB teachers, Ann Brand and Estelle Wang.

### **YCDSB Board Retirement Evening**

On Wednesday, June 8, 2022, YCDSB will be honouring retirees from 2019-2020 and 2020-2021 that were impacted by the COVID-19 pandemic and not able to be officially recognized for their years of service. We have over two hundred retirees plus their guests, Board of Trustees, Principals, Vice-Principals, Union Partners, Administration and Senior Team coming together for a celebratory evening. This special event is always very memorable and well-deserved.

### **Elementary Track & Field**

The Board of Trustees is excited to announce the return of Track & Field. Meets will be held throughout the month of June, either at the York University Track & Field Centre or at St. Maximilian Kolbe Catholic High School. Teachers have been training students for the upcoming running events: 100m, 200m, 400m, 800m, and the exciting relay races. Field events include running long jump, standing long jump, and shot put. Student Services will continue to offer the following events for our students with special needs: 60m run, long jump, and hacky sack throw. Parents are both invited and encouraged to join the schools and help cheer on our elementary athletes. Trustees have also been extended an invitation and I encourage you to go out and cheer on our students.

### **Later on in the agenda:**

YCDSB students that represented our Board and York Region at the Youth Science Canada-wide Science Fair along with their teachers and Principals were invited to the Board meeting to be recognized for their outstanding achievements. It is wonderful to be able to return to in-person recognitions at the Board level.

### **Distinguished Alumni Winners**

On April 29th, the Board of Trustees announced the recipients of the Distinguished Alumni Winners. Congratulations are extended to

- Andre De Grasse - Olympic Medalist/ Philanthropist/ Author: Mother Teresa CES / Father Michael McGivney CA (Markham)
- Cassandra Fonseca - Electrical Engineer/ Founder, Camp Engies: St. Augustine CHS (Markham)
- Dr. Kieran Moore - Chief Medical Officer of Health of Ontario: St. Luke CES / St. Robert CES (Thornhill)
- Cheryl Perera - Founder, President OneChild Foundation: St. Robert CHS (Thornhill)
- John Van Teunenbroek - Grocer/Community Leader: Sacred Heart CHS (Newmarket)

We have asked the recipients to share their thoughts on how Catholic education in our schools impacted lives and we have produced a short video that will be shown during the Recognitions part of the agenda.



**Memo To:** Board of Trustees

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

**Date:** April 26, 2022

**Re:** **OCSTA Board of Director's Update**

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### **OCSTA Advocacy**

As OCSTA represents the interests of Ontario's publicly funded Catholic school boards, and as such is non-partisan, our foundational mission is the promotion and protection of Catholic education in Ontario. Throughout the year and especially now, OCSTA participates in non-partisan advocacy efforts to ensure that the priority issues for Catholic school boards are effectively communicated to provincial parties and the electorate.

OCSTA has reached out to the four main political parties – the Progressive Conservatives, New Democrats, Liberals, and Greens – to advocate for Catholic education and to deepen our understanding of the respective parties' positions on various issues.

OCSTA has developed [a chart](#) that summarizes key commitments of the political parties announced to date contrasted with the key advocacy priorities of the Association.

For your additional reference, we have included links below to the education platforms and websites of the Progressive Conservative, Liberal Party, New Democratic Party and Green Party.

PC Ontario: <https://ontariopc.ca>

Liberal Party of Ontario: <https://ontarioliberal.ca>

NDP: <https://www.ontariondp.ca>

Green Party of Ontario: <https://gpo.ca>

### **Trustee Nominations**

Nominations are now open for school board trustee candidates. For full nomination details and process, please contact your local municipal clerk. All candidates are encouraged to submit their profiles (name, school board and ward) to [TrusteeCandidateInfo@oesc-cseo.org](mailto:TrusteeCandidateInfo@oesc-cseo.org). Candidates can also include a photo, a brief biography, social media handles, email addresses and website URLs with their profile. The information will be included in the [revised and updated school board elections website](#).

### **Member Access to Conference Presentations**

Audio recordings and slide presentations for OCSTA's 92nd AGM & Conference can be accessed and downloaded at the following link on the secure section of the OCSTA website:

[2022 Conference Presentations](#)

**NOTE:** If you need assistance finding your login information, use the automated login retrieval link on the access page or contact OCSTA staff member [Ashlee Cabral](#).

## Catholic Identity

As part of the Association's ongoing focus on Catholic Identity, OCSTA continues to encourage conversations with regard to the Catholic Identity of publicly funded Catholic education in Ontario.

This work has led to the development and distribution of a number of resources/documents which give witness to OCSTA's commitment to support Catholic school boards in "placing Christ and the teachings of the Catholic Church at the centre" of their school systems. Resources include:

### Together In Faith Series



- *Together in Faith: Home, School, Parish* booklet
- *Together in Faith: Care for Our Common Home. A Collection of School Board Practices* booklet, and
- Recently released: *Together in Faith – Adult Faith Formation – Catholic Leadership Development. A Collection of School Board Practices*

These documents are available on the OCSTA website at:

<https://www.ocsta.on.ca/together-in-faith-series/>

**Memo To:** Board of Trustees

**From:** Domenic Scuglia, Director of Education

**Date:** May 31, 2022

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

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**This Report including the following Director Updates:**

**School Visits**

My Director's school visits continue throughout the months of May and June. I continue to be amazed at the dedication and professionalism of all staff in our schools. Our Catholic faith is felt as soon as I enter the front doors right into the classrooms. Students are engaged, enthusiastic and continue to excel in all areas. We are most proud of our staff and students.

**Sacraments (Communion, Confirmation)**

We bless all our students that have and are receiving their sacraments, Communion and Confirmation. Our faith allows us to receive God's many graces through our daily living as well as through preparation for and receiving of their sacraments. We value the unity between our parishes and schools in educating the mind, heart, and soul of our students.

**Graduations**

For the first time in years, our graduations will be taking place in person. At the end of June, both our secondary and elementary schools will be celebrating the success of our students as they venture onwards in their educational pathways as Catholic believers and responsible caring citizens.

**York Regional Police Community Safety Village Visit/Meeting**

On May 3rd, members of the senior teams from YCDSB, YRDSB, and York Regional Police met at the Community Safety Village. The centre provides curriculum based presentations to students in all grades in areas relating to safety, human rights, and citizenship. YCDSB schools are invited to arrange field trips to the centre to enrich their appreciation of keeping their communities safe.

**Archives Committee Meeting Update**

York Catholic DSB recognizes that maintaining the artifacts of our schools is critical to preserving our ever growing identity over time. The Archives Committee recently met with an Archivist and obtained some important guidance on how we, as a board, can best coordinate our efforts in centralizing our artifacts, both digitally and through a site location to showcase our history. The committee will be providing direction to school leaders as we further embark on this exciting venture.

**Archbishop Don Bolen and Joanna Landry address Director's Council**

At our May Director's Council meeting, Archbishop Bolen and Joanna Landray spoke to our school administrators about their Papal visit to Rome with Indigenous communities. They touched on aspects of Truth and Reconciliation and how we, as educators, play a key role in moving our communities forward in reconciliation through the work we do in our schools and classrooms. We valued their guidance, recognizing the incredibly important role we each play in healing and unification with all people in the future.

**Women in the Trades Symposium**

On Wednesday, May 11th, the 2022 Women in Trades Symposium was held with over 650 people in attendance. The event represented an opportunity for learning, collaboration, discovery and community building at both the school level and across the school board with members from all sixteen secondary schools participating. St. Br. Andre CHS and St. Jean de Brebeuf CHS had 140 and 220, respectively, students attend. St. Jean de Brebeuf CHS has their female manufacturing course and St. Br. Andre CHS has been successfully running a female woodworking course since 2020. The skilled trades in Ontario are in desperate need of young, talented, innovative individuals. All students have the ability to pursue their dreams and break down barriers. Appreciation was extended to the Pathways Team and all secondary students and staff.

**CBENY Gathering**

On Tuesday, May 24th, we had our first Catholic Black Educators Network at YCDSB (CBENY) meeting with over 40 in attendance. All YCDSB employees were welcome and encouraged to attend. Staff from across our Board participated in the event including representatives from the senior team and employee representative groups.

# Public Request to Make a Presentation or Present Petition

Inbox

Liana Howell <ycdsb.forms@ycdsb.ca>

Apr 27, 2022, 9:19 PM (12 hours ago)

to board.delegations

Name	Liana Howell
Email Address	
Home Address	
Home Telephone	
Business Telephone	
Name of Group Being Represented (if Applicable)	Anthony Howell
Name of Home School being represented	
Are you a York Catholic District School Board employee?	No
Is this request related to a Motion and/or decision of the Board?	Yes
Spokesperson 1 Name	Liana Howell
Spokesperson 1 Email Address	
Spokesperson 1 Address	
Spokesperson 1 Home Telephone	
Spokesperson 2 Name	Anthony Howell
Spokesperson 2 Email Address	
Spokesperson 2 Address	
Spokesperson 2 Home Telephone	
3) Presentation/Petition Details	
Date of Board Meeting	May 10, 2022
<b>Specific Statement of Issue</b> We live in the Area A boundary of Our ..... , ..... w.....stered at ..... as a student by means of a lottery for the 2022-2023 school year. ..... sibling, who lives in the same household, .....ntly attends ..... as we lived in the area while we waited for our home to be built in the Community. .....hable to register at .....as a result of the boundary review that restricts new registrations from SK-Grade 8. Our children are being forced to attend different schools and we are attesting this.	
<b>Summary of key presentation points:</b> 1. Our children will be separated. The purpose of Option 5 of the boundary review was to keep families together. In the boundary review it states, "Acceptances will be determined with the following priority and in the following order: a. Incoming ... students with existing siblings in the school from: i. Area A; then ii. Area B; then iii. Area C. All JK registrations will be sorted as per the groupings in item 5 above and admitted by priority, (i.e. .... registration from Area A, who have siblings in the school, would be considered first)." Clearly, option 5 gives priority to students who have siblings at the school in order to keep siblings living in the same household together in a school. At the .....: Boundary review- Virtual Public Information Session Adam McDonald stated that	

they believe a cap of 90 for JK registrations will provide sufficient space to accommodate families that already have siblings in the school. There was a lot of worry at this meeting that younger siblings would not get into the school with their older siblings. Option 5, provides a provision to ensure that these families will stay together. However, this consideration failed to acknowledge the inverse which is where we find ourselves. Our ..... is ..... registered at ..... school and our ..... is being separated from ..... Sending our children to two separate schools goes directly against the intent of option 5, which is to keep siblings together.

2. Emotional Stress and Mental health concern for our family and our ..... , ..... we have been transitioning ..... and ..... for over a year. .... is aware that ..... is ..... new school. .... is looking forward to attending a school with ..... and looks forward to spending time with ..... at the before and after school program. Both my husband and myself are educators and we will not be making use of bus transportation because we can not get home on time to meet our children at the bus stop. They will both be enrolled in before and after school care. Not attending school or this program with one another will have a negative affect on our children's mental well-being and mental health. Our children are very close in age and they are best friends. To separate them will be devastating to our family. This will cause trauma for our ..... . How are we going to explain to ..... that ..... can go to the school beside our house but ..... cannot? What sort of expectation is this for a young family to have to spend the afternoon driving around in traffic to pick up our children from different schools? How is it acceptable to willingly know that our children will be traumatized as they separate each day as they go to school for the next 10 years? Separating our children will be disruptive to their social development. They will be robbed of the opportunity to attend the before and after school program together and they won't have the same opportunities to make friends and build relationships with people living in our community. It will be challenging for them to create social circles as they will be attending two separate schools in neighborhoods that are quite far from one another. As their parents, this type of separation is difficult for us to process as well. I have been seeing a therapist for 8 years to help me cope with generalized anxiety having to do mostly with worry and fear. The process of fighting to keep our children together and the worry associated with knowing that they might be separated has been difficult to manage.

3. Unique circumstances: We believe that there are no other families faced with our circumstances where they have one child registered at ..... with an older sibling who has not been registered yet. There are reasons why our ..... was not registered at the school this year and we would like to share those circumstances with the trustees:

a) Our ..... has been attending a daycare in ..... since ..... and could not get into the daycare (.....) at ..... . ..... was on the waiting list at ..... since ..... . We have email conversations to support this claim. In August of 2021, ..... was still on page four of the waiting list. We were forced to keep ..... at the daycare in ..... for the 2021/2022 school year.

b) ..... is in close proximity to the daycare ..... was forced to continue to attend. We thought it was wise to keep them close to one another in the event of an emergency. ....

c) ..... developed a positive rapport with ..... teacher and ..... was going to have ..... again for ..... As a parent, consistency and no ..... during the pandemic was important to us.

d) We knew that COVID-19 might send students online again and we thought ..... would better adjust with ..... teacher as ..... worked with ..... online the year before.

e) Grade ..... seemed like a good time to transition ..... to the new school as it would have been a fresh start and ..... would get to transition with ..... It would help ..... with ..... nerves and worry.

Had we known that this boundary review would be happening and that our children would be separated by it, we would have made a different choice and registered ..... at ..... in September of 2021. The lottery and this meeting would be a moot point as we would have already been established as ..... of the ..... community. We did what we thought was best for our family and our children during a very challenging time. We understand that this argument may not have much bearing on your decision to make an exception for our family, but we do feel that it is important for us to explain why our ..... was not already enrolled at ..... and that we had every intention to bring ..... to the school with ..... .

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

We respected the boundary review process and we were lucky that our ..... was enrolled in ..... through the lottery process. We do believe that if the intent of the boundary review is to keep families together, then our children should both be registered at ..... school. To separate our children will pose a significant risk to our children's well being and mental health. The thought of separating them over the next 10 years causes me, their mother, extreme worry and stress. We understand that the boundary review was necessary but now we have a ..... who will be attending ..... and a ..... without ..... , forced to go to a school outside of our community. In all our years of education, we have never heard of such a damaging expectation placed on a young family. Please help us to make things right. We feel incredibly connected to this school and the community, and we wish for our children to grow up together in the same school community.

#### **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](mailto:board.delegations@ycdsb.ca)

**Is your presentation in an electronic format?**

No

**Acknowledgement**

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

**Form prepared by:**

Liana Howell

**Date**

Apr 27, 2022

# Public Request to Make a Presentation or Present Petition

Inbox

**Scott Cholewa** <[ycdsb.forms@ycdsb.ca](mailto:ycdsb.forms@ycdsb.ca)>

10:32 AM (0  
minutes ago)

to [board.delegations](mailto:board.delegations)

<b>Name</b>	Scott Cholewa
<b>Email Address</b>	
<b>Home Address</b>	
<b>Home Telephone</b>	
<b>Business Telephone</b>	
<b>Name of Home School being represented</b>	
<b>Are you a York Catholic District School Board employee?</b>	No
<b>Is this request related to a Motion and/or decision of the Board?</b>	Yes
<b>Spokesperson 1 Name</b>	Scott Cholewa
<b>Spokesperson 1 Email Address</b>	
<b>Spokesperson 1 Address</b>	
<b>Spokesperson 1 Home Telephone</b>	
<b>Spokesperson 1 Business Telephone</b>	
<b>Spokesperson 2 Address</b>	Canada
<b>3) Presentation/Petition Details</b>	
<b>Date of Board Meeting</b>	May 31, 2022
<b>Specific Statement of Issue</b>	Budget 2022-2023
<b>If Applicable, your key recommendations/suggestions to address the problem/issue:</b> Follow-up to letter submitted by ..... catholic school council regarding proposed \$2.6 million dollar reductions to special education funding	
<b>4) Electronic Presentation Details</b> 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 <a href="mailto:board.delegations@ycdsb.ca">board.delegations@ycdsb.ca</a>	
<b>Is your presentation in an electronic format?</b>	No
<b>Acknowledgement</b>	- I am aware that my delegation presentation will be livestreamed during the Board Meeting.
<b>Form prepared by:</b>	Scott Cholewa
<b>Date</b>	May 18, 2022





# Multi-Year Strategic Plan

Five Year Plan - 2019 to 2023

## Mission Statement

Guided by Gospel values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.

## Vision Statement

Our students will become creative and critical thinkers who integrate Catholic Values into their daily lives, as socially responsible global citizens.

## Core Values



## Strategic Commitments

Integration of Our Catholic Faith

Continuous Improvement of Student Achievement

Effective Use of Our Resources

Engaging Our Communities



Director's Report to Trustees – May 2022





## Multi-Year Strategic Plan

www.ycdsb.ca

### Mission Statement

Guided by Gospel Values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.




### Vision Statement

Our students will become creative and critical thinkers who integrate Catholic Values into their daily lives, as socially responsible global citizens.




### Core Values

- Excellence
- Equity
- Fiscal Responsibility
- Catholicity
- Inclusion
- Integrity
- Respect




### Strategic Commitments

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




## A Message from the Director of Education

The 2021-2022 school year was a year of many accomplishments, despite the continued challenges and disruption due to the COVID-19 pandemic. We are pleased to share the Multi-Year Strategic Plan (MYSP) that marks another year of success and growth for students, staff, and our community.

The success of our organization is centred around academic excellence that is rooted in Catholic faith, equity, and diversity. YCDSB has enhanced our Strategic Commitments to provide a richly woven Catholic learning experience so that every child has the means to succeed. This includes a focus on science, technology, religion, the arts, and mathematics (STREAM), as well as extra-curricular activities and experiential learning opportunities.

We have identified strategies for developing our visionary leaders to pave the way for strong advocacy in academic and operational excellence. This includes a refocus on our MYSP planning cycle to engage all staff in our Mission, Vision, Core Values, and Strategic Commitments. This year we have introduced a yearly assessment process that includes a grading rubric and the adaptation of SMART goals (Specific, Measurable, Achievable, Relevant, and Time-Bound) for the 2022-2023 Board Improvement Learning Cycle for Student Achievement and Well-Being (BILC-SAW) planning process.

Congratulations to our students, staff, and community stakeholders on the many successes and accomplishments that were achieved.



# Multi-Year Strategic Plan

## 2019-2023 - 5 Year Goals

Strategic Commitments	
<b>INTEGRATION OF OUR CATHOLIC FAITH, WELL-BEING &amp; EQUITY</b>	<ol style="list-style-type: none"> <li>1. Enhance Catholic faith knowledge and support faith formation as a source of well being and equity for students, staff and families.</li> <li>2. Integrate Catholic Social Teaching to inform learning and nurture socially responsible global discipleship.</li> <li>3. Promote ongoing opportunities for parishes, schools, and families to celebrate our Catholic faith and to continue to build relationships that honour and respect the dignity of all.</li> </ol>
<b>CONTINUOUS IMPROVEMENT OF STUDENT ACHIEVEMENT AND WELL-BEING</b>	<ol style="list-style-type: none"> <li>1. Support instructional excellence, programs and pathways to success to increase the achievement of students.</li> <li>2. Increase the achievement of students who are not meeting with success.</li> <li>3. Develop mental health &amp; well-being strategies and supports for students to understand and apply these skills in their learning environment.</li> <li>4. Promote safe and accessible learning environments.</li> <li>5. Promote instructional use of 21st-century learning skills through equitable access to opportunities and pathways</li> </ol>
<b>EFFECTIVE USE OF OUR RESOURCES</b>	<ol style="list-style-type: none"> <li>1. Managing financial resources effectively and strategically</li> <li>2. Continuously improving the physical learning environment of the classroom/school</li> <li>3. Effective and efficient use of human resources</li> </ol>
<b>ENGAGING OUR COMMUNITIES</b>	<ol style="list-style-type: none"> <li>1. Facilitate enhanced school to home communication</li> <li>2. Provide opportunities for meaningful dialogue with all stakeholders to inform decision-making and contribute to student success</li> <li>3. Continually engage our Catholic communities to promote and form partnerships that enhance Catholic Education</li> <li>4. Clearly and effectively profile the YCDSB in the public sphere</li> </ol>



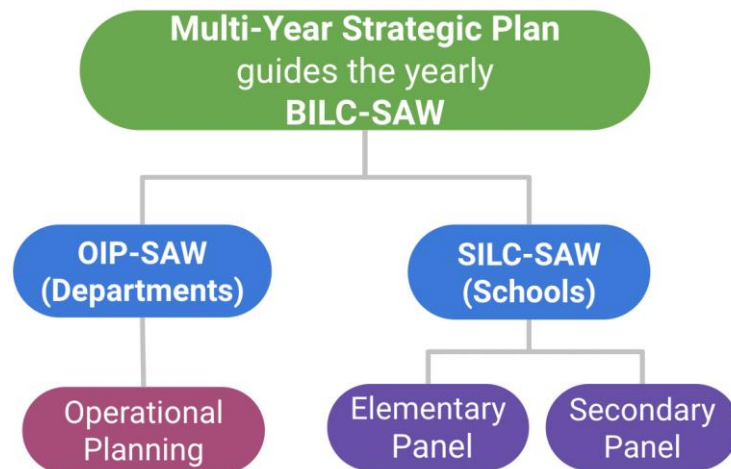
# Annual Board Plans

The Multi-Year Strategic Plan (MYSP) is a living document that requires annual review, evaluation, and updates. The strategic planning process includes yearly, board-wide planning referred to as BILC-SAW or Board Improvement Plan for Student Achievement and Well-Being; school planning referred to as SILC-SAW or School Improvement Planning for Student Achievement and Well-Being; and department planning referred to as (OIP-SAW) or Operational Improvement Planning for Staff Achievement and Well-Being. The yearly plans are designed to meet the MYSP's 5 year strategic commitments and goals.

These system and school level plans drive professional practices strategically designed to move the board toward set objectives for student and staff achievement and well-being and the MYSP 5 year goals.

## Strategic Planning Process Flowchart

All planning is circular - Evaluate, Plan, Review, Update, Repeat





# MYSP Grading Rubric

The 2021-2022 MYSP report includes a grading rubric for each objective identified in the yearly BILC-SAW.

The status of each goal is updated using the following scale:

01	Goal(s) Achieved	<ul style="list-style-type: none"><li>Strategies defined were accomplished and goal(s) achieved.</li></ul>
02	Approaching Goal	<ul style="list-style-type: none"><li>Strategies defined not accomplished</li><li>Strategies continue to be monitored and assessed.</li></ul>
03	Action Required	<ul style="list-style-type: none"><li>Strategies defined not accomplished</li><li>Strategies not in motion and action required. Goal at risk.</li></ul>

# HOW DID WE DO in YEAR 4?

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## Strategic Commitment #1 – INTEGRATION OF OUR CATHOLIC FAITH, WELL-BEING & EQUITY

In the 2021-2022 BILC-SAW (year 4) Integration of our Catholic Faith, Well-Being & Equity Strategic Commitment pillar, 1 primary goal was defined, with additional goals and strategies defined by various departments such as Student Services. In total, 8 goals and 17 strategies to achieve the goals were identified. All goals/strategies were achieved.

- Overall Rating is **GREEN**.

## Strategic Commitment #2 - CONTINUOUS IMPROVEMENT OF STUDENT ACHIEVEMENT AND WELL-BEING

In the 2021-2022 BILC-SAW (year 4) CONTINUOUS IMPROVEMENT OF STUDENT ACHIEVEMENT AND WELL-BEING Strategic Commitment pillar, 1 goal was defined per focus area for Numeracy, Literacy, and Student Engagement, Creativity & Innovation. In total, 3 goals and 20 strategies to achieve the goals were identified. All goals/strategies were achieved.

- Overall Rating is **GREEN**.

# HOW DID WE DO in YEAR 4?

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## Strategic Commitment #3 - EFFECTIVE USE OF OUR RESOURCES

In the 2021-2022 BILC-SAW (year 4) EFFECTIVE USE OF OUR RESOURCES Strategic Commitment pillar, 4 goals were defined and 22 strategies to help achieve those goals were identified. Four of the 22 strategies were completed, 14 are on their way to completion, and four require action.

- This means that for Effective Use of Our Resources, the overall rating is **Red** (Action Required).

## Strategic Commitment #4 - ENGAGING OUR COMMUNITIES

In the 2021-2022 BILC-SAW (year 4) ENGAGING OUR COMMUNITIES Strategic Commitment pillar, 3 goals were defined and 8 strategies to help achieve those goals were identified. Three of the 8 strategies were completed, 3 are on their way to completion, and two require action.

- This means that for Engaging our Communities the overall rating is **Red** (Action Required).

## Strategic Commitments - 2021-2022 - Details



The next **12** slides highlight the details of the 2021-2022 BILC-SAW defined goals, strategies, and assessments. As noted, the [yearly BILC-SAW report](#) communicates the in-year goals and strategies defined to meet the overall goals of the 2019-2023 Multi-Year Strategic Plan.

**To note:** In year 4, YCDSB has many accomplishments to celebrate, despite the challenging COVID-19 pandemic years. During the pandemic years of 2019/2020 and 2020-2021, two Strategic Commitments specifically “Effective Use of Our Resources” and “Engaging our Communities” were not publicly communicated in the yearly BILC-SAW report. The 2021-2022 (Year 4) BILC-SAW report includes all 4 Strategic Commitments, goals, strategies and the assessment of the defined goals/strategies.

The next slides communicate the highlights of each of the four Strategic Commitments.



# Strategic Commitment #1

## INTEGRATION OF OUR CATHOLIC FAITH, WELL-BEING & EQUITY - (2021-2022 GOALS & STRATEGIES)

### Goal:

Students will integrate the Catholic faith teaching of 'love your neighbour as you love yourself' by building relationships that honour and respect the dignity of all.

### Strategies:

- Provide a safe, supportive and healthy learning environment to re-engage students. Help students develop mental, spiritual and physical well-being to become resilient and achieve their full potential.
- Help students communicate, in word and deed, messages of welcome and inclusion for all within safe and inviting school communities both in-person and online.
- Honor the behavior of students that reflect the monthly Virtues and exemplify our Catholic faith;
- Support Prayer centers, prayer circles, liturgies, sacramental preparation, home-school-parish connections;
- Support implementation of the K-12 Religious Education & Family Life Curriculum.
- Foster Safe and Accepting Schools through our Social Teachings (Luke 4:18);
- [MORE Strategies listed here...](#)

### MYSP Grading Rubric

01	Goal Achieved	17/17
02	Approaching Goal	
03	Action Required	

17/17 Strategies Achieved



Goals Achieved



# Highlights



## Strategic Commitment #1 – INTEGRATION OF OUR CATHOLIC FAITH, WELL-BEING & EQUITY

**2021-2022:** Students will integrate the Catholic faith teaching of ‘love your neighbour as you love yourself’ by building relationships that honour and respect the dignity of all.

Students reported that Christian Meditation & Prayer made them feel calm/peaceful. They say prayer helps them to feel “connected to God.”

A virtual Luke 4:18 Symposium was held in Spring 2021. Students were highly engaged and arranged to connect outside of the virtual classroom to discuss their social justice projects.

Black Heritage resource updated/shared. Increased engagement from educators for resources. Schools booked presenters (eg: Dr. ABC, Nadine Williams).

YCDSB developed a website with resources, programs, and services for all staff and students communicating our Human Rights, Equity, Diversity and Inclusion strategies and support.  
[HEDI Website.](#)

# Strategic Commitment #2 (Numeracy Goal)

## CONTINUOUS IMPROVEMENT OF ACADEMIC EXCELLENCE - (2021-2022 GOALS & STRATEGIES)

### Numeracy Goal:

Students will demonstrate an understanding of fundamental mathematical skills and concepts in a variety of inclusive contexts and apply creativity and flexibility in thinking.

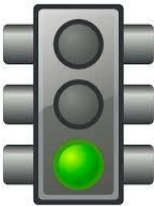
### Strategies:

- Foster the development of social-emotional learning skills to support student well-being and successful academic performance.
- Recognize the kinds of evidence of learning (i.e., observations-conversations-products) that need to be collected to effectively monitor and assess student progress.
- Implement standards-based and differentiated instruction to meet the needs of diverse groups of learners.
- Administer differentiated assessments with an emphasis on formative assessment, grading, and reporting.
- Develop students' knowledge and understanding of Mathematics through the use of a variety of digital resources and high-yield strategies.
- Enhance students' understanding of mathematical concepts and confidence in their own abilities through Culturally Responsive and Relevant Pedagogy (CRRP) approaches.
- [MORE Strategies listed here...](#)

### MYSP Grading Rubric

01	Goal Achieved	8/8
02	Approaching Goal	
03	Action Required	

8/8 Strategies Achieved



Goal Achieved

# Highlights



## Numeracy Goal:

- At least **70%** of students in the primary and junior grades achieve an overall mark of B- or above in Mathematics.
- At least **60%** of students perform at or above the provincial standard on the EQAO Grade 3 and 6 Assessments of Mathematics.
- At least **65%** of students perform at or above the provincial standard on the EQAO Grade 9 Assessment of Mathematics.
- Students in Grades 9 and 10 Mathematics courses achieve a grade average of **65%** or above in Mathematics.

## Numeracy Assessment:

- **Measured:** To date (May 2022) **85%** of students in the primary and junior grades achieved an overall mark of B- or above in Mathematics. **YCDSB achieved expected outcome.**
- **Measured:** **64%** of YCDSB students performed at or above the provincial standard on the EQAO Grade 3 and 6 Assessments of Mathematics. **YCDSB achieved expected outcome.**
- **Measured:** **83%** of YCDSB students performed at or above the provincial standard on the EQAO Grade 9 Assessment of Mathematics. **YCDSB achieved expected outcome.**
- **Measured:** To date (May 2022) YCDSB students in Grades 9 and 10 Mathematics courses achieved a grade average of **80%** percent or above. **YCDSB achieved expected outcome.**

# Strategic Commitment #2 (Literacy Goal)

## CONTINUOUS IMPROVEMENT OF ACADEMIC EXCELLENCE - (2021-2022 GOALS & STRATEGIES)

### Literacy Goal:

Students will demonstrate the ability to use a variety of strategies to demonstrate reading for meaning, critical thinking and communication of ideas – oral and written – using authentic texts across subject areas that reflect students’ identities.

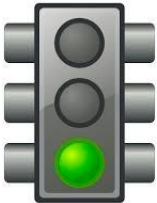
### Strategies:

- Help students implement strategies to develop their faith, academic excellence and the Catholic global competencies.
- Foster the development of social-emotional learning skills to support student well-being and successful academic performance.
- Implement Culturally Responsive and Relevant Pedagogy (CRRP) approaches to the selection of learning resources using the Culturally Responsive and Relevant Pedagogy (CRRP) [Toolkit](#) to engage students in considering diverse and alternative perspectives.
- Promote differentiated literacy instruction in the primary grades and Grade 9 English courses including implementation of the Lexia Reading platform across select schools and Areas of Schools.
- Support the improvement planning process and monitoring of Primary Writing achievement within, and across, priority schools.
- [MORE Strategies listed here...](#)

### MYSP Grading Rubric

01	Goal Achieved	6/6
02	Approaching Goal	
03	Action Required	

6/6 Strategies Achieved



Goal Achieved

## Highlights



### Literacy Goal:

### Literacy Assessment:

- At least **80%** of students in the primary grades achieve Marks at B or above in Writing on the report card and the EQAO assessments.

→ **Measured:** To date (May 2022) **78%** percent of YCDSB students in the primary grades achieved Marks at B- or above in Writing on the report card.  
**YCDSB approaching expected outcome.**

- At least **40%** of students with special needs in the primary and junior divisions achieve Marks at B or above in Writing by the end of the grade.

→ **Measured:** To date (May 2022) **47%** percent of YCDSB students with special needs in the primary and junior divisions achieved marks at B- or above in Writing by the end of the grade.  
**YCDSB achieved expected outcome.**

- Students in Grades 9 and 10 Applied English and Locally Developed courses achieve a grade average of **70%** or above on their English course mark.

→ **Measured:** To date (May 2022) **60%** percent of YCDSB students in Grades 9 and 10 Applied English and Locally Developed courses achieved a grade average of 70 percent or above on their English course mark.  
**YCDSB approaching expected outcome.**

- At least **86%** of students successfully complete the Literacy Test.

→ **Measured:** **86%** percent of YCDSB students successfully completed the Literacy Test (2020-2021).  
**YCDSB achieved expected outcome.**

CONTINUOUS IMPROVEMENT OF ACADEMIC EXCELLENCE - (2021-2022 GOALS & STRATEGIES)

Student Engagement, Creativity & Innovation Goal:

Students will adapt, thrive and flourish as they use critical thinking and their creative capacities to explore, discover and express ideas and solve problems.

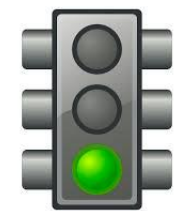
Strategies:

- Support continuous improvement in student achievement, faith development and well-being with an emphasis on STREAM learning (Science, Technology, Religion, Engineering, Arts, Mathematics).
- Develop students' understanding of the Catholic global competencies and the Ontario Catholic School Graduate Expectations.
- Provide students with opportunities to reflect on their thinking, develop their leadership skills and work collaboratively to promote creativity and innovation.
- Help students re-engage and develop high self-efficacy, i.e., the confidence that they can enjoy challenges and tolerate failures in order to experience success in learning and life.
- Support students as they document evidence of their learning through the Individual Pathways Plan for Education & Career/Life Planning.
- [More Strategies listed Here](#)

MYSP Grading Rubric

01	Goal Achieved	6/6
02	Approaching Goal	
03	Action Required	

6/6 Strategies Achieved



Goal Achieved.

# Highlights



## STREAM



### CENTRES OF EXCELLENCE

In the 2021-2022 school year, YCDSB officially launched 6 new STREAM Centers of Excellence. The STREAM Centers of Excellence will serve as teaching and learning hubs with a goal to enhance the learning experiences of students by providing an authentic pathway for nurturing global competencies, including critical thinking, creativity, communication, collaboration, Catholic character and discipleship.

In 2020-2021 school year:  
COOP: 99% pass rate and > 88% of students achieved 65 or above.  
SHSM: 99% pass rate and > 95% of students achieved 65 or above.  
Dual Credit: 93.8% pass rate and 86% of students achieved 65 or above.

#### Grade 8 Exit Survey:

In 2020-2021, 91% of graduating grade 8 students provided feedback through this survey.

From 2014 -2016, YCDSB students planning to attend a YCDSB secondary school declined from 87% to 80% yet increased in 2018 - 2021 from 77% to 81%.



#### Grade 12 Exit Survey:

More students indicated in this survey that: They know which skills they need to develop to be successful. They understand how their skills and strengths will help them to be successful. They have a plan for their post secondary destination. They felt that their highschool had helped them develop learning skills/work habits.



# Strategic Commitment #3

## EFFECTIVE USE OF OUR RESOURCES - (2021-2022 GOALS & STRATEGIES)

### Goals:

- Ensure budgets are shaped by the MYSP & Greater Alignment of School Operations with the Board's MYSP and Budget.
- Align human and operational resources to support strategic priorities.
- Demonstrate professionalism, accountability, and high standards of practice in all operations that utilize resources.
- Greater Streamlining of Business Processes to Increase Efficiency
- Maximizing Use of Facility Resources

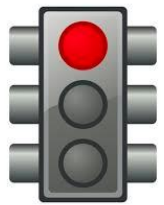
### Strategies:

- Maintain/Update guideline on GSB spending to increase efficiency and promote greater awareness of best practices and consistency among schools on the use of GSB funds.
- Implement market research data to achieve greater understanding of parents' preference and interest specific to geographic needs.
- Maintain and refine a process for entry interviews - to understand why parents pick YCDSB's schools
- Increase regular two-way communications between Board and schools on Strategic Plan and Board's budget/financial position.
- Allocate budget resources to promote public awareness on the Board's excellent achievement on student success and well-being
- [More Strategies listed Here](#)

### MYSP Grading Rubric

01	Goal Achieved	4/22
02	Approaching Goal	14/22
03	Action Required	4/22

- 4/22 Strategies Achieved
- 14/22 Strategies Not Completed
- 4/22 Strategies - Action Required



Action Required

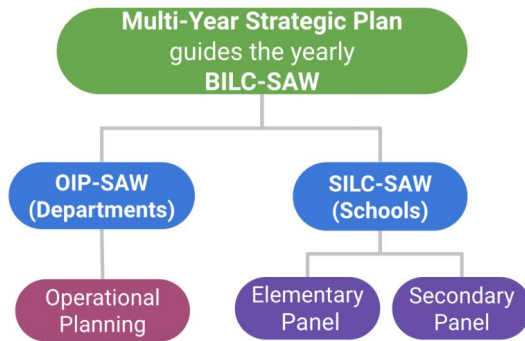


# Highlights



## Strategic Planning Process Flowchart

All planning is circular - Evaluate, Plan, Review, Update, Repeat



During the 2021-2022 school year, YCDSB aligned the MYSP and yearly Board improvement planning (BILC-SAW) to the budget development process. The MYSP/BILC-SAW goals and strategies will be approved in June of each year. The new approved BILC-SAW goals will be communicated to schools and operational teams in June to prepare for annual fall SILC-SAW and OIP-SAW plans.

YCDSB surveyed staff (Employee Engagement Survey) to determine strategies to achieve higher staff engagement and retention to maximize student and staff achievement outcomes and well-being. The goal was to hear directly from all employees permanent, part time and occasional. This was the first survey of its kind for the Board and will be repeated every two (2) years.

In the 2021-2022 school year YCDSB initiated and completed an electronic timesheet project. Keeping in mind our Catholic social teachings, the goal was to streamline business processes by transitioning from a paper-based project to a technology-infused electronic system thereby mitigating administrative burdens on schools and the HR Department.

In the 2021-2022 school year, we completed the upgrade of all YCDSB phone systems to a cloud-based Voice Over IP platform to standardize the communication platform used by YCDSB (all schools & the CEC) in addition to improving real-time communications, service and reliability.

# Highlights



## Action Required:

YCDSB did not complete a strategy to implement market research data to achieve a greater understanding of parents' preferences and interests specific to geographic needs.

## Approaching Outcome:

YCDSB is using social media and the YCDSB board/school websites to promote student success. A larger marketing plan is required in order to raise public awareness of the board's outstanding achievements in student success and well-being.

**YCDSB was not able to complete 18 of 22 strategies that were highlighted in the previous year.**

This was primarily due to staff resources being redirected to other pressing needs and priorities.

**This slide represents highlights of strategies that were not achieved.**

## Approaching Outcome:

In 2021-2022, YCDSB initiated several projects to improve the streamlining of business processes for increased efficiencies. These strategies included cashless schools, a review of all YCDSB information systems; the implementation of an electronic employee expense and timesheets system; and the completion of the YCDSB phone/VOIP strategy.

## Approaching Outcome:

In 2021-2022, YCDSB surveyed staff as a strategy to get insights into employee engagement and well-being. The goal was to hear directly from all permanent, part-time, and occasional employees. The survey results will be used as an evaluation tool to align funding and human resources in order to maximise employee achievement and well-being.

## Action Required:

YCDSB did not have an opportunity to refine a process for entry interviews to understand why parents pick YCDSB's schools.

# Strategic Commitment #4

## ENGAGING OUR COMMUNITIES- (2021-2022 GOALS & STRATEGIES)

**Goal:**

More Targeted Promotions/Marketing to promote our schools and strengthen enrollment

Enhanced Communications and Building Strategic Partnerships

Strengthening Public Confidence

**Strategies:**

- Influence gr. 8 to 9 transition to our High Schools by promoting High School Open Houses, our specialty programs, further integrating secondary-elementary activities, and in-servicing Principals and gr. 8 teachers about our Secondary schools and programs.
- Incorporate into parish bulletins a “Catholic Education Corner” from parish schools on topics i.e. faith development, parent engagement, social justice activities.
- Expand programming available through our Continuing Education Department and grant opportunities.
- Build a “Parent Portal” and App for ongoing and consistent communication to parents.
- Facilitate 3rd party use of our unused elementary school spaces (i.e. satellite of York Centre) to give our students first access through the implementation of a Community Hubs Action Plan.
- [More Strategies listed Here](#)

### MYSP Grading Rubric

01	Goal Achieved	3/8
02	Approaching Goal	3/8
03	Action Required	2/8

- 3/8 Strategies Achieved
- 3/8 Strategies Not Completed
- 2/8 Strategies - Action Required



Action Required

# Highlights



**Enrolment statistics show an increased enrolment trend in YCDSB secondary schools.**

Year	9	10	11	12	TOTAL
2017-2018	4132	4501	4678	4769	18080
2018-2019	4278	4261	4571	4925	18035
2019-2020	4502	4419	4326	4846	18093
2020-2021	4654	4584	4468	4513	18219
2021-2022	4616	4657	4539	4597	18409



YCDSB has over 33,000 followers and the audience/participation continues to grow every year.

In 2020-2021 and 2021-2022 school years, we expanded programming through our Continuing Education Department and offered Continuing Education programs to over **16,127** students in 2020-2021 and **12,984** for 2021-2022 (to date, without summer school registrations).

Starting in 2020, YCDSB implemented features within our two virtual learning systems called “Google Classroom” and “Brightspace” as new ways to broaden teacher to parent communications. YCDSB also introduced Parent and Student Portals for the purpose of electronically communicating student achievement.

In 2020, YCDSB implemented online registrations to improve our school registration process and increase efficiencies at home and school. To date, we processed **15,785** online registrations.

# Highlights



## Approaching Outcome:

YCDSB was able to introduce a number of educational partnerships to facilitate 3rd party use of our unused elementary school spaces. Further strategies will be explored to give our students first access to community hubs.

## Action Required:

YCDSB is exploring partnerships with parishes to promote YCDSB through Marriage and Baptism Kits.

**YCDSB was not able to complete 5 of 8 strategies that were identified in the previous year. This slide represents highlights of strategies that were not achieved.**

## Action Required:

YCDSB was not able to incorporate into parish bulletins a "Catholic Education Corner" from parish schools on topics such as faith development, parent engagement, and social justice activities. This was primarily due to public health's regulations.

## Approaching Outcome:

In 2020 and 2021, YCDSB introduced several strategies to promote our schools and strengthen enrollment. These strategies included media releases highlighting a series of virtual high school open houses for graduating elementary students. YCDSB also increased community messaging via the YCDSB School Messenger system and Twitter feeds.

Further marketing is needed to promote YCDSB's specialty programmes such as STREAM; further exploration is needed to identify opportunities to integrate secondary-elementary activities and to strengthen student retention, student achievement, and well-being.



# Multi-Year Strategic Plan

Five Year Plan - 2019 to 2023

## Mission Statement

Guided by Gospel values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.

## Vision Statement

Our students will become creative and critical thinkers who integrate Catholic Values into their daily lives, as socially responsible global citizens.

## Core Values



## Strategic Commitments

Integration of Our Catholic Faith

Continuous Improvement of Student Achievement

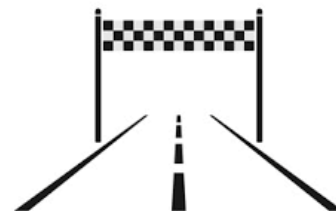
Effective Use of Our Resources

Engaging Our Communities

## 2022-2023 BILC-SAW Objective, Strategies & Expected Outcomes

### YEAR 5 - Final Year of MYSP

[BILC-SAW Planning for 2022-2023](#)





# Year 5 - Strategic Commitment Objectives

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## Strategic Commitment #1 – INTEGRATION OF OUR CATHOLIC FAITH, WELL-BEING & EQUITY

In the 2022-2023 BILC-SAW (year 5), the primary objectives are to “Enhance Catholic faith knowledge using digital, interactive, and printed resources to support faith formation, well-being, and equity for students, staff, and families”.

## Strategic Commitment #2 - CONTINUOUS IMPROVEMENT OF STUDENT ACHIEVEMENT AND WELL-BEING

In the 2022-2023 BILC-SAW (year 5), the primary objectives are;

- **Numeracy:** “Students will develop and consolidate an understanding of mathematical concepts while enhancing mathematical reasoning skills to solve problems and communicate thinking in a variety of inclusive contexts”.
- **Literacy:** “Students will develop specific skills and strategies based on explicit instruction related to reading and writing in order to explore texts for meaning, think critically, and communicate ideas.
- **Pathways:** “Students will develop a deep understanding of the Catholic Graduate Expectations by engaging in self-reflection, exploring opportunities, pursuing individual interests and designing personal pathways to success.

# Year 5 - Strategic Commitment Objectives

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## Strategic Commitment #3 - EFFECTIVE USE OF OUR RESOURCES

In the 2022-2023 BILC-SAW (year 5), the primary objectives are;

- By December 2022, leverage the three budget working groups (Absenteeism, Academic and Business), to develop cost reduction, containment and revenue growth strategies, which support a three-year financial roadmap to a sustainable in-year surplus by 2025/26.
- Ensure the 2024-28 multi-year strategic plan, to be developed in Spring 2023, is aligned with and subject to any financial constraints outlined within the three-year financial roadmap.
- Onboard two-thirds of our schools onto School-Day, with an overall average parent-sign-up rate of greater than 75%, by June 2023.
- Review 2021-2022 strategies not completed and develop a plan to complete the goals/objectives.

## Strategic Commitment #4 - ENGAGING OUR COMMUNITIES

In the 2022-2023 BILC-SAW (year 5), the primary objectives are;

- Increase parent and community engagement to strengthen public confidence
- Develop strategic partnerships with community groups to enhance the Board Equity Plan
- Review 2021-2022 strategies not completed and develop a plan to complete the goals/objectives.



## Next Steps for 2022-2023

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In the fall of 2022-2023, YCDSB will engage all staff and stakeholders in developing strategies that complement Year 5 BILC-SAW goals. School teams (SILC-SAW) and departmental teams (OIP-SAW) will participate and be engaged in the BILC-SAW process. The BILC-SAW process for 2022-2023 will include in-year objectives, strategies that include theories of action, and expected outcomes that are measurable. These components of the BILC-SAW will ensure we have SMART objectives that are Specific, Measurable, Achievable, Relevant, and Time-Bound.

**As well**, in the fall of 2022-2023, YCDSB will start the process of developing a new 5 year Multi-Year strategic plan that will start in 2023-2024 and continue until 2027-2028. The new 5 year plan will focus on Catholic Faith, Academic Excellence, Engaging Our Communities, and Effective Use of Resources. All focus areas will have Human Rights and Equity rooted throughout.

# **2022-23 ESTIMATES: PRELIMINARY FINANCIAL POSITION**

**Regular Board Meeting**

**May 31, 2022**

**Presented by:**

**Calum McNeil, CFO & Treasurer of the Board**





# Financial Overview

## 2021-22 Accumulated Surplus

## 2022-23 In-Year Financial Position

Beginning Balance	\$17.4M
2021-22 Forecast <sup>1</sup>	(\$0.4M)
Projected Ending Balance	<b>\$17.0M</b>

Preliminary Deficit (\$4.7M) <sup>2</sup>

- 1) Assumes Ministry approval to use \$4.1M of proceeds of disposition (POD) to fund covid expenses
- 2) Compliance deficit threshold is the lower of 1% of the Board's operating allocation or the board's accumulated surplus for the preceding fiscal year. For YCDSB, this is \$5.9M.



# Estimate Assumptions

- Ministry funding announcements
- Enrolment projections
- Remote learning (virtual schools)
- Non-discretionary expense assumptions
- COVID-19 funding and expenses

# Enrolment Projection

Enrolment	2021-22 Revised Estimates	2022-23 Estimates
<b><u>Elementary</u></b>		
Pupils of the Board	32,184	30,793
International Students	23	36
<b>Total - Elementary</b>	<b>32,207</b>	<b>30,829</b>
<b><i>Elementary Change</i></b>		<b><i>(1,378)</i></b>
<b><u>Secondary</u></b>		
Pupils of the Board	18,139	18,283
International Students	104	84
<b>Total - Secondary</b>	<b>18,243</b>	<b>18,367</b>
<b><i>Secondary Change</i></b>		<b><i>124</i></b>
<b>Total Enrolment</b>	<b>50,450</b>	<b>49,196</b>
<b><i>Pupils of the Board Change</i></b>		<b><i>(1,247)</i></b>
<b><i>International Students Change</i></b>		<b><i>(7)</i></b>
<b><i>Total Change</i></b>		<b><i>(1,254)</i></b>

The Board continues to experience declining Elementary enrolment

The Board's Secondary enrolment has been stable for several years

International student enrolment continues to be impacted by the pandemic



# Preliminary Financial Position

(\$ millions)	2021-22 Revised Estimates	2022-23 Estimates	Change \$
<b><u>Operating Revenue</u></b>			
GSN Funding excluding Capital	577.1	585.2	8.1
PPF and Other Grants/Programs	15.7	5.9	(9.8)
<b><u>Other Revenue</u></b>			
Continuing Education	7.4	7.4	-
International Student Fees	2.1	2.1	-
Other Miscellaneous Revenue	5.9	5.7	(0.2)
<b>Total Other Revenue</b>	<b>15.4</b>	<b>15.2</b>	<b>(0.2)</b>
<b>Total Operating Revenue (excl. POD)</b>	<b>608.2</b>	<b>606.3</b>	<b>(1.9)</b>
<b><u>Operating Expenses</u></b>			
Salaries and Benefits	555.0	539.7	(15.3)
Other Expenses	65.8	71.3	5.5
In Kind - COVID-19 Supplies from Ministry	-	-	-
<b>Total Operating Expenses</b>	<b>620.8</b>	<b>611.0</b>	<b>(9.8)</b>
<b>Compliance In-Year Position before POD</b>	<b>(12.6)</b>	<b>(4.7)</b>	<b>7.9</b>
Proceeds of Disposition	6.0	-	(6.0)
<b>Compliance In-Year Position after POD</b>	<b>(6.6)</b>	<b>(4.7)</b>	<b>1.9</b>

Details in Appendix 1

Details in Appendix 4

Details in Appendix 5

Details in Appendix 6

Includes staffing updates impacted by enrolment, update of COVID-19 expenses (incl. 22/23 virtual schools) and other budget assumptions

Includes update of COVID-19 expenses, inflationary and non-discretionary expense updates and other budget assumptions

Awaiting approval of additional Proceeds of Disposition (POD) request of \$4.1M (to fund School Reopening (COVID-19) costs



# Accumulated Surplus

(\$ millions)	2020-21 Actuals	2021-22 Forecast	2022-23 Estimates
<b>In-Year Surplus/(Deficit)</b>	(0.5)	(0.4)	(4.7)
<b>Operating Allocation used for Compliance Allocation</b>	581.0	578.4	586.8
<b>Ending Accumulated Surplus/(Deficit)</b>	17.4	17.0	12.3
<b>Accumulated Surplus as a % of Operating Allocation</b>	3.0%	2.9%	2.1%
<b>In-Year Surplus/(Deficit) as a % of Operating Allocation</b>	-0.1%	-0.1%	-0.8%

Preliminary Financial  
Position (previous slide)

The projected 2021-22  
ending accumulated  
surplus assumes approval  
of the January 2022 POD  
request for the balance of  
unfunded COVID-19  
School Reopening Costs  
(\$4.1M) and other forecast  
updates





# Budget Risks

## **2022/23:**

- Enhanced cleaning requirements
- Supply costs assumption
- Inflation/commodity prices

## **Future periods:**

- E-Learning funding impact
- Declining enrollment



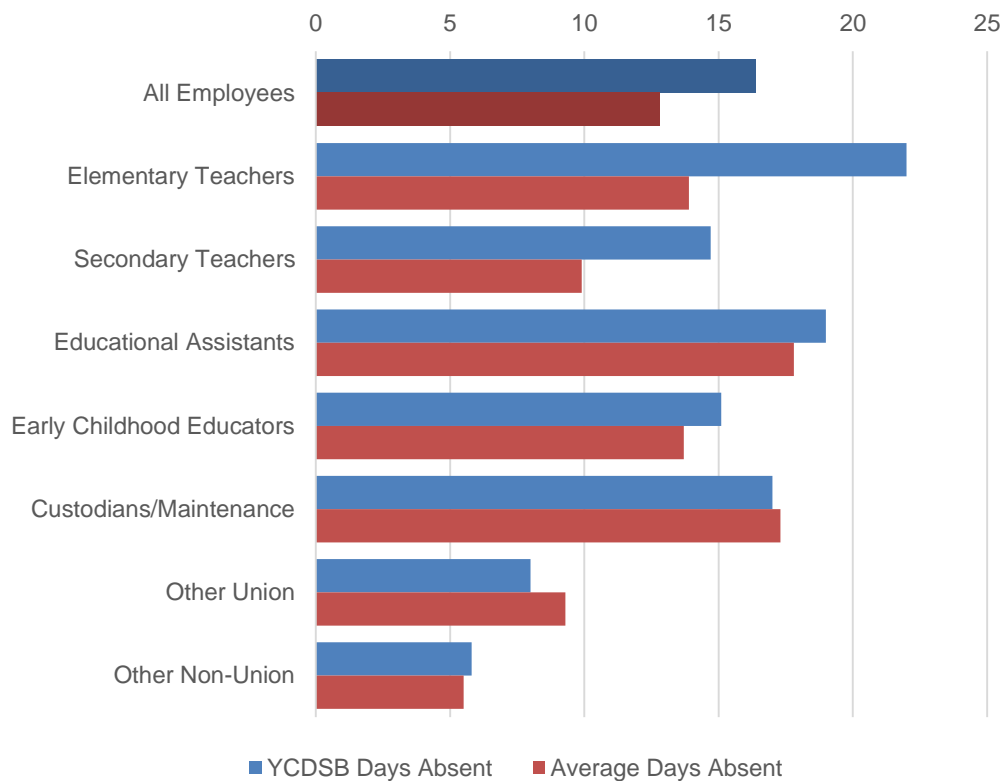
# Ongoing Financial Challenges

- Excess space (inability to close schools)
- Transportation ( $\approx$  \$2M)
- ELHT Stabilization Adjustment ( $\approx$  \$4M)
- Special Education ( $\approx$  \$6M)
- Excess Absenteeism ( $\approx$  \$9M)



# Absenteeism and Supply Costs

## 2020-21 Absence Data by Employee Group



- For 21-22 Revised Estimates, supply costs (for teachers, ECEs and EAs) of \$21.2M exceeded grants by \$10M.
- With an average level of absence days, across all employee groups, the board's supply costs would be approx. \$7M less.
- An Absenteeism Task Force is being initiated to focus on awareness, communication, stakeholder relations and employee support.
- We recognize that 2020-21 data is impacted by COVID and the Board's implementation of the hybrid model.

Source: School Boards' Co-operative Inc. (SBCI) Absence Study Report, which summarizes data from 57 participating boards.



# Upcoming Meetings

- June 14 Special Board:
  - Proposed Investments and Savings – review and approval
- June 21 Board:
  - Updated financial position
  - Salaries, Benefits, and FTE report
  - Expenses by department
- June 30 Special Board:
  - Final approval



# Appendices

1. Operating Grants for Student Needs (GSN) Funding
2. GSN Funding Changes Explained
3. Learning Recovery Grant
4. Priorities & Partnership Funding (PPF) & Other Grants/Programs
5. Continuing Education Revenue
6. Miscellaneous Revenue



# Appendix 1: Operating Grants for Student Needs (GSN) Funding

(\$ millions)	2021-22 Revised Estimates	2022-23 Estimates	Change \$
Pupil Foundation Grant	283.5	279.7	(3.8)
School Foundation Grant	36.2	36.6	0.4
Special Purpose Grants			
Special Education Grant	70.7	70.0	(0.7)
Language Grant	14.7	14.8	0.1
Indigenous Education Grant	4.3	4.3	-
Geographic Circumstances Grant (RNEF)	0.1	0.1	-
Learning Opportunities Grant	7.2	7.3	0.1
Mental Health and Well-being Grant	1.6	2.4	0.8
Supports for Students Fund	5.3	5.4	0.1
Continuing Education and Other Programs Grant	4.9	4.9	-
Cost Adjustment & Teacher Qualifications & Exp	59.2	62.6	3.4
Student Transportation Grant	19.4	19.4	-
Declining Enrolment Adjustment	3.4	4.1	0.7
School Board Administration and Governance	15.3	15.3	-
School Facility Operations	51.5	51.6	0.1
Program Leadership Allocation	1.0	1.0	-
COVID-19 Learning Recovery Fund	-	7.2	7.2
Debt Service Support	0.2	0.2	-
Short Term Interest	0.2	0.2	-
<b>Total Grants For Student Needs (GSN)</b>	<b>578.7</b>	<b>587.1</b>	<b>8.4</b>
Minor Tangible Capital Assets (TCA)	(1.5)	(1.0)	0.5
Transfer to/(from) Deferred Revenue	(0.1)	(0.9)	(0.8)
<b>Total GSN Including Minor TCA and Change in Del</b>	<b>577.1</b>	<b>585.2</b>	<b>8.1</b>



## Appendix 2: GSN Funding Changes Explained

(\$ millions)	Change \$	Change Explained			
		Change in ADE	Benchmark Change	New or from PPF	Other
Pupil Foundation Grant	(3.8)	(7.1)	2.6	0.9	(0.2)
School Foundation Grant	0.4	(0.5)	0.8	0.1	-
Special Purpose Grants					
Special Education Grant	(0.7)	(1.3)	0.1	0.5	-
Language Grant	0.1	(0.2)	0.1	0.2	-
Indigenous Education Grant	-	-	-	-	-
Geographic Circumstances Grant (RNEF)	-	-	-	-	-
Learning Opportunities Grant	0.1	-	0.1	-	-
Mental Health and Well-being Grant	0.8	-	-	0.8	-
Supports for Students Fund	0.1	-	0.1	-	-
Continuing Education and Other Programs Grant	-	-	-	-	-
Cost Adjustment & Teacher Qualifications & Exp	3.4	-	-	-	3.4
Student Transportation Grant	-	-	-	-	-
Declining Enrolment Adjustment	0.7	-	-	-	0.7
School Board Administration and Governance	-	(0.2)	0.2	-	-
School Facility Operations	0.1	(1.1)	1.2	-	-
Program Leadership Allocation	-	-	-	-	-
COVID-19 Learning Recovery Fund	7.2	-	-	7.2	-
Debt Service Support	-	-	-	-	-
Short Term Interest	-	-	-	-	-
<b>Total Grants For Student Needs (GSN)</b>	<b>8.4</b>	<b>(10.4)</b>	<b>5.2</b>	<b>9.7</b>	<b>3.9</b>

Qualifications &  
Experience grid and  
benchmark

Transitional support  
for school boards to  
adjust their cost  
structures

One year grant.  
Equivalent to 21/22  
COVID Additional  
Staffing PPF Grant





## Appendix 3: Learning Recovery Grant

2022-23 Estimates	Total Costs (\$ millions)	FTE
Virtual Elementary School	1.5	13.0
Virtual Secondary School	1.0	9.0
Custodian Overtime - Enhanced Cleaning	1.0	-
Supply Costs	2.0	-
Other Staffing	1.7	-
<b>COVID-19 Learning Recovery Fund</b>	<b>7.2</b>	<b>22.0</b>



## Appendix 4: Priorities & Partnership Funding (PPF) and Other Grants / Programs

(\$ millions)	2021-22 Revised Estimates	2022-23 Estimates	Change \$
Priorities and Partnerships Funding	14.5	4.6	(9.9)
Other Ministries	0.3	0.3	-
Non-Ministry	0.7	0.8	0.1
YCDSB Programs	0.2	0.2	-
<b>TOTAL</b>	<b>15.7</b>	<b>5.9</b>	<b>(9.8)</b>

Of the 21-22 Revised Estimates PPF grants, 12.1M was COVID funding.



## Appendix 5: Continuing Education Revenue

(\$ millions)	2021-22 Revised Estimates	2022-23 Estimates	Change \$
MCCSS* - Adult Non Credit Language Learning	7.1	7.1	-
Fees:			
ESL	0.2	0.2	-
General Interest	0.1	0.1	-
Total Other Fees	0.3	0.3	-
<b>TOTAL</b>	<b>7.4</b>	<b>7.4</b>	<b>-</b>

\*Ministry of Children, Community and Social Services, Citizenship and Immigration Division



## Appendix 6: Miscellaneous Revenue

(\$ millions)	2021-22 Revised Estimates	2022-23 Estimates	Change \$
Rental Revenue	2.5	2.7	0.2
Community Use Rental Revenue	0.8	1.5	0.7
Cafeteria Income	-	-	-
Interest Revenue	0.3	0.3	-
Energy Incentives	0.4	0.1	(0.3)
Solar Project	0.3	0.3	-
OSBIE Rebates	0.5	0.5	-
Other	1.1	0.3	(0.8)
<b>TOTAL</b>	<b>5.9</b>	<b>5.7</b>	<b>(0.2)</b>

## **YORK CATHOLIC DISTRICT SCHOOL BOARD**

**REPORT TO:** Board of Trustees  
**FROM:** Administration  
**DATE:** May 31, 2022  
**RE:** **St. Katharine Drexel - French Immersion Program**

---

### **Executive Summary:**

This report is intended to provide the Board of Trustees with information regarding the offering of a French Immersion Program at St. Katharine Drexel Catholic High School for grades 9 to 12.

Administration is recommending the F.I. Program be offered at St. Katharine Drexel CHS to maintain and enhance enrolment retention in the French Immersion program from the Stouffville community.

### **Background:**

Currently students living within the Stouffville community have the option to participate in the French Immersion program offered at St. Mark Catholic Elementary School or St. Brendan Catholic Elementary School (CES). With the opening of the Stouffville multi-use facility, the elementary French Immersion (FI) program will be hosted in Blessed Chiara Badano Catholic Elementary School, a single track French Immersion school for grades 1-6. For grades 7 and 8, the French immersion students will attend St. Katharine Drexel CHS.

Secondary French Immersion for the area is currently being offered at St. Brother Andre CHS, located at 6160 16th Avenue East just east of Markham Road, in Markham. The FI program at St. Brother Andre currently draws students from five (5) elementary french immersion programs (St. Edward, St. John XXIII, St. Francis Xavier, St. Mark, and St. Brendan). With the establishment of a boundary for St. Katharine Drexel CHS the boundary of St. Brother Andre no longer includes Stouffville, therefore creating a situation where existing students accessing French Immersion, will no longer receive bussing to St. Brother Andre CHS.

### **Analysis:**

As of February 2022 there were 43 students residing within the future St. Katharine Drexel boundary who were enrolled in the French Immersion program at Brother Andre. The cost for currently transporting these students for the current school year is estimated as \$39,203.10.

If French Immersion was offered at St. Katharine Drexel, Student Transportation Services has estimated that a portion of these students will continue to require board provided transportation. Two scenarios have been assessed:

- Assuming a 4.8 km non transportation zone due to the community being transit served, 6 students eligible for transportation at an estimated cost of \$5,470.20;
- Assuming a 3.2 km non transportation zone due to the community not being transit served, \$20,057.40.

In May 2018 the Board of Trustees passed a motion to maintain the late bus run for Stouffville. Presumably this service would cease once all grades are implemented at the school. The current year cost is \$13,500.00 for this service.

***“THAT the late run bus for St. Brother Andre CHS be maintained at one (1) bus, four (4) days a week, with no expansion of this service”.***

In the event St. Katharine Drexel does not offer F.I., students would have the option of continuing to attend St. Brother Andre CHS. Of these students, those who do not meet the transit served definition, would be eligible for board provided transportation.

**Table 1: Estimated Potential Transportation Costs.**

Scenario	Cost to transport to BA	Cost for Late Run Bus	Cost to transport to St. Katharine Drexel	Overall Difference
Scenario 1 - 4.8 NTZ	\$39,203.10	\$13,500.00	\$5,470.20	\$47,232.90
Scenario 2 - 3.2 NTZ	\$39,203.10	\$13,500.00	\$20,057.40	\$32,645.70

Note: Cost to transport to St. Katharine Drexel.

Costs use 2021/2022 numbers as a proxy and extrapolate assuming full implementation.

Enrolment:

Currently, enrolment projections assume French Immersion students from the Stouffville community will be accommodated at St. Brother Andre for grades 9 to 12. Enrolment projections indicate an overall French immersion program size of between 180 and 200 students over the 10 year forecast. As of October 31, 2021, of the 159 students enrolled in the program 43 students reside within the future boundary of St. Katharine Drexel (St. Brendan & St. Mark), these students represent approximately 25% of the St. Brother Andre F.I. population.

**Table 3: F.I. Students Attending St. Brother Andre, by Elementary F.I. Home School**

			2021/22				
	St. Brendan	St. Mark	St. Edward	St. John XXIII	St. Francis Xavier	OTHER	TOTAL
FI	18	17	52	9	11	1	108
FI and AP	3	5	25	9	8	1	51
<b>Total</b>	<b>21</b>	<b>22</b>	<b>77</b>	<b>18</b>	<b>19</b>	<b>2</b>	<b>159</b>
			2020/21				
	St. Brendan	St. Mark	St. Edward	St. John XXIII	St. Francis Xavier	OTHER	TOTAL
FI	10	16	58	13	13	2	112
FI and AP	1	1	24	6	4	1	37
<b>Total</b>	<b>11</b>	<b>17</b>	<b>82</b>	<b>19</b>	<b>17</b>	<b>3</b>	<b>149</b>
			2019/2020				
	St. Brendan	St. Mark	St. Edward	St. John XXIII	St. Francis Xavier	OTHER	TOTAL
FI	4	7	45	12	9	1	78
FI and AP	1	1	16	5	5	0	28
<b>Total</b>	<b>5</b>	<b>8</b>	<b>61</b>	<b>17</b>	<b>14</b>	<b>1</b>	<b>106</b>

The following chart illustrates the French Immersion Elementary Students by grade as of October 30, 2021. The current retention from Grade 8 to 9 F.I. is anticipated to improve if F.I. is offered at St. Katharine Drexel from grades 9 to 12, especially since the students are already at the school. As well, there is a possible draw for additional students through Open Access given the location of the YRDSB F.I. Secondary schools located in Markham.

**Table 2. Current FI enrolment for St. Mark and St. Brendan (by grade) as of October 30, 2021**

School Code	School Name	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Total
-------------	-------------	-------	-------	-------	-------	-------	-------	-------	-------	-------



<b>316</b>	ST. MARK	17	10	16	20	21	15	16	11	126
<b>392</b>	ST. BRENDAN	11	17	11	18	17	13	19	13	119
<b>Total</b>		<b>28</b>	<b>27</b>	<b>27</b>	<b>38</b>	<b>38</b>	<b>28</b>	<b>35</b>	<b>24</b>	<b>245</b>

#### Other Considerations:

St. Katharine Drexel CHS will be a grade 7-12 school, currently offering French Immersion for grades 7 and 8. Asking students to uproot themselves after having been part of the St. Katharine Drexel student body for two years to travel to St. Brother Andre CHS, without transportation provided by the Board, in order to continue their French Immersion program is counterintuitive. We would be asking parents to invest in new school uniforms and asking students to restart their high school experience. The unforeseen consequences may be French immersion students dropping the program which would have a negative impact on the FI enrolment on St. Brother Andre. Families may also choose to switch to the public board for grade 7 French Immersion so as to avoid the double cost of uniforms.

Staffing of French immersion continues to be a challenge for the Board. The above enrolment figures show that the French Immersion program will remain viable at St. Brother Andre CHS if St. Katharine Drexel offers F.I. from 7-12. The sections lost at St. Brother Andre CHS would be gained at St. Katharine Drexel CHS with minimal net impact upon full roll out. Adding F.I. to grades 9-12 for St. Katharine Drexel, is expected to increase the student population with an overall increase in all sections, since FI students only need 10 F.I. credits. This will result in a greater variety of electives that can be offered to the students, particularly in grades 11 and 12. A larger student body also means more staff which translates into the ability to run more extracurricular clubs and teams.

#### Summary:

St. Katharine Drexel CHS is scheduled to open in September of 2023 for grades 7-12. At this time the programming for the school includes French Immersion for only grades 7 and 8. Providing French Immersion at St. Katharine Drexel CHS from grades 9-12 has the potential for the development of a sustainable program, with some moderate savings in transportation costs.

St. Brother Andre CHS's French immersion program will continue to be viable given the graduating classes of local F.I. Elementary schools. Extending French Immersion to grades 9 to 12 to our students already in the school provides for a continuity of programming, better mental health outcomes for our students, as well as increased opportunities for learning for all the future students of St. Katharine Drexel CHS.

**Recommendation:**

THAT the French Immersion program at St.Katharine Drexel CHS be extended from the current grades 7 and 8 to include grades 9 to 12.

---

Prepared by: Tom Pechkovsky, Coordinating Manager, Planning & Operations  
Submitted by: Eugene Pivato, Associate Director  
Endorsed by: Domenic Scuglia, Director of Education

**York Catholic District School Board**

**Report To:** Board of Trustees  
**From:** Student Services  
**Date:** May 31, 2022  
**Report:** **Hiring of Instructional Lead via TPA Funding**

---

**EXECUTIVE SUMMARY**

Staff are recommending the hiring of additional complement per the rationale below.

Request to hire one (1.0) FTE teacher for a one (1) year term as an Instructional Lead for Mental Health and Well-Being K-12.

**BACKGROUND**

With the existing TPA funding, Mental Health Workers have been providing mental health support to students at the Tier 1, 2 and 3 level. These staff are actively creating resources for educators to use in their classrooms, creating and offering classroom based workshops on various mental health topics and providing evidence based psychotherapy in both individual and group formats. Funding has been used to create partnerships with community agencies to provide culturally sensitive mental health programming for Asian and Black students and to provide specific focus groups and workshops for students in Grade 10. Funding has also been used to provide training to mental health professionals and other staff on culturally sensitive assessment and interventions, addressing non-suicidal self injury and in evidence based psychotherapy.

A major component of the YCDSB Mental Health and Addiction Strategy is to build capacity and mental health literacy in our educators. This past year we were successful in recruiting Mental Health Ambassadors at almost all of YCDSB schools. The role of the mental health ambassador is to assist in the sharing of resources and ideas with a focus on bringing mental health initiatives into the classroom.

As staff reflect on the last two years, the consistent feedback from teachers is that they would like more support in building their own knowledge about mental health and how to bring it into their classrooms to support their students. Mental Health Ambassadors have stated that the uptake of resources that have been packaged and scripted is higher than when resources are shared on their own.

**SUMMARY**

Currently there is a need for the creation of teacher friendly and easy to use resources and for ongoing support to teachers across the system. The Mental Health goal for next year is to increase capacity building and mental health literacy in the classroom by allocating funds for the hiring of a Mental Health Instructional Lead. This would be a one year term OECTA position which would be funded through next year's enveloped Mental Health and Well-being funds.

**RECOMMENDATION**

THAT the position of Mental Health Instructional Lead be approved for a one year term to be funded through 2022-23 Mental Health and Well-being funding envelope.

Prepared and Submitted By: Diana Candido, Superintendent of Learning: Exceptional Learners.

Endorsed By: Domenic Scuglia, Director of Education; and Eugene Pivato, Associate Director.

March 29, 2022 (Revised)

**KEEPING OUR CHILDREN AND STAFF SAFE**  
**Reversing the decision to remove CCTV monitors from our school offices.**

- Whereas** Our schools' cameras and video monitoring systems are integral to ensuring student safety.
- Whereas** The YCDSB also has an obligation to ensure public safety.
- Whereas** The YCDSB has Policies 705 and 112 that protect students, staff and the public's privacy
- Whereas** On October 12, 2021, YCDSB Senior Leadership Team (SSLT) recommended to remove all video surveillance monitors from our school offices because of unfounded privacy issues raised.

It must be noted that the October 12, 2021, decision was made with was made with  
NO public privacy complaints filed against the YCDSB  
NO legal opinions to support,  
NO parent / school council consultation,  
NO Trustee consultation or input.

I have reviewed the following

- CTW staff Report from February 22, 2022
- SSLT staff report / decision on October 12, 2021
- Two legal opinions that were attained after the SSLT decision to remove the monitors
- Guidelines for the Use of Video Surveillance, supportive document used by Board Staff and our legal opinions

**The SSLT from October 2021 states**

"The purpose of the spot monitors in the office was to allow the office staff to monitor the live footage. These spot monitors were installed before the safe school's legislation required school doors to be locked. There is a privacy issue in that the general public who enter the office can view the spot monitor."

Note, the above statement in the SSLT decision was NOT made with the support of a legal opinion

**Legal Opinions attained in February 2022**

Two Legal opinions were attained by the YCDSB, subsequent to the SSLT meeting.

Neither legal opinion concluded that the YCDSB's current Policy and practices is a breach of privacy.

One of the legal opinions did suggest is, that the YCDSB provide additional authorization to employees to view live video.

**Office of the Privacy Commissioner of Canada States**

**The public should be advised that they will be under surveillance.**

The public should be informed with clearly written signs at the perimeter of surveillance areas, which advise that the area is or may be under surveillance, and indicate who is responsible for the surveillance, including who is responsible for compliance with privacy principles, and who can be contacted to answer questions or provide information about the system.

### Comments

The current signage located outside of every YCDSB school does advise the public that they may be under video surveillance. In order to comply with the Privacy Commissioners office, would be to add additional wording to these signs.



### Page 24 of the Committee of the Whole meeting on February 22, 2022, states

#### EXECUTIVE SUMMARY

The purpose of this report is to provide the Board of Trustees the information about the school's Closed-Circuit Television Systems (CCTV) Spot Monitors privacy breach and the steps that have been talking to remedy this problem."

Again, the two legal opinions attained subsequent to the SSLT decision to remove the video monitors from school offices, did not conclude that the YCDSB's current Policy and practices are in breach of privacy laws.

The supporting document used by Board Staff "Guidelines for the Use of Video Surveillance", is a guideline only.

This guideline also states

""These guidelines are not a comprehensive assessment of every authority or circumstance involving video surveillance in which personal information may be collected, used or disclosed under FIPPA and MFIPPA. When dealing with issues that may arise in the context of video surveillance, it is important that you consult the acts themselves, including their regulations, and seek advice from your freedom of information and privacy coordinator or legal counsel, where appropriate."

This guideline is essentially cautioning that anyone relying upon their document should seek an independent legal opinion and or a privacy expert advice. The YCDSB did get two legal opinions that did not conclude there is any breach of privacy.

#### To summarize and conclude:

The Senior Team approved the removal of spot monitors base on incomplete, and therefore inaccurate information.

Of the legal opinions attained (after the SSLT decision), neither could conclude that our current video surveillance practice is a privacy breach and suggested to implement measures to further reduce any possible privacy risk.

The supportive document used by the Senior Team "*The Guidelines for the Use of Video Surveillance*" is a guideline only and does not specifically address the issues raised by YCDSB Board Staff as privacy breaches.

The SSLT provided a report / recommendation to the Board of Trustees which was factually inaccurate suggesting that there was a legal basis for removing the monitors when no legal advice was sought or received at the time of the decision to remove the monitors was made.

#### **LET IT BE RESOLVED**

**THAT** based on the incompleteness of the Senior Team's report which failed to incorporate a legal opinion on whether the use of monitors was in breach of the MFIPPA;

**THAT** Board Staff needs to immediately return and re-install any and all video monitors removed from YCDSB school offices;

**THAT** Board Policies 705 and 112 be amended to include any advice provided in the legal opinion obtained as to how to further reduce the Board's risk of a privacy breach when using CCTV Monitors;

**THAT** the signs posted outside of all YCDSB schools include additional wording as suggested by the Office of the Privacy Commissioner.

Respectfully Submitted,  
Dino Giuliani, Trustee

Ref: 2022:04:023:DG

## **YORK CATHOLIC DISTRICT SCHOOL BOARD**

**REPORT TO:** Board of Trustees

**FROM:** Administration

**DATE:** May 31, 2022

**RE:** CCTV Spot Monitors Functions

---

### **EXECUTIVE SUMMARY**

The purpose of this report is to provide the Board of Trustees the information about The school's Closed-Circuit Television Systems (CCTV) Spot Monitors functions.

### **BACKGROUND**

The CCTV systems are equipped with cameras in various locations and a digital video recorder (DVR) that directly connect to a monitor, and all authorized staff can access the live feed and recorded videos using password protection, as well as a monitor located in the Main Office showing live CCTV camera footage only. These monitors are usually 36" to 43" in size and have a small computer (mini PC) that holds the operating and viewer software.

The Board's elementary schools are equipped with an aiphone system at the exterior door entry with a live feed as part of our safe, welcoming school

The Board staff attended the Ontario School Boards Insurance Exchange (OSBIE) Risk Management Seminar, "Under Surveillance: Cameras, Schools & Privacy Rights". This is where we were introduced to the new legislation of the Privacy Commissioner of Ontario – Guidelines for the Use of Video Surveillance which indicated that the monitors should be installed in a secure location where they are not visible to the public and unauthorized school staff.

The purpose of the spot monitors in the office was to allow the office staff to monitor the live footage only. Unfortunately, these spot monitors were installed before the legislation. Therefore, when the general public enters the office, plus the unauthorized school staff can view the spot monitors, it may represent a breach of privacy according to the following policy and Privacy Commissioner of Ontario.

- YCDSB Policy 705 Use of Video Surveillance Equipment



Policy Statement: The Board shall operate these systems in compliance with relevant legislation and the guidelines of this policy.

Parameter 3.1: Surveillance activities involving the collection, retention, use, disclosure, and disposal of personal information in the form of video surveillance shall be in compliance with Municipal Freedom of Information and Protection of Privacy Legislation.

Parameter 3.5: Access to the school-based video surveillance equipment and recorded information shall be restricted to authorized individuals only (e.g., Principal, Vice-Principal(s), Superintendents, maintenance personnel, or service personnel as approved by the Senior Manager of Facilities and Maintenance Services). These individuals may provide shared access with authorized agencies such as York Regional Police, Catholic Children's Aid Society or Children's Aid Society.

- Privacy Commissioner of Ontario – Guidelines for the Use of Video Surveillance, October 2015 Page 17, Security: "Storing monitors in a secure location where they are not visible to the public." (Appendix A)

On October 12, 2021, the SSLT team approved the removal of the spot monitors to address the privacy breach issue, knowing that the CCTV system still functions and the authorized school staff have the ability to access the live feed and the recorded videos.

The Board staff, during the monthly meetings, notified the health and safety committee and the union of the SSLT decision to remove these monitors. Then the Board staff notified the SSLT when they established removing these monitors;

The Board staff also consulted other schools Boards to see if they have similar CCTV arrangements and the results are as follows:

- **TCDSB** (210 schools) No spot monitors are installed, and only the Principal and VP can view the video.
- **SMCDSB** (50 schools) has no spot monitors installed; they only have exterior cameras at some schools; there are no interior cameras at any schools.
- **DDSB** (134 schools) CCTV systems were installed in the secondary schools only and accessed by the Principal using secure software and laptops. No spot monitors were installed.
- **YRDSB**: In elementary schools, the CCTV monitor in the main office is utilized only for the exterior front door camera. No other cameras are shown, and in the secondary schools, they have monitors in the main office positioned in a way that is not visible

to the public. Authorized staff can view CCTV videos through the client software on their notebooks.

**SUMMARY:**

The practice of making images available for viewing in real-time to employees who are not responsible for monitoring is contrary to the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and the Board's 705 Policy. Where visitors to the school or unauthorized staff may view such images, it may be considered a privacy breach.

Monitoring the live feed showing on these monitors is not the responsibility of the office staff, and the recorded videos can be viewed by authorized staff on the back monitors or their laptops.

Prepared Submitted By: Khaled Elgharbawy, Superintendent of Facilities Services and Plant  
Endorsed By: Domenic Scuglia, Director of Education

**YORK CATHOLIC DISTRICT SCHOOL BOARD**  
**SPECIAL EDUCATION ADVISORY COMMITTEE**  
**REPORT NO. 2022: 06**

**To: Regular Board Meeting**

**May 31, 2022**

A meeting of the Special Education Advisory Committee was held on **May 9, 2022** virtually at 7:00 p.m.

**PRESENT:**

Committee Members:	N. Byrne, J. Gamboa, S. Gatti, M. Iafrate, N. Lai, D. Legris, J. Man, E. Morgillo, J. Wigston
Association Representatives:	M. DiFederico, F. Di Marco, M. Oyston
Administration:	A. Cabraja, D. Candido, L. Lausic , E. Miceli-Bush
Regrets:	D. Giuliani , L. Paluzzi, N. Welch
Recording	C. Mong
Guests:	S. Boch, <i>Lead Supervisor, Kinark</i> A. Martini, <i>Behaviour Resource Worker, YCDSB</i> C. McNeil, <i>CFO, YCDSB</i> T. Riley, <i>Behaviour Resource Worker, YCDSB</i>

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

**2. CORRESPONDENCE:**

- MOE Response: SIP Claim Funding
- UGDSB: PPM81

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

- Entry to School Program
- Special Education Funding 2022-2023
- APT Role
- YCDSB SEAC letterhead samples
- 2022-2023 Proposed SEAC meeting dates
- Special Education Plan
- Status of Exceptional Student learning during Covid 19

**4. ASSOCIATION REPORTS:**

- Community Living York South: [E Connector](#)
- DSAJR: [Virtual](#) programs continue. There are a variety of programs available to support members
- Easter Seals Ontario: 100 Years celebration plans are underway. Easter Seals is searching for [volunteers](#). [Camp registration](#) is now open
- EIS: Both programs within EIS (Infant and Child Development and Inclusion Support Services) have adopted a hybrid model of service delivery to support the clients in our community. Both in-person and virtual sessions are currently available to our clients based on their needs and priorities
- LDAYR: [Annual Conference Flyer](#), [Summer Camp Flyer](#) and [SOAR PD Day Flyer](#)

**5. ITEMS FOR FUTURE AGENDA:**

- ILIT Program
- Spring Census Follow up Survey
- 2022-2023 SEAC Presentations
- SEAC Banner

**6. NEXT MEETING: June 13, 2022**

York Catholic District School Board

**REPORT NO. 2022:04 of the  
POLICY REVIEW COMMITTEE**

**To: Board of Trustees**

**May 31, 2022**

A regular virtual session of the Policy Review Committee was held through Google Meet on Tuesday, May 10, 2022 starting at 6:30 p.m.

**PRESENT:**

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

Other Trustees: R. Cantisano

Absent with Notice: C. Cotton, D. Giuliani, T. McNicol, J. Wigston

**Student Trustee:** A. Casbarro, A. Peta-Dracos

Administration: A. Arcadi, Robin Ashton (6:37pm-7:23pm), D. Candido (7:54pm-9:03pm), M. Farrell,  
M. Gray, C. McNeil, S. Morrow, E. Pivato, D. Scuglia

Recording: J. Di Bratto

Presiding: F. Alexander - Chair

**ACTION ITEMS:**

1. **THAT** the Board approve the following revised policy:  
Policy 208 Student Disability Accommodation
2. **THAT** the Board approve the following revised policy:  
Policy 310 Retention and Acceleration of Students
3. **THAT** the Board approve the following revised policy:  
Policy 405B Appointments to Academic Positions of Responsibility
4. **THAT** the Board approve the following revised policy:  
Policy 407 Police Record Checks – Board Employees
5. **THAT** the Board approve the following revised policy:  
Policy 413 Attendance Support Program
6. **THAT** the Board approve the following revised policy:  
Policy 415 Accessibility Standards for Employment
7. **THAT** the Board approve the following **NEW** policy:  
Policy 430 Right to Disconnect: Fostering a Healthy Workplace
8. **THAT** the Board approve the **termination** of the following policy:  
Policy 810 School Sites – Operating Budget Surplus
9. **THAT** the Board approve the following revised policy:  
Policy 811 Investment of Board Funds
10. **THAT** the Board approve the following revised policy:  
Policy 812 Fair Labour Practices for School Uniforms

**11. THAT** the Board approve the amendment to the following policy:

Policy 101 Meta Policy: Policy Management and Governance and the listed policies included in the report.

**INFORMATION/DISCUSSION ITEMS:**

YCDSB Approval Authority Schedule  
Policy 226A Admission to Elementary Schools  
Policy 226B Admission to Secondary Schools  
Policy 319 Supplementary Learning Resources  
Policy 401 Chaplaincy Teams  
Policy 802 Purchase, Lease and Rental of Goods and Services  
Policy 809 Staff Use of External Legal Resources

**FUTURE ITEMS:**

Policy 201 Healthy Schools  
Policy 201A Healthy Schools – Eating & Nutrition  
Policy 201B Healthy Schools – Physical Activity  
Policy 206 Supporting Students with Prevalent Medical Conditions: Asthma  
Policy 319 Supplementary Learning Resources  
Policy 710 Environmental Education: Our Sacred Earth

**Future meeting date for Policy Review Committee**

June 7, 2022

Adjournment – 9:27 p.m.

F. Alexander, Committee Chair



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Students</b>	<i>Policy Number</i> <b>208</b>
<i>Former Policy #</i>	<i>Page</i> <b>1 of 33</b>
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
<b>July 2<sup>nd</sup>, 2003</b>	<b>July 2<sup>nd</sup>, 2008</b> <b>October 7<sup>th</sup>, 2008</b> <b>November 29, 2016</b> <b>TBD</b>

**POLICY TITLE: STUDENT DISABILITY ACCOMMODATION**

### SECTION A

#### 1. PURPOSE

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

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

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

The Board also recognizes that certain medical and neurological conditions, for example, Asthma, Anaphylaxis, and ADHD may also need to be considered and accommodated.

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

#### 2. OBJECTIVE

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

### 3. PARAMETERS

This policy and related procedures apply to the accommodation of student disabilities **not** addressed through the Special Education process.

- 3.1 The individual needs of each student must be considered and assessed prior to developing an accommodation plan.
- 3.2 Accommodation(s) shall support the student's academic achievement and/or participation in the learning process.
- 3.3 The needs of a student with a disability are to be accommodated in a manner that respects their dignity and self-worth.
- 3.4 Confidentiality is to be maintained.

### 4. RESPONSIBILITIES

#### 4.1 Principal

- 4.1.1 To Initiate/accept the request for accommodation in good faith unless there are legitimate reasons for acting otherwise.
- 4.1.2 To oversee the development and communication of the Student Disability Accommodation Plan, *Appendix E* with pertinent school staff and parent or student over the age of 18.
- 4.1.3 To track, monitor and review the implementation of the plan.
- 4.1.4 To advocate for the student and represent the parent in the accommodation process.
- 4.1.5 To provide training/refresher with staff on a yearly basis.

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

- 4.2.1 To request an accommodation, due to a disability, to the Principal.
- 4.2.2 To complete the "Application for Student Disability Accommodation" *Appendix C*.
- 4.2.3 To provide the "Physician's Report re Medical Accommodation" *Appendix D*, if appropriate.
- 4.2.4 To ensure that up-to-date current and accurate information is provided by a licensed physician/specialist, on an ongoing basis.
- 4.2.5 To participate in discussions regarding possible accommodation solutions.
- 4.2.6 To collaborate with experts whose assistance is required to inform the accommodation process when information is required.
- 4.2.7 To communicate with the principal on an ongoing basis to inform the accommodation process.
- 4.2.8 To share specific details of the disability so that proper accommodations can be designed.

#### 4.3 Teacher

- 4.3.1 To collaborate with both parent and administration in the accommodation plan development and implementation.
- 4.3.2 To implement and monitor the accommodations in accordance with the plan.
- 4.3.3 To review and comply with the Student Disability Accommodation policy.

## 5. DEFINITIONS

### 5.1 Exceptional Student

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

### 5.2 Student

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

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

## 6. CROSS REFERENCES

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

[Education Act, Regulation 181](#)

[Ontario Human Rights Code](#)

YCDSB [Policy 206 Supporting Students with Prevalent Medical Conditions: Asthma](#)

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

YCDSB [Policy 207B Administration of Oral Non-Prescription Medication to Elementary Students](#)

YCDSB [Policy 209 Supporting Students with Prevalent Medical Conditions: Anaphylaxis](#)

YCDSB [Diabetes Health Management Plan](#)

YCDSB [Procedure: Student Disability Accommodation](#)

Approval by Board	<b>November 29, 2016</b> <i>Date</i>
Effective Date	<b>November 30, 2016</b> <i>Date</i>
Revision Dates	<b>November 29, 2016</b> <i>Date</i>
Review Date	<b>November 2021</b> <i>Date</i>





## **YORK CATHOLIC DISTRICT SCHOOL BOARD**

### **PROCEDURE: STUDENT DISABILITY ACCOMMODATION**

#### **Addendum to Policy 208: Student Disability Accommodation**

Effective: December 1, 2018

**TBD**

## PURPOSE

These procedures are designed in conjunction with *YCDSB Policy 208 – Student Disability Accommodation* and specify the process for a student with a disability to be accommodated in such a way as to enable success while preserving and enhancing the student's personal dignity, self-respect and self-worth.

These procedures **pertain** to students who, because of a disability as defined in Section 10(1) of the [Ontario Human Rights Code](#), require an accommodation in order to be successful learners.

These procedures **do not pertain** to a student identified through the Identification Placement Review Committee (IPRC) process as an 'exceptional' learner ([Education Act](#) s. 1).

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

## RATIONALE

These procedures will guide the development, review, revision and implementation of the *Student Disability Accommodation* policy aligned with the definition of 'disability'\* noted in Section 10(1) of the *Ontario Human Rights Code* as follows:

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

\*The Board also recognizes that certain medical **and neurological** conditions, for example, **Asthma, Anaphylaxis, and ADHD** may also need to be considered and accommodated.

## PROCEDURES

The Principal shall oversee and monitor the following procedures:

- 1.1 Meet with the Parent(s)/Guardian(s)/Caregiver(s) to discuss the need for a student accommodation plan, upon the Parent(s)/Guardian(s) request.
- 1.2 Provide the Parent(s)/Guardian(s)/Caregiver(s) or student, if over eighteen (18) years of age with the 'Accommodating a Student with a Disability' information package (Appendices B-D & Parent/Guardian/Caregiver and Student Guide).
- 1.3 Communicate the accommodation request (Appendix C) with the School Based Resource Team (SBRT) in the Elementary level or the Student Success Team (SST) in the Secondary level.
- 1.4 Convene a meeting with the SBRT or SST members to review the accommodation request (Appendix C), discuss reasonable accommodations and facilitate the development of the *Student Disability Accommodation Plan* (Appendix E) in conjunction with any other appropriate staff and in consultation with the Parent(s)/Guardian(s)/Caregiver(s).
- 1.5 Investigate whether additional resources or information are required to provide the reasonable accommodation(s), through discussion with the School Superintendent

- of Education or other relevant board personnel (i.e.: physical management, behaviour resource, speech/language, psychology, program consultant).
- 1.6 Provide the Parent(s)/Guardian(s)/Caregiver(s) or student and pertinent staff a copy of the completed *Student Disability Accommodation Plan* (Appendix E).
  - 1.7 Discuss any concerns with the accommodation plan with the Parent(s)/Guardian(s). If at any time the Parent(s)/Guardian(s)/Caregiver(s) or student are dissatisfied with the *Student Disability Accommodation Plan* (Appendix E) and have been unable to resolve the issue through discussions with the Principal, the Parent(s)/Guardian(s)/Caregiver(s) or student may submit their concerns in writing to the School Superintendent of Education copied to the Principal.
  - 1.8 Discuss the issue(s) with the School Superintendent of Education. Within ten (10) working days of receiving the Parent(s)/Guardian(s)/Caregiver(s) or student's letter, the School Superintendent of Education shall contact the Parent(s)/Guardian(s)/Caregiver(s) or student to discuss the issue(s).
  - 1.9 The School Superintendent of Education will make inquiries and communicate his or her conclusions to the Principal and Parent(s)/Guardian(s)/Caregiver(s) or student within ten (10) further working days. At the request of the Parent(s)/Guardian(s)/Caregiver(s) or student, the response will be provided in writing and forwarded to the school for distribution to the Parent(s)/Guardian(s)/Caregiver(s) or student.
  - 1.10 The Principal will provide the written response from the School Superintendent of Education. If the Parent(s)/Guardian(s)/Caregiver(s) or student remains dissatisfied with the Board's accommodation measures, the Parent(s)/Guardian(s)/Caregiver(s) or student may within ten (10) working days of receipt of that written response, address a letter to the Director of Education outlining their concerns.
  - 1.11 The Director of Education will review the letter of concern and make inquiries in order to determine whether the requirements of the Board's policy and accompanying procedures have been met.
  - 1.12 The Director of Education will make the final decision.
  - 1.13 The Director of Education will provide a decision in writing to Parent(s)/Guardian(s)/Caregiver(s) or student copied to the School Superintendent of Education and Principal.

## YORK CATHOLIC DISTRICT SCHOOL BOARD

### ACCOMMODATING A STUDENT WITH A DISABILITY

Parent(s)/Guardian(s)/Caregiver(s) and/or Student if 18 years of age or older discuss the request/need for an accommodation plan with the Principal

Principal/ provides Parent(s)/Guardian(s)/Caregiver(s) and/or student 18 years of age or older with (Appendices A-D)

Appendix A: Student Disability Accommodation process flowchart

Appendix B: Parent/Student Letter and Guide (Brochure)

Appendix C: S30 (Application for Student Disability Accommodation; to be completed on an annual basis

Appendix D: S30a (Physician's Report re: Medical Accommodation) to be updated on an annual basis

Completed forms are returned to the Principal by Parent(s)/Guardian(s)/Caregiver(s) or Student 18 years of age or older

Appendix E: School team to develop the Student Disability Accommodation Plan and share with Parent(s)/Guardian(s) and/or student 18 years of age and over

Principal meets with School Based Resource Team or Student Success Team to review S30 and S30a forms & discuss reasonable accommodation strategies

Student Disability Accommodation Plan (S30b; Appendix E) developed by School Team

Annual Student Disability Accommodation Plan to be reviewed at the school level during transition times (change of term/semester) or on an as needed basis. If necessary, a revised plan will be shared with Parents/Guardians/Caregivers, student & appropriate School Staff

Principal will share the Student Disability Accommodation Plan with Parent(s)/Guardian(s) or Student 18 years of age or older

Student Disability Accommodation Plan communicated with appropriate School Staff

Student Disability Accommodation Plan implemented and reviewed annually by Principal and appropriate School Staff (i.e.: Classroom/Itinerant teachers at the Elementary Level; Guidance Teachers in consultation with subject specific teachers at the Secondary Level.

## **Sample Letter on School Letterhead**

### **ACCOMMODATING A STUDENT WITH A DISABILITY**

Dear Parent(s)/Guardian(s)/Student (18 years of age or older):

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

In order to support the request for accommodation of a disability, we ask that you complete the attached forms. The accommodation request will be valid for the current school year and will need to be renewed on an annual basis, if required.

Once the attached forms have been completed, please return them to the school office to my attention. A 'Student Disability Accommodation Plan' will be developed and a copy will be shared with you.

If you have any questions regarding the student disability accommodation process and/or plan, please do not hesitate to contact me.

Regards,

Principal

## APPLICATION FOR STUDENT DISABILITY ACCOMMODATION

(To be completed, on an annual basis, by Parent(s)/Guardian(s)/Caregiver(s) or Student 18 years of age and older)

### STUDENT'S PERSONAL DATA

Surname:	_____	Home Address:	_____
First Name:	_____		_____
Date of Birth:	_____	Home Phone Number:	_____
	month/day/year		

1. Have there been any previous formal requests for accommodations? If yes, please indicate what the accommodations were, or provide a copy of the accommodation plan.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Describe any barrier(s) and/or obstacle(s) that you have observed and are having an impact on your child's learning or well-being in relation to the disability.

Please state the necessary time period for the temporary accommodation. \_\_\_\_\_

### PARENT(S)/GUARDIAN(S)/CAREGIVER(S) OR STUDENT (IF 18 YEARS OF AGE) AUTHORIZATION

I hereby authorize you to provide the information requested below to the York Catholic District School Board.

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

**The Board reserves the right to obtain expert opinion or advice where needed.**

Place Form in Student O.S.R. (Ontario Student Record)

<b>Name of Person Completing Form:</b> _____	<b>Freedom of Information</b>
<b>Date Completed:</b> _____	Personal information contained on this form is collected pursuant to the <i>Education Act</i> and the <i>Municipal Freedom of Information and Protection of Privacy Act</i> . Questions about the collection and the use of this personal information should be directed to the Privacy Manager – Freedom of Information, York Catholic District School Board, 320 Bloomington Rd. W., Aurora, Ontario, L4G 0M1 or (905) 713-2711.
<b>Signature:</b> _____	

## **PHYSICIAN'S REPORT RE: MEDICAL ACCOMMODATION**

### **Dear Attending Physician:**

Please complete the information requested below. This information, and any future requests for information, will be used to develop a reasonable accommodation plan for this student. Please release the report to your patient so they can forward to his/her school. The Parent(s)/Guardian(s)/Caregiver(s) and/or Student 18 years of age or older have been made aware that this request is valid for the period of the current school year and must be updated on an annual basis.

### **SECTION A: STUDENT INFORMATION (please print)**

Surname: \_\_\_\_\_ Given Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

### **SECTION B: ATTENDING PHYSICIAN'S REPORT**

Please describe how the student's current medical condition necessitates accommodations in the school environment? (Please note that the Principal, in consultation with appropriate staff, will determine the most reasonable accommodation(s) in a manner that takes into account the student's needs.)

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Please state the time period for the temporary accommodation within this current school year \_\_\_\_\_

Physician's stamp: \_\_\_\_\_

Telephone #: \_\_\_\_\_ Fax #: \_\_\_\_\_

MD Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Place Form in Student O.S.R. (Ontario Student Record)

#### **Freedom of Information**

Personal information contained on this form is collected pursuant to the *Education Act* and the *Municipal Freedom of Information and Protection of Privacy Act*. Questions about the collection and the use of this personal information should be directed to the Privacy Manager – Freedom of Information, York Catholic District School Board, 320 Bloomington Rd. W., Aurora, Ontario, L4G 0M1 or (905) 713-2711.



## STUDENT DISABILITY ACCOMMODATION PLAN

Student Name: \_\_\_\_\_  
Student Number: \_\_\_\_\_

Date of Birth: \_\_\_\_\_  
School: \_\_\_\_\_

Accommodation Plan developed by: \_\_\_\_\_ Date of Implementation: \_\_\_\_\_

(To be developed in consultation with the Elementary School Based Resource Team or Secondary Student Success Team. To be implemented and monitored by Classroom/Itinerant teachers at the Elementary Level and Guidance Teachers in consultation with subject specific teachers at the Secondary Level.)

Objectives	Actions	Person Responsible for Actions	Who needs to be aware of Action	Review date	Updates

Parent(s)/Guardian(s) Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Parent(s)/Guardian(s) signature denotes acknowledgement that the *Student Disability Accommodation Plan* has been shared)


Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Place Copy in Student O.S.R. (Ontario Student Record)  
cc: Parent(s)/Guardian(s)/Caregiver(s)  
Student (if over 18)  
Teacher(s)  
School Superintendent of  
Education

### Freedom of Information

Personal information contained on this form is collected pursuant to the *Education Act* and the *Municipal Freedom of Information and Protection of Privacy Act*. Questions about the collection and the use of this personal information should be directed to the Privacy Manager – Freedom of Information, York Catholic District School Board, 320 Bloomington Rd. W., Aurora, Ontario, L4G 0M1 or (905) 713-2711.



	<b>YORK CATHOLIC DISTRICT SCHOOL BOARD</b>	
	<b>BOARD POLICY</b>	
	<i>Policy Section</i>	<i>Policy Number</i>
	<b>Program/Curriculum</b>	<b>310</b>
	<i>Former Policy #</i>	<i>Page</i>
	<b>215</b>	<b>1 of 3</b>
	<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
	<b>May 26, 1998</b>	<b>March 28, 2000</b> <b>June 8, 2010</b> <b>February 24, 2015</b> <b>TBD</b>

**POLICY TITLE: RETENTION AND ACCELERATION OF ELEMENTARY STUDENTS**

## **SECTION A**

### **1. PURPOSE**

The York Catholic District School Board believes in **age-appropriate** grade placement for all students and that only in extraordinary circumstances should a student be retained or accelerated. The purpose of this policy is to provide direction to Parents/Guardians, Principals and other Staff who would be involved in either a retention or acceleration decision.

### **2. OBJECTIVE**

It is the policy of the York Catholic District School Board to endorse the concept of **age-appropriate** grade placements for all students and to approve retention or acceleration only in extraordinary circumstances, taking factors into account such as the student's emotional and social development, self-esteem, academic performance and achievement history.

### **3. PARAMETERS**

- 3.1 It is the legal right and responsibility of the school Principal to determine the grade placement for each student in the school.
- 3.2 The initial placement of all students shall be in the age appropriate grade.
- 3.3 Before retention can be considered, a student shall have attended the school for a minimum of one reporting school year. **Exceptions may be considered by the Director of Education on compassionate grounds.**
- 3.4 Before acceleration can be considered, a student shall have attended the school for a

minimum of one reporting term.

- 3.5 Retention or acceleration shall be considered only when deemed to be the appropriate recourse to ensure a student's continuous academic, spiritual, social and emotional growth.
- 3.6 A First Language Academic Assessment will be completed, in consultation with the English as a Second Language /English Language Development (ESL/ELD) teacher, when considering retention or acceleration of a student whose first language is not English.
- 3.7 The primary concern shall always be the best interests of the student.
- 3.8 An initial meeting between the Principal, Teacher and Parent/Guardian will be held to discuss what a retention or acceleration will mean to the student.
- 3.9 Both the Parent/Guardian and the Principal shall play a significant role in determining a retention or acceleration for a student.
- 3.10 The Superintendent of Education: School Leadership shall be consulted by the Principal prior to the final decision with respect to the retention or acceleration of a student.

#### **4. RESPONSIBILITIES**

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

- 4.1.1 To oversee compliance with the Retention and Acceleration of Students policy and procedures.
- 4.1.2 To consider exceptions based on compassionate grounds.

##### **4.2 Superintendent of Education: School Leadership**

- 4.2.1 To support Principals with the implementation of the Retention and Acceleration of Students policy and procedures.
- 4.2.2 To consult with the Superintendent of Curriculum and Assessment or the Superintendent of Education: Exceptional Learners if appropriate.

##### **4.3 Principal**

- 4.3.1 To address issues of retention and acceleration with concern for the best interests of the student.
- 4.3.2 To process requests for retention or acceleration following the appropriate procedures as an addendum related to this policy.
- 4.3.3 To review the proposed recommendation for retention or acceleration with the appropriate Superintendent of Education: School Leadership prior to making a final decision.

##### **4.4 Parent(s)/Guardian(s)**

- 4.4.1 To understand that it is the right and responsibility of the school Principal to determine the grade placement for each student in the school.
- 4.4.2 To adhere to the procedures of this policy as they relate to the retention or acceleration of their child.
- 4.4.3 To understand that only in exceptional cases shall a request for retention or acceleration be approved.

## 5. DEFINITIONS

### 5.1 Academic Performance

The extent to which a student meets the subject curriculum expectations as outlined by the Ontario Ministry of Education.

### 5.2 Acceleration

The process of completing curriculum at a faster rate than what is typically expected.

### 5.3 Retention

The decision to retain a student in the current grade.

## 6. CROSS REFERENCES

[Education Act](#)

[YCDSB Procedures Retention and Acceleration of Students](#)

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

## 7. RELATED FORMS

YCDSB Form S24A-1	Acceleration Request Form
YCDSB Form S24A-2	Acceleration Request Data/Information Form
YCDSB Form S24A-3	Acceleration Request Summary Form
YCDSB Form S24R-1	Retention Request Form
YCDSB Form S24R-2	Retention Request Data/Information Form
YCDSB Form S24R-3	Retention Request Summary Form

<b>Approval by Board</b>	<b>February 24, 2015</b>
	<i>Date</i>
<b>Effective Date</b>	<b>February 25, 2015</b>
	<i>Date</i>
<b>Revision Dates</b>	<b>February 25, 2015</b>
	<i>Date</i>
<b>Review Date</b>	<b>February 2020</b>
	<i>Date</i>



## **YORK CATHOLIC DISTRICT SCHOOL BOARD**

### **PROCEDURE:**

## **RETENTION AND ACCELERATION OF STUDENTS**

**An Addendum to Policy 310: Retention and Acceleration of Students**

Effective: February 2015  
**TBD**

## POLICY TITLE: RETENTION AND ACCELERATION OF STUDENTS

### PURPOSE

These procedures are designed in conjunction with *YCDSB Policy 310 – Retention and Acceleration of Students* and specify the process for the approval of the retention or acceleration of a student.

### RATIONALE

The York Catholic District School Board believes in age-appropriate grade placement for all students and that only in extraordinary circumstances should a student be retained or accelerated. The purpose of these guidelines is to provide direction to Superintendents of Education: School Leadership, Principals, Parents/Guardians and other Staff who would be involved in either a retention or acceleration decision.

#### 1. GENERAL

- 1.1 When **discussing** the topic of a retention or acceleration arises, the first step is to hold a meeting between the Principal, **teacher** and Parent/Guardian to discuss the concept and what a retention or acceleration will mean to the student.
- 1.2 The Parent/Guardian will be provided with a copy of the brochure ([Elementary Procedures for the Retention and Acceleration of Students](#)) and encouraged to reflect on consider the advantages and disadvantages of a retention or acceleration for their child the student.
- 1.3 Before retention can be considered, a student shall have attended the school for a minimum of one reporting school year.
- 1.4 Before acceleration can be considered, a student shall have attended the school for a minimum of one reporting term/semester.
- 1.5 School staff will review possible program modification/intervention to determine if the student's learning needs can be met without the need for retention or acceleration.
- 1.6 A First Language Academic Assessment will be completed, in consultation with the English as a Second Language/**English Language Development** (ESL/**ELD**) teacher, when considering retention or acceleration of a student whose first language is not English.
- 1.7 The Principal must review the proposed recommendation with the appropriate Superintendent of Education: School Leadership prior to making a final decision.

#### 2. RETENTION

Retention may be considered where program modification and/or intervention have not been successful throughout one reporting school year ~~and, where the student's report card has previously indicated that promotion to the next grade is at risk~~, or where the Parent/Guardian requests retention of their child.

## Procedures

- 2.1 ~~The concept of~~ Retention is discussed by the Principal, appropriate school staff and the Parent/Guardian.
- 2.2 The Parent/Guardian is provided with information which will allow them ~~the opportunity to further~~ consider the implications of retention.
- 2.3 The Parent/Guardian completes *Retention Request Form S24R-1* and submits to the Principal. Copies are distributed as required.
- 2.4 The School completes *Retention Request Data/Information Form S24R-2*, highlighting program modifications ~~and/or~~ interventions.
- 2.5 The Principal consults with the Superintendent of Education: School Leadership.
- 2.6 The Superintendent of Education: School Leadership consults with the Superintendent of Curriculum and Assessment or the Superintendent of Education: Exceptional Learners as appropriate.
- 2.7 The Principal shares the ~~final~~ decision with the Parent/Guardian.
- 2.8 The *Retention Request Summary Form S24R-3* is completed and distributed as indicated.

## 3. ACCELERATION

Acceleration shall be considered only after program modification has been attempted for a minimum of one reporting term/semester, and it is felt by both ~~school staff~~ School Professionals and the Parent/Guardian that acceleration is ~~deemed to be~~ the most appropriate recourse to ensure the student's continuous academic, social and emotional growth.

### Procedures

- 3.1 The concept of acceleration is discussed by the Principal, appropriate school staff and the Parent/Guardian.
- 3.2 The Parent/Guardian is provided with information which will allow them ~~the opportunity to further~~ consider the implications of acceleration.
- 3.3 The Parent/Guardian completes *Acceleration Request Form S24A-1* and submits to the Principal. Copies are distributed as required.
- 3.4 The School completes *Acceleration Request Data/Information Form S24A-2*, highlighting program modifications ~~and/or~~ interventions.
- 3.5 The Principal consults with the Superintendent of Education: School Leadership.
- 3.6 The Superintendent of Education: School Leadership consults with the Superintendent of Curriculum and Assessment or the Superintendent of Education: Exceptional Learners ~~if~~ **as** appropriate.
- 3.7 The Principal shares the ~~final~~ decision with the Parent/Guardian.
- 3.8 The *Acceleration Request Summary Form S24A-3* is completed and distributed as indicated.

**ACCELERATION REQUEST**  
(To be completed by Parent/Guardian/School)

The following is a request to consider acceleration for:

Name of Student:			
Date of Birth:	Day:	Month:	Year:
School:			
Grade:			
Request Initiated by:	Parent/Guardian:	School:	

Rationale for Request [emotional development; social maturity; self-esteem; academic performance; achievement & learning skills]


I/We understand that it is only in exceptional cases a request for acceleration will be approved.

It is understood that it is the right and responsibility of the school Principal to determine the grade placement for each student in the school. (*Education Act*)

Parent/Guardian Signature:	Date:
Principal Signature:	Date Received:

Copy to: Parent/Guardian; O.S.R; Superintendent of Education: School Leadership

York Catholic District School Board

**ACCELERATION REQUEST STUDENT INFORMATION**

**Data Gathering (School Level)**

Name of Student:	Date of Birth:
Classroom Teacher:	Grade:
School:	Date:

**Include Comments on the Following:**

Emotional Development:
Social Maturity:
Self-Esteems:
Learning Skills:
Program Accommodations/Modifications Implemented:
Additional Comments/Observations: (OSR)
Additional Data: Standardized Tests (include CTBS, CCAT or EQAO if available)
Summary Statement:

**School Recommendations:** School supports request for acceleration

☐

School does not support request for acceleration

☐

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

Copy: OSR, Parent/Guardian, Superintendent of Education: School Leadership



## York Catholic District School Board ACCELERATION REQUEST - SUMMARY

Name of Student:	Grade:
School:	Date of Birth:

<b>1. Summary of School Level Parent Conference</b>
a. School and Parent/Guardian agree to accelerate
b. School and Parent/Guardian agree not to accelerate

<b>2. Summary of Student Placement</b>
a. Student accelerated from Grade <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> to Grade <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> as of
b. Student to remain in Grade <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>

<b>3. Parent/Guardian Signature:</b>	Date:
Principal Signature:	Date:

Copy: OSR, Parent/Guardian, Superintendent of Education: School Leadership
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**York Catholic District School Board**  
**RETENTION REQUEST**  
(To be completed by Parent/Guardian/~~or~~School)

The following is a request that the retention process be initiated for:

Name of Student:			
Date of Birth:	Day:	Month:	Year:
School:			
Present Grade:			
Request Initiated by:	Parent/Guardian	School	

Rationale for Request [focus rationale on: emotional development; social maturity; self-esteem; academic performance **& learning skills** (~~achievement & learning skills~~)]


I/We understand that it is only in exceptional cases a request for retention will be approved.

It is understood that it is the right and responsibility of the ~~school~~ Principal to determine grade placement for each student in the school (*Education Act*).

Parent/Guardian Signature:	Date:
Principal Signature:	Date Received:

Copy to: Parent/Guardian; O.S.R; Superintendent of Education: School Leadership

York Catholic District School Board

**RETENTION REQUEST DATA/INFORMATION**

**Data Gathering (School Level)**

Name of Student:	Date of Birth:
Classroom Teacher:	Grade:
School:	Date:

**Include Comments on the Following:**

Emotional Development:
Social Maturity:
Self-Esteem:
Learning Skills:
Program Accommodations/Modifications/Interventions:
Additional Comments/Observations: (OSR)
Standardized Tests (include CTBS, CCAT or EQAO if available)
Summary Statement:

**School Recommendations:** School supports request for retention

☐

School does not support request for retention

☐

Principal Signature \_\_\_\_\_

Date \_\_\_\_\_

Copy: OSR, Parent/Guardian, Superintendent of Education: School Leadership

York Catholic District School Board

**RETENTION REQUEST SUMMARY**


Name of Student:	Grade:
School:	Date of Birth:

<b>1. Summary of School Level Parent Conference</b>
a. School and Parent/Guardian agree to retain
b. School and Parent/Guardian agree not to retain

<b>2. Summary of Student Placement</b>
a. Student to remain in Grade
b. Student proceeds from Grade to Grade as of

<b>3. Parent/Guardian Signature:</b>	Date:
Principal Signature:	Date:

Copy: OSR, Parent/Guardian, Superintendent of Education: School Leadership
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	<b>YORK CATHOLIC DISTRICT SCHOOL BOARD</b>	
	<b>BOARD POLICY</b>	
	<i>Policy Section</i>	<i>Policy Number</i>
	<b>Human Resources</b>	<b>405B</b>
	<i>Former Policy #</i>	<i>Page</i>
	<b>418</b>	<b>1 of 10</b>
	<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
	<b>October 26, 1993</b>	<b>February 21, 2001</b> <b>November 22, 2005</b> <b>October 2, 2012</b> <b>TBD</b>

## **POLICY TITLE: APPOINTMENTS TO ACADEMIC POSITIONS OF RESPONSIBILITY SECTION A**

### **1. PURPOSE**

The Board recognizes the importance of providing leadership opportunities within the organization. Positions of academic responsibility are formal opportunities for **aspiring teachers aspiring to leadership roles**.

The York Catholic District School Board is an equal opportunity employer committed to providing an environment of diversity and employment equity and is dedicated to creating a workplace culture of inclusiveness that reflects the diverse communities that it serves.

### **2. OBJECTIVE**

The selection of faith filled Catholic teachers for positions of academic responsibility will result in the continued success of the organization. In order to ensure that the best candidates for the available positions are selected, it is essential that the selection process and parameters be transparent and applied consistently in an equitable and bias free manner.

### **3. PARAMETERS**

- 3.1 Recruitment of staff will be conducted in a manner that is transparent, consistent, timely, fair and equitable and is free from nepotism, cronyism or any perception of bias.
- 3.2 No employee in a position of leadership or management will influence the recruitment or promotion process by providing unsolicited recommendations of candidates.
- 3.3 For appointments to all positions of academic responsibility within the York Catholic District School Board a candidate shall have an understanding of and a genuine commitment to the Board's philosophy and shared vision.
- 3.4 Teaching personnel who seek positions of academic responsibility must obtain the necessary qualifications, including the successful completion of Religious Education

Courses or equivalent university courses in religious studies.

- 3.5 ~~School-based positions of responsibility will be posted internally to candidates from the school and/or Board. Catholic Education Centre based positions of responsibility will be posted internally to candidates from the school board. Positions will be posted externally should there be no suitable applicants deemed qualified from the internal postings. Positions will be posted to internal candidates within the school/board and, where applicable, to candidates external to the board concurrently.~~
- 3.6 ~~If a position is posted externally,~~ every effort will be made to advertise position vacancies in ethnic and alternative media to promote applications from diverse candidates. Advertisements should include a statement on the accommodation process and instructions for accessing those accommodations. Advertisements should also contain a statement regarding the Board's commitment to equitable employment. These statements should be developed by the Superintendent of Human Resources and reviewed periodically in consultation with the Board's Human Rights and Equity Advisor.
- 3.7 It is understood by all school level teaching personnel that positions of academic responsibility within the York Catholic District School Board require a significant degree of participation in the religious life of the school community. Liturgical celebrations for students and staff; liaison with pastors and families for sacramental preparation programs; and all guidance and counselling services, require incumbents whose lives exemplify the philosophy of Catholic education.
- 3.8 ~~All hiring shall preserve our Separate School Rights in accordance with section 19 (1) of the Human Rights Code which states, "This Human Rights Act shall not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the Constitution Act, 1867 and the Education Act. R.S.O. 1990, c. H.19, s. 19 (1).~~
- 3.9 Selection will be based on demonstrated ability, skill, attitude, as well as demonstrated record of promoting Catholic education. These competencies will be outlined in the position's posting advertisement. When two (2) or more candidates have been determined by the ~~interview~~ hiring panel to be relatively equal in accordance with the above criteria, and any others as determined by the ~~interview~~ hiring panel, the panel will select the candidate who self-identifies as a member of a historically under-represented group. All candidates will be provided with a means of self-identification as part of the hiring process. The self-identification process will be devised by the Superintendent of Human Resources ~~and International Education~~ and the Human Rights and Equity Advisor. ~~Candidates will submit their self-identification to the Superintendent of Human Resources and International Education who will inform the interview panel as deemed necessary.~~
- 3.10 All staff participating in the selection process have an obligation to disclose any real or perceived conflict of interest resulting from a relationship with a candidate prior to participating in the screening or selection process, in accordance with the Board's Conflict of Interest Policy 423. A relationship is defined as any relationship of the staff member to applicants or their immediate family, whether related by blood, adoption, marriage, or common-law relationship and/or any relationship of an intimate and/or financial nature during the preceding five (5) years, and/or any other past or present relationship that may give rise to a reasonable apprehension of bias, including a friend or individual where nepotism may exist or be perceived to exist. All participants in the selection process will be required to sign a Confidentiality and Conflict of Interest attestation which will form part of the documentation of the hiring process.

- 3.11 A process for debriefing internal unsuccessful candidates shall be established so that it is provided in a consistent manner and documented in the recruitment file. External candidates may be given the courtesy of feedback upon request.

#### 4. RESPONSIBILITIES

##### 4.1 Director of Education

- 4.1.1 To ensure compliance with this policy throughout the Board.

##### 4.2 Superintendent of Human Resources and International Education

- 4.2.1 To administer the selection parameters and guidelines of this policy in a fair and equitable manner.
- 4.2.2 ~~Through the Director of Education, to present successful candidates for positions of academic responsibility to the Board of Trustees as information.~~

##### 4.3 Supervisory Officers

- 4.3.1 To **create conditions**, identify, encourage and support potential candidates within their Area Schools or Departments to pursue a position of academic responsibility.

##### 4.4 Principals and Vice Principals

- 4.4.1 To **create conditions**, identify, encourage and support potential candidates within their school to pursue a position of academic responsibility.

#### 5. DEFINITIONS

##### 5.1 Bias Free

To be respectful and treat all candidates fairly and objectively regardless of any protected ground under the Ontario Human Rights Code. The procedures and parameters shall also be applied in a neutral, non-discriminatory manner without distinguishing candidates on the basis of any of the protected grounds within the *Ontario Human Rights Code*.

##### 5.2 Cronyism

The act of showing partiality to close friends or colleagues during the process of recruitment, interviewing, hiring or promoting employees.

##### 5.3 Nepotism

The act of showing favouritism or providing preferential treatment to a family member during the process of recruiting, interviewing, hiring or promoting employees.

##### 5.4 Positions of Academic Responsibility

An academic position that involves leadership of either a program, division, or department. These positions of responsibility include coordinators, consultants, department heads, ~~and supervisors, high school deans (major department heads), assistant deans (assistant department heads), minor deans (minor department heads), consultants,~~ **divisional programs teachers**, program resource teachers, **and** special programs teachers. ~~teachers in charge, and divisional chairs.~~

Nothing in this policy will be interpreted in a way that interferes with the denominational aspects of the Board.

## 6. CROSS REFERENCES

[Education Act and Regulations](#)

[Ontario Human Rights Code](#)

[Ontario College of Teachers Act](#)

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

YCDSB [Policy 425 Workplace Harassment](#)

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

YCDSB [Policy 614 Whistleblower](#)

[OECTA Collective Agreement](#)

<b>Approval by Board</b>	<b>October 2, 2012</b> Date
<b>Effective Date</b>	<b>October 2, 2012</b> Date
<b>Revision Dates</b>	Date
<b>Review Date</b>	<b>October 2, 2017</b> Date



## POLICY TITLE: APPOINTMENTS TO ACADEMIC POSITIONS OF RESPONSIBILITY

### SECTION B: GUIDELINES

#### **1. QUALIFICATIONS**

##### **1.1 Basic Qualifications for all Academic Positions of Responsibility**

- i. Part I of the Religious Education Course (or equivalent).
- ii. Recent Pastoral reference.\*

##### **1.2 Additional Required Qualifications for the Selection of Coordinators and Supervisors**

- i. Minimum of **five** years of successful teaching experience:
  - i. Elementary panel: in two of the three divisions (Primary, Junior, Intermediate).
  - ii. Secondary panel: in both divisions (Intermediate and Senior).
- ii. Expertise in the relevant curriculum area(s) and specialization/certification as required by Ontario Regulation 298 (Operation of Schools—General) made under the Education Act.

##### **1.3 Additional Required Qualifications for the Selection of Consultants, Deans/Heads, Minor Deans/Assistant Heads, Special Programs Teachers and Program Resource Teachers**

- i. Minimum of **three** years successful teaching experience:
  - a) Elementary panel: in two of the three divisions (Primary, Junior, Intermediate).
  - b) Secondary panel: in both divisions (Intermediate and Senior).
- ii. Expertise in the relevant curriculum area(s) and specialization/certification as required by Ontario Regulation 298 (Operation of Schools—General) made under the Education Act.

##### **1.4 Desired Qualifications**

- i. Desired qualifications may be added to a posting for any of the above noted positions of responsibility if considered necessary by the Superintendent Human Resources and International Education.

##### **1.5 Exceptions to Qualification Requirement**

- i. ~~Candidates may be considered for the position without meeting the required qualifications in the event an insufficient number of qualified candidates have applied to the posting or in the event it is not possible for the candidate to obtain the specialization/certification prior to holding the position of responsibility. In such circumstances, such candidate(s) must make a written, binding undertaking to obtain the required qualifications within not more than a two (2) year period. Such appointments will be made on an 'acting' basis and will be reviewed annually, until such time as the requirements are fulfilled. Where a candidate is placed into such an acting assignment and does not obtain the qualifications within the two (2) year period, the teacher will forfeit the assignment.~~ Candidates may be considered for the position without meeting the required qualifications in the event an insufficient number of qualified candidates have applied to the posting for the position,

**POLICY TITLE: APPOINTMENTS TO ACADEMIC POSITIONS OF RESPONSIBILITY**  
**SECTION B: GUIDELINES**

**1. QUALIFICATIONS**

Position of Responsibility	Basic Qualifications	Additional Qualifications Required	Desired Qualifications
<b>Coordinators</b>	<ul style="list-style-type: none"> <li>Part 1 of the Religious Education Course (or equivalent)</li> <li>Recent Pastoral Reference (within 12 months)</li> </ul>	<ul style="list-style-type: none"> <li>Minimum of <b>five (5)</b> years of <b>permanent</b> teaching experience:               <ul style="list-style-type: none"> <li>a) Elementary panel: in two of the three Divisions (Primary, Junior, Intermediate)</li> <li>b) Secondary panel: in both divisions (Intermediate and Senior)</li> </ul> </li> <li>Expertise in the relevant curriculum area(s) and Specialization/certification as required by Ontario Regulation 298 (Operation of Schools - General) made under the Education Act</li> </ul>	<ul style="list-style-type: none"> <li>Desired qualifications may be added to the posting if considered necessary by the Superintendent Human Resources and International Education</li> </ul>
<b>Consultants</b> <b>Deans/ Department Heads</b> <b>Divisional Programs Teacher</b> <del>Minor Deans/</del> <del>Minor Department Heads</del>  <b>Special Programs Teachers</b>  <b>Program Resource Teachers</b>	<ul style="list-style-type: none"> <li>Part 1 of the Religious Education Course (or equivalent)</li> <li>Recent Pastoral Reference (within 12 months)</li> </ul>	<ul style="list-style-type: none"> <li>Minimum of <b>three (3)</b> years of <b>permanent</b> teaching experience:               <ul style="list-style-type: none"> <li>a) Elementary panel: in two of the three Divisions (Primary, Junior, Intermediate)</li> <li>b) Secondary panel: in both divisions (Intermediate and Senior)</li> </ul> </li> <li>Expertise in the relevant curriculum area(s) and Specialization/certification as required by Ontario Regulation 298 (Operation of Schools - General) made under the Education Act</li> </ul>	<ul style="list-style-type: none"> <li>Desired qualifications may be added to the posting if considered necessary by the Superintendent Human Resources and International Education</li> </ul>
<b><u>Exceptions to Qualification Requirement:</u></b> Candidates may be considered for the position without meeting the required qualifications in the event an insufficient number of qualified candidates have applied to the posting or in the event it is not possible for the candidate to obtain the specialization/certification prior to holding the position of responsibility. In such circumstances, such candidate(s) <b>must show proof of enrolment in required qualification at the time of application.</b> <del>must make a written, binding undertaking to obtain the required qualifications within not more than</del>			

a two (2) year period. Such appointments will be made on an 'acting' basis and will be reviewed annually, until such time as the requirements are fulfilled. Where a candidate is placed into such an acting assignment and does not obtain the qualifications within the two (2) year period, the teacher will forfeit the assignment.

### **Term of Department Heads**

~~For new appointments to Department Head that are effective as of September 2020 and onwards, the appointment shall be for a period of four (4) years, with a possibility of a one (1) year extension as determined by the Principal. At the end of the term, existing Department Heads are then eligible to re-apply.~~

~~For Department Head appointments that were in effect for the 2019-2020 school year or earlier, these appointments shall be grandparented and the term extended up to June 30, 2025, subject to staffing guidelines. At the end of the term, existing Department Heads are then eligible to re-apply.~~

## **2. SELECTION AND APPOINTMENT PROCESS**

### **2.1 Pre-Screening for Interview Selection**

- a) Applications should be screened based first on the basic and additional qualifications for the position as indicated in the job posting/advertisement.
- b) If the applicant pool remains too large to practically interview, further screening should be based on the application package which may include the opportunity to provide a statement on the candidate's Philosophy of Education through a Catholic **Equity, Diversity and Inclusion Lenses** and a portfolio of recent work to highlight the applicant's experience and how they align with the posted competencies. The application packages will be scored using an established set of 'look fors' and all screening criteria will be applied consistently to all applicants.
- c) Every effort should be made to interview a diverse pool of applicants, including those who self-identify as members of historically under-represented groups.

### **2.2 Interview Process**

- 2.2.1 Interview panels shall be racially **and gender** diverse ~~and include a person of each gender,~~ where practical and possible. Interview panels will be comprised of Principals and/or Vice Principals and may include Supervisory Officers.
- 2.2.2 All Interview panel members will be provided with up-to-date training in the following areas:
  - 2.2.2.1 Anti-racism and bias-free interviewing practices;
  - 2.2.2.2 Systemic barriers in employment; and,
  - 2.2.2.3 Debriefing techniques for unsuccessful candidates.
- 2.2.3 Interview Guides will be prepared by the interview panel in consultation with the Human Resources Department and will contain questions formulated to address the required competencies for the position. All questions will include 'look fors' and all Interview Guides will contain a scoring rubric. All candidates will be asked the same questions and scored by the panel based on consensus.
- 2.2.4 Competencies, as advertised in the position posting, could include, but are not limited to:
  - 2.2.4.1 Dedication to Catholic education - a continuing desire and effort to develop and foster in staff and students a Christian community based on the Catholic Faith.
  - 2.2.4.2 **Commitment to advancing human rights, diversity, equity and inclusive education within schools and in the community.**
  - 2.2.4.3 Demonstrated classroom excellence as indicated through performance appraisals, the interview and the application package.
  - 2.2.4.4 Knowledge of child/adolescent development and learning psychology, as well as a demonstrated concern for children and youth.
  - 2.2.4.5 Knowledge of required outcomes (i.e. quality learning and enhanced faith).
  - 2.2.4.6 Leadership qualities - Candidates must possess and have demonstrated leadership qualities/abilities which foster a Catholic Learning Community and effectively carry

out the duties and responsibilities required of the position of academic responsibility (identifying barriers to inclusion, judgment, effective communication, collaboration, motivation, empathy, flexibility, dependability, resilience).

2.2.4.7 Commitment to lifelong learning and personal growth.

## **2.3 Appointment Process**

- 2.3.1 Once all candidate interviews have been scored, the candidate with the highest score will be required to provide references. If more than one candidate is tied at the end of the interview process, reference checking will be used to assist with decision making and references will be checked for those candidates. A minimum of three (3) professional references, including the candidate's current immediate supervisor will be obtained. References will be checked by a member of the selection committee. A Reference Check Form will be used to document responses. The references should include a check on leadership skills and job specific competencies. The reference check form will be submitted to the Human Resources Department and form part of the recruitment file.
- 2.3.2 If more than one candidate remains tied after references are checked, the candidate who self-identifies as a member of a historically under-represented group should be offered the position.
- 2.3.3 Positions should be offered by a member of the Human Resources Department.

## **SELECTION AND APPOINTMENT PROCESS**

### **2.1 Pre-Screening for Interview Selection**

- ~~2.1.1 Applications should be screened based first on the basic and additional qualifications for the position as indicated in the job posting/advertisement.~~
- ~~2.1.2 If the applicant pool remains too large to practically interview, further screening should be based on the application package which may include the opportunity to provide a statement on the candidate's Philosophy of Education through a Catholic Equity, Diversity and Inclusion lenses and a portfolio of recent work to highlight the applicant's experience and how they align with the posted competencies. The application packages will be scored using an established set of 'look fors' and all screening criteria will be applied consistently to all applicants.~~
- ~~2.1.3 Every effort should be made to interview a diverse pool of applicants, including those who self-identify as members of historically under-represented groups.~~

### **2.2 Interview Process**

- ~~2.2.1 Interview panels shall be racially and gender diverse, where practical and possible. Interview panels will be comprised of Principals and/or Vice Principals and may include Supervisory Officers.~~
- ~~2.2.2 All Interview panel members will be provided with up-to-date training in the following areas:
  - ~~2.2.2.1 Anti-racism and bias-free interviewing practices;~~
  - ~~2.2.2.2 Systemic barriers in employment;~~
  - ~~2.2.2.3 Debriefing techniques for unsuccessful candidates.~~~~
- ~~2.2.3 Interview Guides will be prepared by the interview panel in consultation with the Human Resources Department and will contain questions formulated to address the required competencies for the position. All questions will include 'look fors' and all Interview Guides will contain a scoring rubric. All candidates will be asked the same questions and scored by the panel based on consensus.~~
- ~~2.2.4 Competencies, as advertised in the position posting, could include, but are not limited to:~~

- ~~2.2.4.1 Dedication to Catholic education – a continuing desire and effort to develop and foster in staff and students a Christian community based on the Catholic Faith.~~
- ~~2.2.4.2 Commitment to advancing human rights, diversity, equity and inclusive education within schools and in the community.~~
- ~~2.2.4.3 Demonstrated classroom excellence as indicated through performance appraisals, the interview and the application package.~~
- ~~2.2.4.4 Knowledge of child/adolescent development and learning psychology, as well as a demonstrated concern for children and youth.~~
- ~~2.2.4.5 Knowledge of required outcomes (i.e. quality learning and enhanced faith).~~
- ~~2.2.4.6 Leadership qualities – Candidates must possess and have demonstrated leadership qualities/abilities which foster a Catholic Learning Community and effectively carry out the duties and responsibilities required of the position of academic responsibility (identifying barriers to inclusion, judgment, effective communication, collaboration, motivation, empathy, flexibility, dependability, resilience).~~
- ~~2.2.4.7 Commitment to lifelong learning and personal growth.~~

## **2.3 Appointment Process**

- ~~2.3.1 Once all candidate interviews have been scored, the candidate with the highest score will be required to provide references. If more than one candidate is tied at the end of the interview process, reference checking will be used to assist with decision making and references will be checked for those candidates. A minimum of three (3) professional references, including the candidate's current immediate supervisor will be obtained. References will be checked by a member of the selection committee. A Reference Check Form will be used to document responses. The references should include a check on leadership skills and job specific competencies. The reference check form will be submitted to the Human Resources Department and form part of the recruitment file.~~
- ~~2.3.2 If more than one candidate remains tied after references are checked, the candidate who self-identifies as a member of a historically under-represented group should be offered the position.~~
- ~~2.3.3 Positions should be offered by a member of the Human Resources Department.~~

## **3. ACTING POSITIONS**

Acting positions are used on an interim basis to replace an incumbent who temporarily vacates a position of academic responsibility.

### **3.1 SELECTION AND APPOINTMENT PROCESS**

- 3.1.1. **For school-based positions of responsibility**, if the acting designation is to be from two (2) months to a full school year, then the position will be advertised internally **within the school** and the above interview and selection process used. **For acting assignments of less than two (2) months, an individual may be appointed where applicable.**
- 3.1.2. **For system-wide positions of responsibility**, if the acting designation is to be from two (2) months to a full school year, then the position will be advertised internally **within the Board** and the above interview and selection process used. **For acting assignments of less than two (2) months, an individual may be appointed where applicable.**
- 3.1.3. Upon the return of the incumbent, the person appointed to the acting position would be guaranteed a return to a position similar to the one held before the acting assignment **subject to the staffing provisions under the collective agreement. for up to two (2) years.**

- 3.1.4. In the event that the incumbent does not return to the position, the position would be declared vacant at the end of the designated term and would be advertised in accordance with the above process.
- 3.1.5. Acting designations may be applied under 1.5 above, in the event that the successful candidate for a position of academic responsibility does not hold all of the posted qualifications required for a specific position. Upon acquisition of the required qualifications, the individual will be appointed to the position without the "acting" designation.

### **ACTING POSITIONS**

Acting positions are used on an interim basis to replace an incumbent who temporarily vacates a position of academic responsibility.

### **3.1 SELECTION AND APPOINTMENT PROCESS**

- ~~3.1.1 For school-based positions of responsibility, if the acting designation is to be from two (2) months to a full school year, then the position will be advertised internally within the school and the above interview and selection process used. For acting assignments of less than two (2) months, an individual may be appointed where applicable.~~
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- ~~3.1.4 In the event that the incumbent does not return to the position, the position would be declared vacant at the end of the designated term and would be advertised in accordance with the above process.~~
- ~~3.1.5 Acting designations may be applied under 1.5 above, in the event that the successful candidate for a position of academic responsibility does not hold all of the posted qualifications required for a specific position. Upon acquisition of the required qualifications, the individual will be appointed to the position without the "acting" designation.~~



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Human Resources</b>	<i>Policy Number</i> <b>407</b>
<i>Former Policy #</i>	<i>Page</i> <b>1 of 33</b>
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
<b>August 26, 2003</b>	<b>March 31, 2009</b> <b>June 20, 2017</b> <b>TBD</b>

### POLICY: POLICE RECORD CHECKS – BOARD EMPLOYEES

#### SECTION A

##### 1. PURPOSE

The York Catholic District School Board affirms its responsibility to provide a safe and secure learning and working environment for students and staff. The Board is in a position of **public** trust with regards to **the safety of** students and must strive to protect their intellectual, physical and emotional well-being. In accordance with [Ontario Regulation 521/01](#), the Collection of Personal Information, the Board commits to implementing appropriate measures to ensure that those employees having direct and regular contact with students are free of any criminal records **per the Criminal Code of Canada** which may place a student at risk.

##### 2. OBJECTIVE

It is the policy of the York Catholic District School Board to not employ or continue to employ persons who have a **criminal and** police record which may place any student(s) at risk as a result of their direct and regular contact.

##### 3. PARAMETERS

- 3.1 The Board shall comply with Ontario Regulation 521/01, the Collection of Personal Information, as it pertains to employees of the Board.
- 3.2 New employees who have direct and regular contact with students will be required to provide, at their own expense, an original copy of their Vulnerable Sector Check prior to commencing employment with the Board.
- 3.3 New employees who do not have direct and regular contact with students will be required to provide, at their own expense, an original copy of their Criminal Record Check prior to commencing employment with the Board.



3.4 Existing employees shall submit annually, and by September 1, an updated Offence Declaration. **Employees who fail to meet this requirement, may be subject to removal from their assignment and disciplinary action in accordance with Board Policy 412 *Progressive Discipline of Employees*.**

3.5 Retention

Criminal record checks, vulnerable sector checks and offence declarations will be filed in a separate and secure **personnel files** location in accordance with Regulation 521/01.

3.6 Adjudication

3.6.1 Where evidence is received of a police record, the Superintendent of Human Resources **and International Education**, shall consider the circumstances surrounding the record when determining an appropriate course of action.

3.6.2 The course of action may include disciplinary action up to and including dismissal, and/or withdrawal of the employment offer, and shall be in compliance with other Board policies, collective agreements, **terms and conditions of employment**, and legislation.

~~Consequences of Non-Compliance~~

~~Failure to provide a current Offence Declaration form by the date prescribed may be subject to disciplinary action up to and including dismissal.~~

4. **DEFINITIONS**

4.1 **Direct and Regular contact with Students**

Working with students face-to-face or having unsupervised access to students on a recurring basis.

4.2 **Offence Declaration**

An internet declaration completed annually by individuals that lists any Criminal Code **of Canada** convictions for which a pardon has not been granted since the last police record check was collected. This declaration is in accordance with Ontario Regulation 521/01.

4.3 **Police Record Check**

A document concerning an individual that was prepared by a police force within six **(6)** months before the day the Board collects the document, containing information concerning the individual's personal criminal background.

4.4 **Vulnerable Sector Check**

The vulnerable sector check provides the screening of individuals who intend on working with the Board.

5. **RESPONSIBILITIES**

5.1 **Director of Education**

5.1.1. To oversee compliance with the Police Record Checks – Board Employees Policy.

5.2 **Superintendent of Human Resources and International Education**

5.2.1. To ensure that an offer of employment is not confirmed until a satisfactory criminal record check/vulnerable sector check is received;



- 5.2.2 To ensure that all employees complete an offence declaration on an annual basis;
- 5.2.3 To ensure overall compliance with **Ontario** Regulation 521/01; and
- 5.2.4 To adjudicate, where required.

## 6. CROSS REFERENCES

[Criminal Code of Canada](#)

[Ontario Regulation 521/01](#)

(*The Collection of Personal Information*)

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

## 7. RELATED FORMS

York Region Police Services  
York Region Police Services

Vulnerable Sector Check  
Criminal Record Check

<b>Approval by Board</b>	<b>June 20, 2017</b> _____ <i>Date</i>
<b>Effective Date</b>	<b>June 21, 2017</b> _____ <i>Date</i>
<b>Revision Dates</b>	<b>June 20, 2017</b> _____ <i>Date</i>
<b>Review Date</b>	<b>June 2022</b> _____ <i>Date</i>



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Human Resources</b>	<i>Policy Number</i> <b>413</b>
<i>Former Policy #</i>	<i>Page</i> <b>1 of 6</b>
<i>Original Approved Date</i> <b>December 4<sup>th</sup>, 2012</b>	<i>Subsequent Approval Dates</i> <b>January 30, 2018</b> <b>TBD</b>

**POLICY TITLE: ATTENDANCE SUPPORT PROGRAM**

### SECTION A

#### 1. PURPOSE

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

#### 2. OBJECTIVE

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

#### 3. PARAMETERS

##### 3.1 Promotion

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

##### 3.2 Reporting Absences

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

### 3.3 **Managing Attendance**

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

### 3.4 **Managing Culpable Absenteeism**

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

### 3.5 **Disability Support**

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

### 3.6 **Training and Communicating Expectations**

~~The Board shall provide program guidelines to describe the Attendance Support process and the responsibility of each party involved.~~ **Recurrent** training will be provided to Principals/Managers/Supervisors to support the awareness and understanding of the program and to support its implementation as requested or deemed necessary. **Board-wide communication shall be disseminated to all employees and their union/association representatives, including but not limited to, system memos and information brochures outlining the Attendance Support Program.**

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

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

### 3.8 **Wellness**

~~The goal of the Wellness program is for all employees to attain health and balance in their lives. It is designed to promote and raise awareness of a healthy workplace and lifestyle through a holistic approach including preventative strategies and educational programs. "Our Employees' health is directly linked to student achievement. When we live well, those around us benefit."~~ The YCDSB Employee Wellness Program will:

3.8.1 Create awareness about relevant health matters;

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

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

### 3.9 **Confidentiality**

~~The confidential nature of all personal and medical information provided by the employee or treating practitioner(s) to the school board will be respected by all involved parties.~~

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

## 4. RESPONSIBILITIES

### 4.1 Director of Education

- 4.1.1 To promote this policy as a joint responsibility of all Board stakeholders.
- 4.1.2 To oversee compliance with the Attendance Support Program policy and procedures.

### 4.2 Attendance Support Advisory Committee (ASAC)

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

### 4.3 Superintendent of Human Resources

- 4.3.1 To support and serve as a resource for Direct Supervisors/Managers in addressing attendance support issues.
- 4.3.2 To ensure the appropriate and consistent administration and monitoring of the Attendance Support Program for appropriate and consistent implementation.
- 4.3.3 To report regularly to the Board on the effectiveness of the Attendance Support Program.
- 4.3.4 To report to the Board, **regularly at each of the Human Resources Committee meetings**, the financial impact of the attendance support program ~~semi-annually.~~  
~~To chair the Attendance Support Advisory Committee (ASAC).~~
- 4.3.5 **To lead Stage 3 and 4 Meetings of the Attendance Support Program.**

### 4.4 Manager of Employee Health and Wellness

- 4.4.1 To develop and update the Board's Attendance Support policy and procedures while adhering to the York Catholic District School Board's mission and vision.
- 4.4.2 To support the implementation and maintenance of the Attendance Support Program by monitoring program effectiveness and reporting to the Superintendent of Human Resources.
- 4.4.3 To oversee all Attendance Support Program activities as determined by the Superintendent of Human Resources.
- 4.4.4 **To support and serve as a resource for Direct Supervisors/Managers in addressing attendance support issues.**

### 4.5 Attendance Support Coordinator

- 4.5.1 To communicate attendance expectations **and the established absence threshold** to all employees **and their unions** through an annual review of the Attendance Support Program.
- 4.5.2 To review absence reports of employees and initiate the attendance support process when an employee has exceeded the absence threshold as outlined in the procedure, an addendum to this policy.
- 4.5.3 To Identify absenteeism trends or patterns, including but not limited to:
  - 4.5.3.1 Frequent absences of short duration.
  - 4.5.3.2 Absenteeism in excess of the absence threshold.
  - 4.5.3.3 Absences due to doctor appointments or scheduled treatment.
  - 4.5.3.4 A pattern of repeated days of absence taken in proximity to weekends/P.A. Days and Statutory or Board holidays.

- ~~i) Absences due to workplace injury and/or illness.~~
- ~~ii) Unauthorized absences.~~
- ~~iii) Absences in excess of standard recovery time, in accordance with the Canadian Medical Association, for an employee's illness or injury as identified by the Superintendent or designate.~~
- 4.5.4 To address all absenteeism issues using discretion.
- 4.5.5 To support employees and act as a resource.
- 4.5.6 To advise employees of available resources i.e. Employee and Family Assistance program (EFAP).
- 4.5.7 To participate in all meetings as outlined in this procedure and provide guidance to support and promote improved attendance for each employee involved in the process.
- 4.5.8 To provide ongoing positive reinforcement to those working towards their attendance goals.
- 4.5.9 To support Principals/Managers/Supervisors in relevant program application.

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

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

#### **Employee Representative Associations**

- ~~To support the communication and education of the Board's Attendance Support Program to its members.~~
- ~~To support and serve as a resource for its members in the communication of the Attendance Support Policy and Procedure.~~
- ~~To participate in meetings as outlined in the procedure, an addendum to this policy, and support the attendance goals in collaboration with the employee and the Attendance Support Coordinator.~~
- ~~To provide guidance and promote improved attendance for each of its members involved in the process.~~

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

- 4.7.1 To participate in all meetings as outlined in the procedures, an addendum to this policy.
- 4.7.2 To support employees in the Attendance Support Program.
- 4.7.3 To ensure the daily maintenance of accurate, up-to-date records regarding employees' absences as designated by Human Resources.  
~~To participate in the employee's Return to Work Plan meeting(s), including accommodations and/or modifications to the employee's duties, based on recommendations from Employee Health and Wellness Services.~~

#### **4.8 Employee**

- 4.8.1 To maintain regular **and consistent** attendance. **If necessary, to request accommodations in order to maintain regular and consistent attendance.**  
~~To participate actively in all stages of the Attendance Support process.~~
- 4.8.2 To participate **actively in all stages** of the Attendance Support process, which may include medical documentation (as per Collective Agreements) to

- describe the nature of the illness/injury and relevant restrictions/limitations to support an absence.
- 4.8.3 To forward all relevant medical documentation to the Board's Employee Health and Wellness Services.
- 4.8.4 To enter her/his own absence correctly at the time of the absence when possible.

## 5. DEFINITIONS

### 5.1 Absenteeism

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

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

#### 5.1.2 Culpable Absenteeism

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

### 5.2 Disability

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

### 5.3 Wellness

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

## 6. CROSS REFERENCES

[Employment Standards Act](#)

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

[Occupational Health and Safety Act](#)

[Ontario Human Rights Code](#)

[Workplace Safety and Insurance Act](#)

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

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

YCDSB Procedure 413 [Attendance Support Program](#)

~~YCDSB Procedure Absence Reporting~~

~~YCDSB Procedure Confidentiality of Medical Records~~

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

~~YCDSB Procedure Health and Wellness Program~~

Approval by Board	<u>January 30, 2018</u> <i>Date</i>
Effective Date	<u>January 31, 2018</u> <i>Date</i>
Revision Dates	<u>January 30, 2018</u> <i>Date</i>
Review Date	<u>January 2023</u> <i>Date</i>

DRAFT



**York Catholic District School Board**



**PROCESS:**  
**ATTENDANCE SUPPORT PROGRAM**

**PROCEDURE:**  
**SUPPORTING EMPLOYEE WELLNESS**

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

Effective: January 31, 2018 **TBD**



## PURPOSE

~~The intent of the Attendance Management procedure is to provide non-disciplinary and supportive assistance to employees who exceed the York Catholic District School Board's established absence threshold.~~

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

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

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

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

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

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

~~Should a medically supported disability be identified that requires support or accommodation at any time during the Attendance Support Program, the York Catholic District School Board shall review and where required, support the employee's transition into the disability support pSrogram. Sporadic absences may continue to be considered within the Attendance Support Program.~~

## 1. TYPES OF ABSENCES

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

ABSENCES MAY INCLUDE
<p>Innocent (Non-culpable)</p> <ul style="list-style-type: none"><li>• Code 01 - Personal illness / injury absences that are less than (5) five consecutive days in length and where those absences are not managed within the Board's Disability Support program.</li><li>• Code 30 - Additional Medical Appointments</li></ul>
ABSENCES NOT INCLUDED
<ul style="list-style-type: none"><li>• Culpable absenteeism</li><li>• Family medical leaves as defined by the Employment Standards Act</li><li>• Pre-approved prolonged leaves of absence</li><li>• Bereavement leave</li><li>• Jury or subpoena leave</li><li>• Pregnancy/parental leave</li><li>• Union business leave</li><li>• Examinations and convocations</li><li>• Code 9: Quarantine &amp; Code 117: COVID-19 absences</li><li>• Observance of recognized religious holy days</li><li>• Inclement Weather Day</li><li>• Suspensions</li><li>• Approved Long Term Disability absences</li><li>• Approved WSIB Absences</li><li>• Pending WSIB Approval</li><li>• Paid or Unpaid Personal leaves (including paternity and adoption leaves)</li><li>• Emergency leaves under the Employment Standards Act not due to personal illness/injury</li><li>• Vacation, Personal or Family Assistance absences</li><li>• Code 01: Personal Illness absences that are (5) five or more consecutive days in length</li></ul>

## TYPES OF ABSENCES

### 1.1 Absenteeism

1.1.1 (Non-Culpable) Innocent or conventional absenteeism relates to absences as a result of illness or injury that arise due to circumstances beyond the employee's control. The

employee is supported through the Attendance Support Program or the Disability Support Program.

1.1.2 Culpable Absenteeism relates to those absences for which employees can be held accountable. Failure to attend work without notifying the employer, lateness for work or leaving early and abuse of leave including the use sick days for reasons unrelated to personal illness are examples of culpable absences. These absences are not dealt with through the Attendance Support Program.

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

<b>ABSENCES MAY INCLUDE</b>	
Innocent (Non-culpable)	<ul style="list-style-type: none"> <li>Personal illness / injury unrelated to work (paid and unpaid) if the absences are &lt;6 consecutive days and the employee is not involved in the school Board's Disability Support program.</li> </ul>
<b>ABSENCES NOT INCLUDED</b>	
	<ul style="list-style-type: none"> <li>Vacation</li> <li>Culpable absenteeism</li> <li>Family medical leaves as defined by the Employment Standards Act</li> <li>Pre-approved prolonged leaves of absence</li> <li>Bereavement leave</li> <li>Jury or subpoena leave</li> <li>Pregnancy/parental leave</li> <li>Union business leave</li> <li>Examinations and convocations</li> <li>Quarantine</li> <li>Observance of recognized religious holy days</li> <li>Inclement Weather Day</li> <li>Suspensions</li> <li>Approved Long Term Disability claims</li> <li>WSIB absences &gt;5 consecutive days</li> <li>Paid or Unpaid Personal leaves</li> <li>Emergency leaves under the Employment Standards Act not due to personal illness/injury</li> </ul>

## 2. ABSENCE SUPPORT PROCESS

- 2.1 The Attendance Support program addresses non-culpable, innocent absenteeism in a supportive manner. The intent is to understand the reasons for absenteeism, discuss the impact of absences, provide timely support and encourage regular attendance and proactive use of preventative measures.
- 2.2 **Absence Threshold** – is the established number of absences per school year that may initiate entry into the Attendance Support Program. The absence threshold is used as a mechanism to initiate non-disciplinary and supportive intervention.
- 2.2.1 The absence threshold will be reviewed periodically by the Board. Employees and their union shall be notified of threshold changes.
- 2.2.2 Absence threshold is based on the number of months worked by an employee in a year.
- 2.3 **Important:** Should a medically supported disability or relevant medical information be identified that requires support or accommodation at any time during the Attendance Support Program, the York Catholic District School Board shall review and where required, support the employee's transition into the Disability Support Program. Disability Support will refer the employee back to the Attendance Support Program if/when appropriate. Sporadic absences may continue to be considered within the Attendance Support Program.
- 2.4 All employees are supported and individual circumstances are reviewed on a case-by-case basis.
- 2.5 The employee shall be advised of their right to union representation. The employee, at their request, may include his/her union/association representative in the attendance support process. The representative may attend any meetings that occur to discuss or review the employee's attendance.
- 2.6 Employees who do not exceed the absence threshold in a 12-month review period shall exit from the program and will receive an email confirming improved attendance. Unions will be copied on exit emails after an employee exits the program at Stage 2,3 or 4 of the Attendance Support Program.
- 2.7 The Attendance Support Program includes 4 distinct stages: Stage 1, 2, 3, and 4.

## ~~2. ABSENCE SUPPORT PROCESS~~

~~2.1 Absence Threshold – is the established number of absences per school year that may initiate possible entry into the Attendance Support Program.~~

~~2.2 The absence threshold will be reviewed annually by the Board. Employees shall be notified of threshold changes. The threshold is used as a mechanism to initiate non-disciplinary and supportive intervention.~~

~~2.3 When an employee exceeds the absence threshold, the attendance support process may be initiated. The Principal/Manager/Supervisor and /or Attendance Support Co-ordinator shall meet with the employee to discuss his/her level of absenteeism having regard for the personal circumstances of the employee.~~

~~2.4 The employee, at their request, may include his/her representative in the attendance support process. The representative may attend any meetings that occur to discuss or review the employee's attendance.~~

~~2.5 Employees who do not exceed the absence threshold in a 12 month review period shall~~

~~exit from the program.~~

**2.6 The attendance support program includes 4 distinct stages:**

**2.6.1 i) ~~Stage 1~~**

~~The employee shall enter Stage 1 as he/she has exceeded the absence threshold. Stage 1 consists of a meeting with the employee, Principal/Manager/Supervisor to initiate discussion related to the employee's absence level, gain an understanding of the issue(s) that may be preventing the employee from regularly attending work, offer support and establish a goal of sporadic absences 10 days or less over the next 12 consecutive months.~~

**ii) ~~Coaching Level 1~~**

~~The Attendance Support Co-ordinator shall contact the employee every 3 months during the next 12 months to review attendance goals and offer support which may include referral to the Disability Support Program.~~

**2.8 STAGE 1**

The employee shall enter Stage 1 as he/she has exceeded the absence threshold, unless the employee is already in the program.

Stage 1 consists of an email to the employee from the Attendance Support Coordinator that will include the following information:

- a) Attendance Support Policy and Procedure;
- b) Assistance and supports available to the employee, including the Employee and Family Assistance Program (EFAP);
- c) Concern about employee's absence history;
- d) Importance of regular attendance;
- e) Meeting with their supervisor / manager / principal; and
- f) Sporadic absence goal over the next 12 consecutive months from the date of the email, as based on the established absence threshold. The employee's absences will be monitored during this period of time within the coaching process. The employee may transition to the next stage of the program at any time based on their inability to meet the established goal.
- g) The employee shall be advised of their right to union representation. The employee, at their request, may include his/her union/association representative in the attendance support process. The representative may attend any meetings that occur to discuss or review the employee's attendance.

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

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

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

### **2.8.1 Stage 1 - Coaching**

The Attendance Support Coordinator shall contact the employee every 3 months up to a maximum of 12 months or at an appropriate interval based on the employee's unique circumstances to review the attendance goal and offer support which may include referral to the Disability Support Program. The employee may transition to the next stage of the program at any time if they are unable to meet the established goal.

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

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

## **2.9 STAGE 2**

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

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

- a) Identify concern about the employee's continued absences and offer support and information about the program and available resources;
- b) Review the employee's absence history, having discretion and regard for the personal extenuating circumstances of the employee;
- c) Ensure that the employee is using proper absence coding;
- d) Inquire, listen, discuss any barriers that may be preventing regular attendance and review options for support;
- e) If the employee reports a medical issue, the employee will be referred to the Disability Support Program;
- f) Identify the sporadic absence goal over the next 12 consecutive months from the date of the meeting, as based on the established absence threshold. The employee's absences will be monitored during this period of time within the coaching process. The employee may transition to the next stage of the program at any time based on their inability to meet the established goal;
- g) Affirm employee's responsibilities in the process; and
- h) The employee shall be advised the lack of improved attendance may progress the employee to Stage 3 and may require review of employment status up to and including termination for innocent absenteeism.

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

### **2.9.1 Stage 2 - Coaching**

The Attendance Support Coordinator shall contact the employee every 3 months up to a maximum of 12 months or at an appropriate interval based on the employee's unique circumstances to review the attendance goal and offer support which may include referral to the Disability Support Program. The employee may transition to the next stage of the program at any time if they are unable to meet the established goal.

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

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

**2.6.2 i) Stage 2**

~~The employee may enter Stage 2 as he/she has been unable to meet the attendance goals established in Stage 1. Stage 2 consists of a meeting with the employee, Principal/Manager/Supervisor and the Attendance Support Co-ordinator to review the employee's absence level and establish a goal of 10 days or less over the next 12 months. The employee shall be advised the lack of improved attendance may progress the employee to Stage 3 and may require review of employment status up to and including termination for innocent absenteeism.~~

**ii) Coaching Level 2**

~~The Attendance Support Co-ordinator shall contact the employee every 3 months during the next 12 months to review attendance goals and offer support which may include referral to the Disability Support Program.~~

**2.10 STAGE 3**

The employee may enter Stage 3 as he/she has been unable to meet the attendance goals established in Stage 2.

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

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



### 2.10.1 Stage 3 - Coaching

The Attendance Support Coordinator shall contact the employee every 3 months up to a maximum of 12 months or at an appropriate interval based on the employee's unique circumstances to review the attendance goal and offer support which may include referral to the Disability Support Program. The employee may transition to the next stage of the program at any time if they are unable to meet the established goal.

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

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

#### 2.6.3 i) **Stage 3**

~~The employee may enter Stage 3 as he/she has been unable to meet the attendance goals established in Stage 2. Stage 3 consists of a meeting with the employee, Principal/Manager/Supervisor, Superintendent of Human Resources and union/association representative to review the employee's absence level, barriers to attend work regularly and determine an attendance goal. The employee shall be advised that the continued lack of improved attendance may progress to Stage 4 and may require review of employment status up to and including termination for innocent absenteeism.~~

#### ii) **Coaching Level 3**

~~The Attendance Support Co-ordinator shall contact the employee every 2 months during the next 12 months to review attendance goals and offer support which may include referral to the Disability Support Program.~~

### 2.11 STAGE 4

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

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

The Board shall determine that:

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



to innocent absenteeism).

#### ~~2.6.4 Stage 4~~

~~i) The employee may enter Stage 4 as he/she has been unable to meet the attendance goals established in Stage 3. Stage 4 consists of a meeting with the employee, Principals/Managers/Supervisors, Superintendent of Human Resources and union/association representative.~~

~~The board shall determine that:~~

~~a) It has fulfilled its obligations under the applicable collective agreement and/or policies and procedures, the Workplace Safety and Insurance Act, Ontario Human Rights Code and any other applicable legislation; and,~~

~~b) The employee's absenteeism has repeatedly exceeded the absence threshold and there is no likelihood that the employee shall be able to attend work regularly in the foreseeable future; the employee shall be advised that his/her employment may be terminated~~

### 3. COMMUNICATION

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

### 4. TRAINING

4.1. Knowledge and awareness of the program shall be shared with the Trustees at Board committee meetings.

4.2. ~~Implementation~~ Recurrent training shall be provided to all Principal/Managers/Supervisors through a 3<sup>rd</sup> party service provider ~~on an annual basis.~~

### 5. REFERENCES

[Employment Standards Act](#)

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

[Occupational Health and Safety Act](#)

[Ontario Human Rights Code](#)

[Workplace Safety and Insurance Act](#)

[Attendance Support Program Flowchart](#)

YCDSB [Policy 413 Attendance Support Program](#)

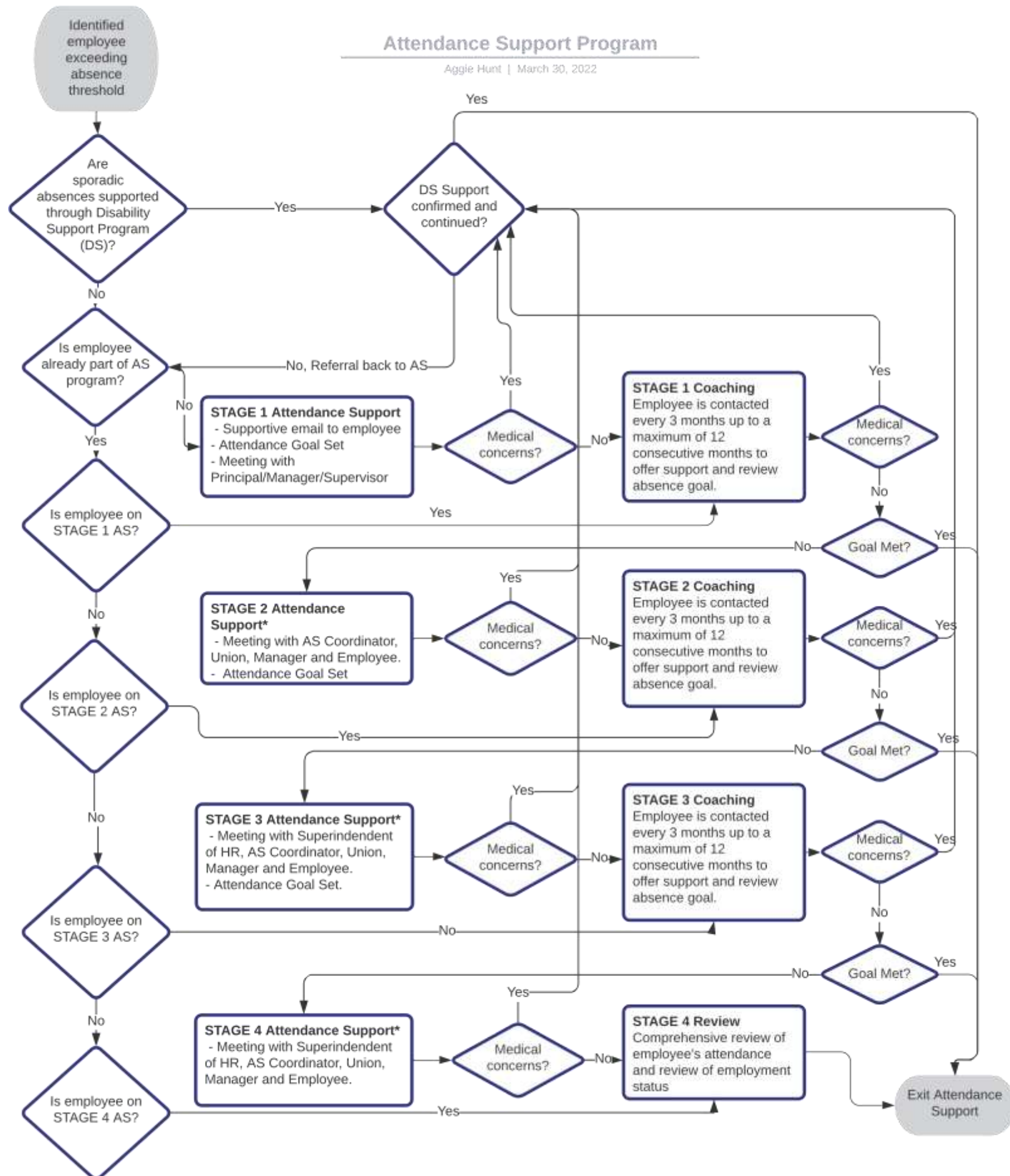
~~YCDSB Procedure Absence Reporting~~

~~YCDSB Procedure Health and Wellness Program~~

~~YCDSB Medical Certificate Form~~

## Attendance Support Program

Aggie Hunt | March 30, 2022



\*Employee *may* enter next stage of Attendance Support if goal is not met.



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Human Resources</b>	<i>Policy Number</i> <b>415</b>
<i>Former Policy #</i>	<i>Page</i> <b>1 of 6</b>
<i>Original Approved Date</i> <b>December 17, 2013</b>	<i>Subsequent Approval Dates</i> <b>September 25, 2018</b> <b>TBD</b>

### POLICY TITLE: ACCESSIBILITY STANDARDS FOR EMPLOYMENT

#### SECTION A

##### 1. PURPOSE

The York Catholic District School Board, as a large public sector organization, is responsible for providing employment opportunities that are barrier-free, bias-free and **facilitate the enabling** of full integration for those with disabilities **as defined by the Ontario Human Rights Code**. In its ongoing efforts to ensure accessibility for all, the York Catholic District School Board endorses the *Accessibility for Ontarians with Disabilities Act, 2005* and the regulations supporting this Act. The York Catholic District School Board strives to ensure that the principle of equity of opportunity is reflected and valued in our Catholic learning and working environments.

The purpose of this policy is to outline the employment standard practices and procedures approved by the Board in order to meet the obligations of the Act for the wider community.

This Policy does not apply to volunteers or other non-paid individuals.

##### 2. OBJECTIVE

The York Catholic District School Board acknowledges that in order for individuals to actively and equitably participate fully in the Catholic learning environment, various accessibility supports may be required throughout their employment life cycle. These include, but are not limited to:

- 2.1 Informing employees and the public of supports throughout the employment life cycle;
- 2.2 An accessible **and transparent** recruitment process;
- 2.3 Accessible formats and/or communication supports;
- 2.4 Documented individual accommodation plans and, if required, workplace emergency response information and, return to work process; and,
- 2.5 Taking into account the accessibility needs of employees with disabilities when providing performance management, career development, **training** and redeployment opportunities.

### 3. PARAMETERS

- 3.1 The Board shall provide Accessibility Standards training to employees who participate in recruitment, hiring and employment processes.
- 3.2 The Board shall notify its employees and the public about the availability of accommodations for applicants with disabilities in its recruitment and selection processes.
- 3.3 The Board shall notify applicants, when they are individually selected to participate in the selection process that accommodations are available upon request in relation to the materials or processes to be used.
- 3.4 If a selected applicant requests an accommodation, the Board shall consult with the applicant and provide or arrange for the provision of a suitable accommodation in a manner that takes into account the applicant's accessibility needs due to disability.
- 3.5 The Board shall, when making an offer of employment, notify the successful applicant of its policies for accommodating employees with disabilities.
- 3.6 The Board shall inform its employees, as soon as practical in the case of new employees, of its policies that support employees with disabilities, including, but not limited to, policies on the provision of job accommodations that take into account an employee's accessibility needs due to disability.
- 3.7 The Board shall provide updated information to its employees whenever there is a change to existing policies on the provision of job accommodations.
- 3.8 Where an employee with a disability so requests it, and in consultation with the appropriate Board personnel, the Board shall provide or arrange for the provision of accessible formats and/or communication supports for information that is needed in order to perform the employee's job or for information that is generally available to employees in the workplace.
- 3.9 The Board shall maintain a written process for the development of documented individual accommodation plans for employees with disabilities.
- 3.10 The Board shall provide individualized workplace emergency response information, as part of the accommodation plan, to employees who have a disability and require such emergency response information for their personal safety and well-being.
- 3.11 The Board shall review the individualized workplace emergency response information for every employee who has a disability on an annual basis, or when the employee moves to a different location in the organization, or when the Board revises emergency response practices or procedures.
- 3.12 The Board shall maintain a return to work process for its employees who have been absent from work due to a disability and require disability-related accommodations in order to return to work in a safe and timely manner.
- 3.13 The Board shall take into account the accessibility needs of employees with disabilities, as well as individual accommodation plans, when using the Board's performance management process.

- 3.14 The Board shall take into account the accessibility needs of its employees with disabilities as well as individual accommodation plans, when providing career development and advancement information and/or opportunities to its employees.
- 3.15 The Board shall take into account the accessibility needs of its employees with disabilities, as well as individual accommodation plans, when redeploying employees.
- 3.16 Diversity, Equity and Human Rights
  - 3.16.1 Hiring practices shall promote human rights and equity in order to achieve a diverse and representative workforce.
  - 3.16.2 Policies and practices shall recognize the value of maintaining a workforce that is inclusive and reflective of the communities served and shall advance equity, diversity and inclusion throughout the organization. This will include continuous review and monitoring of each stage of the hiring process to ensure that no stage creates any systemic barriers for candidates of under-represented backgrounds; and
  - 3.16.3 Provide accommodation requested by applicants, based on any protected grounds under the Ontario Human Rights Code, to support their ability to participate fully in the Board's recruitment and selection process.
  - 3.16.4 Preserve our Separate School Rights in accordance with section 19 (1) of the Human Rights Code which states, "This Human Rights Act shall not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the Constitution Act, 1867 and the Education Act. R.S.O. 1990, c. H.19, s. 19 (1).

#### 4. RESPONSIBILITIES

##### 4.1 Director of Education

- 4.1.1 To oversee compliance to the Accessibility Standards for Employment policy and relevant processes and procedures.

##### 4.2 Senior ~~Team~~ Administration

- 4.2.1 To support the implementation and compliance with policies and related guidelines and procedures.
- 4.2.2 To implement components of the *Accessibility for Ontarians with Disabilities Act* in conjunction with associated departments.
- 4.2.3 To complete the required training.
- 4.2.4 To receive and respond to requests for accommodation from individuals and, in consultation with the individual, other Board personnel and the Board's ~~Health & Wellness Coordinator~~ **Employee Health and Safety Services**, to determine the most appropriate accommodations.
- 4.2.5 To contact their immediate Supervisor, in addition to the Superintendent of ~~Employee Relations~~ **Human Resources and International Education**, should they have an employee who requires an accommodation in the workplace.

##### 4.3 Superintendent of Human Resources ~~and International Education~~

- 4.3.1 To identify and respond to the Board's training needs related to Accessibility Standards.
- 4.3.2 To monitor the implementation of *Accessibility for Ontarians with Disabilities Act (AODA)* legislative training.
- 4.3.3 To maintain a central file of all employees who require an accommodation plan and/or an employee workplace emergency response plan.

- 4.3.4 To ensure that employee requests for accommodation(s) are reviewed in accordance with relevant legislation and in collaboration with the Manager of ~~Employee Health and Wellness~~ **Employee Health the Safety Services**.
- 4.3.5 To ensure that the provisions of this policy are incorporated into practices for recruitment, hiring and employment, career development and advancement.

#### **4.4 Board Employees**

- 4.4.1 All Board Employees are responsible for:
  - 4.4.1.1 Understanding that persons with disabilities may have different needs;
  - 4.4.1.2 Considering accessibility when making decisions in accordance with *the Accessibility for Ontarians with Disabilities Act*;
  - 4.4.1.3 Completing the required training;
  - 4.4.1.4 Forwarding feedback and requests for accommodation from persons with disabilities to their immediate supervisor;
  - 4.4.1.5 Supporting and complying with requirements under the *Accessibility for Ontarians with Disabilities Act* legislation;
  - 4.4.1.6 Identifying and reporting any barriers that may prevent a person with a disability from fully accessing services, facilities or opportunities offered in the Board, and;
  - 4.4.1.7 Speaking to their immediate supervisor should they have a disability that requires accommodation and/or the creation of an employee workplace emergency response plan.

### **5. DEFINITIONS**

#### **5.1 Accessibility**

Accessibility is defined as a means made available to or easily used by a person with a disability in order to retrieve information and/or services.

#### **5.2 Accommodation**

An accommodation is a means or a course of action, through reasonable efforts, of preventing and/or removing barriers that impede individuals with disabilities from participating fully in employment opportunities with the Board.

#### **5.3 Barriers to Accessibility**

Barriers to accessibility relates to anything that prevents a person with a disability from fully participating in any aspect of employment with the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier or a technological barrier.

#### **5.4 Career Development and Advancement**

Career development and advancement includes providing additional responsibilities within an employee's current position and/or the movement of an employee from one job or assignment to another that may be higher in pay, provide greater responsibility or be at a higher level, or any combination of these.

#### **5.5 Disability**

As defined in the *Access for Ontarians with Disabilities Act, 2005*, Section 2, means:

- a) Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness;
- b) A condition of mental impairment or development disability;



- c) A learning disability or a dysfunction of one or more of the processes involved in understanding or using symbols or spoken language;
- d) A mental disorder, or;
- e) An injury or disability for which benefits were claimed or received under the *Workplace Safety and Insurance Act, 1997*.

#### **5.6 Employee**

Any individual employed by the York Catholic District School Board to perform services in exchange for a salary or an hourly wage on a casual, temporary or permanent basis.

#### **5.7 Equality**

Ensuring that persons with disabilities have the opportunity to access the same information and services as persons without disabilities.

#### **5.8 Performance Management**

Activities related to assessing and improving employee performance, productivity and effectiveness with the goal of facilitating employee success.

#### **5.9 Redeployment**

The reassignment of employees to other jobs or assignments within the organization as an alternative to layoff, when a particular job or assignment has been eliminated by the Board.

#### **5.10 Senior Team Administration**

For the purpose of this policy, Senior **Team** Administration will include all Superintendents of Education, School Administration, Senior Managers, Managers and Supervisors who have direct supervisory responsibilities for a group of employees.

### **6. CROSS REFERENCES**


[Accessibility for Ontarians with Disabilities Act, 2005 \(AODA\)](#)  
[Accessibility Standards for Customer Service, Ontario Regulation 429/07](#)  
[Integrated Accessibility Standard, Ontario Regulation 191/11](#)  
[Ontarians with Disabilities Act, 2001](#)  
[Ontario Human Rights Code](#)  
[Workplace Safety and Insurance Act](#)

YCDSB [Policy 404 Teacher Recruitment and Selection](#)  
YCDSB [Policy 405A Appointments to Supervisory Officer Positions](#)  
YCDSB [Policy 405B Appointments to Academic Positions of Responsibility](#)  
YCDSB [Policy 405C Appointments to Principal and Vice Principal Positions](#)  
YCDSB [Policy 423 Conflict of Interest for Employees](#)  
YCDSB [Policy 413 Attendance Support Program](#)  
YCDSB [Policy 601 Accessibility Standards for Customer Service](#)  
YCDSB [Policy 610 Cannabis, Electronic Cigarettes, Tobacco – A Smoke-Free Environment](#)  
YCDSB [Policy 613 Equity and Inclusive Education](#)  
YCDSB *Employee Assistance Program*

Approval by Board	<u>September 25, 2018</u> Date
Effective Date	<u>September 26, 2018</u> Date
Revision Date(s)	<u>September 25, 2018</u> Date
Review Date	<u>September 2023</u> Date

DRAFT



	<b>YORK CATHOLIC DISTRICT SCHOOL BOARD</b>	
	<b>BOARD POLICY</b>	
	<i>Policy Section</i>	<i>Policy Number</i>
	<b>Human Resources</b>	<b>430</b>
	<i>Former Policy #</i>	<i>Page</i>
		<b>1 of 4</b>
	<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
		<b>NEW</b>

**POLICY TITLE: RIGHT TO DISCONNECT: FOSTERING A HEALTHY WORKPLACE**

**SECTION A**

**1. PURPOSE**

The York Catholic District School Board Right To Disconnect: Fostering a Healthy Workplace policy outlines staff's right to disconnect from the performance of work outside of **normal work hours**, scheduled time off or approved leave of absence in accordance with the Board's commitment to a healthy workplace, [Bill 27, Working for Workers Act, 2021](#), and the [Employment Standards Act](#).

**2. OBJECTIVE**

The York Catholic District School Board supports the health and well-being of its staff and encourages a healthy and sustainable work-life balance. All staff have a right to disconnect from work outside of staff normal work hours, scheduled time off, and approved leaves of absence. This Policy outlines how the York Catholic District School Board will enable staff to disconnect from the performance of their duties outside of their hours of work as determined by their collective agreement, terms and conditions of employment, and/or employment contracts.

**3. PARAMETERS**

- 3.1 Senior Administration will model, encourage and promote staff to disconnect from work.
- 3.2 Managers/Supervisors are to respect the normal works hours of staff.
- 3.3 Staff are expected to complete their work within their normal work hours, unless there is a requirement for overtime as approved by their immediate supervisor, **and in accordance with their Collective Agreement or Terms and Conditions of Employment or Employment contracts.**
- 3.4 **Every reasonable effort will be made to allow** staff **may to** disconnect from work, outside normal work hours, scheduled time off, or approved leaves of absence; **subject to specific exceptions, including but not limited to: emergencies, designated as on-call, assigned overtime or an agreement to do so.**
- 3.5 **Any discrepancy between this Policy and a staff member's employment contract, the collective agreements, terms and conditions of employment, and/or relevant Board policies, shall take precedence.**

- 3.6 Any employee of the Board who materially contravenes the Policy may be subject to disciplinary action where appropriate in accordance with Board Policy 412

*Progressive*

*Discipline of Employees.* Material contravention is deemed to be repeated incidents (i.e. Not engaging in work-related communication including emails, telephone calls, video calls or the sending or reviewing of other messages, so as to be free from the performance of work. ~~requiring staff to complete duties from work communication after normal work hours~~).

#### **4. RESPONSIBILITIES**

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

- 4.1.1 To promote and model a positive and healthy workplace.
- 4.1.2 To oversee compliance with the Right To Disconnect: Fostering a Healthy Workplace Policy and related procedures.

##### **4.2 Superintendent of Human Resources and International Education**

- 4.2.1 To support the implementation and compliance with the Right To Disconnect: Fostering a Healthy Workplace Policy and related procedures.
- 4.2.2 To provide Managers/Supervisors and Principals with support and resources related to implementation of this policy
- 4.2.3 To provide clear normal work hours, as stipulated by Collective Agreements, Terms and Conditions of Employment, and Employment contracts.
- 4.2.4 To promote awareness of the policy and provide support to all staff.

##### **4.3 Chief Information Officer**

- 4.3.1 To ensure the technology and procedures are in place to support the implementation and compliance with the Right To Disconnect: Fostering a Healthy Workplace Policy.

##### **4.4 Senior Team**

- 4.4.1 To promote and model a positive and healthy workplace.
- 4.4.2 To consult with the Human Resources Department regarding operational requirements outside of normal work hours.
- 4.4.3 To support and manage staff to respect the normal work hours, scheduled time off or leaves of absence.

##### **4.5 Principals/Managers/Supervisors**

- 4.5.1 To promote and model a positive and healthy workplace.
- 4.5.2 To allow staff to disconnect from work when outside normal work hours, scheduled time off or leaves of absence.
- 4.5.3 To ensure staff respect the working hours of colleagues.
- 4.5.4 To communicate consistently with staff.

##### **4.6 Staff**

- 4.6.1 To promote and participate in a positive and healthy workplace.
- 4.6.2 To meet all work related requirements and expectations during normal work hours.
- 4.6.3 To disconnect from work when outside of normal work hours or leaves of absence; subject to specific exceptions, including but not limited to: emergencies, designated as on-call, assigned overtime or an agreement to do so (e.g., muting or silencing notifications on apps, not accessing work email, removing work applications from personal devices while on leave, etc.).

- 4.6.3.1 When on an approved medical or personal approved leave of absence, staff are required to communicate with Employee Health and Safety Services, in compliance with the approved leave of absence process or procedures.
- 4.6.4 To respect the normal work hours of **all YCDSB staff**. ~~staff at the Catholic Education Centre (CEC) and schools.~~
- 4.6.5 **To make every effort to resolve Right to Disconnect issues with their Principal/Manager/Supervisor, where possible.**

## 5. DEFINITIONS

### 5.1 Disconnect from Work

Disconnecting from work means not engaging in work-related communications, including emails, telephone calls, video calls or the sending or reviewing of other messages, so as to be free from the performance of work.

### 5.2 Normal work hours

The hours that staff are expected to be engaged in the performance of their work duties as may be prescribed under Collective Agreements, Terms and Conditions of Employment, Employment Contracts and any relevant YCDSB policies.

### 5.3 Approved Leave of Absence

A temporary stoppage of work that is initiated by the employee and approved by Human Resources.

### 5.4 Scheduled time off

The time that staff have scheduled off from normal work hours. This may include, but not limited to, sick time, personal time, vacation time, family time, etc.

## 6. CROSS REFERENCES

[Bill 27, Working for Workers Act, 2021](#)  
[Employment Standards Act, 2000](#)

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

YCDSB [Policy 317 Electronic Communications and Social Media](#)

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

CUPE Local 1571 Collective Agreement

CUPE Local 2331 Collective Agreements

CUPE Local 5476 Collective Agreement

Elementary and Secondary Principals'/Vice Principals' Terms and Conditions of Employment

Exempt/Non Union Employees' Terms and Conditions of Employment

OECTA Collective Agreement (Permanent Teachers)

OECTA Collective Agreement (Occasional Teachers)

OSSTF Collective Agreement

<b>Approval by Board</b>	
	<i>Date</i>
<b>Effective Date</b>	
	<i>Date</i>
<b>Revision Date(s)</b>	
	<i>Date</i>
<b>Review Date</b>	
	<i>Date</i>

DRAFT



## YORK CATHOLIC DISTRICT SCHOOL BOARD FINANCE OFFICE

**TO:** Policy Review Committee

**FROM:** Calum McNeil, Chief Financial Officer and Treasurer of the Board

**DATE:** May 11, 2022

**SUBJECT:** Policy 810 - School Sites Operating Budget Surplus

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This memo is intended to inform the Policy Review Committee of the rationale for the termination of Policy 810 - School Sites Operating Budget Surplus.

For the Board of Trustees' information, the above-stated Policy 810 is no longer necessary and relevant. We performed our due diligence and engaged the Board's lawyer, Jim Easto, who validated that the operating budget review requirement was removed from Ontario Regulation 20/98, Section 9, as part of amendments to the EDC Regulation enacted by Ontario Regulation 438/18 on October 12, 2018.

Accordingly, the Finance Department is recommending the termination of Policy 810 as it is no longer required.

## TO BE TERMINATED



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Finance</b>	<i>Policy Number</i> <b>810</b>
<i>Former Policy #</i> <b>610</b>	<i>Page</i> <b>1 of 3</b>
<i>Original Approved Date</i> <b>April 30, 1990</b>	<i>Subsequent Approval Dates</i> <b>February 25, 2014</b>

### POLICY TITLE: SCHOOL SITES – OPERATING BUDGET SURPLUS

#### SECTION A

#### 1. PURPOSE.

Ontario Regulation 20/98, Sec. 9(1) Para. 8, (Education Development Charge) states that an education development background charge study must contain:

*“A statement from the board stating that it has reviewed its operating budget for savings that could be applied to reduce growth-related net education land costs, and the amount of any savings which it proposes to apply, if any”.*

This policy ensures that this process is documented annually during budget deliberations of the Board.

#### 2. POLICY STATEMENT

Where there has been, or it appears that there will be, a surplus in the non-classroom part of the estimates of the school board in a fiscal year, the board shall determine whether all, part, or none of the surplus will be designated as available for the purpose of acquiring school sites by purchase, lease or otherwise.

#### 3. PARAMETERS

- 3.1 The Board shall annually address the use of Operating Budget Surpluses for the Acquisition of school sites to ensure that a clear record of the Board's decision and its reasons are available as part of the public record for inclusion in the Education Development Charge background study (Appendix A).

#### 4. RESPONSIBILITIES

##### 4.1 Board of Trustees

- 4.1.1 To support the School Sites - Operating Budget Surplus Policy.

## **4.2 Director of Education**

4.2.1 To oversee compliance with the School Sites - Operating Budget Surplus Policy.

## **4.3. Associate Director: Corporate Services and Treasurer of the Board**

4.3.1 To implement the School Sites - Operating Budget Surplus Policy.

## **5. DEFINITIONS**

### **5.1 Education Development Charge**

The Board's Education Development Charge By-Law is a by-law used to fund the acquisition of school sites and related costs, to accommodate growth-related pupil needs, if residential development in the area of jurisdiction of the Board increases education land costs.

## **6. CROSS REFERENCES**

Relevant Acts, Legislation & Regulations

<b>Approval by Board</b>	<b>June 8, 1999</b> Date
<b>Effective Date</b>	<b>June 9, 1999</b> Date
<b>Revision Date(s)</b>	<b>February 25, 2014</b> Date
<b>Review Date</b>	<b>February 2019</b> Date

**BOARD MOTION PURSUANT TO THE POLICY 810, ENTITLED  
“SCHOOL SITES – OPERATING BUDGET SURPLUS”  
CONCERNING THE USE OF OPERATING BUDGET SURPLUSES  
FOR THE ACQUISITION OF SCHOOL SITES**

Whereas it appears that there has been or that there will be a surplus in the non-Classroom part of the budget in the amount of (insert dollar amount).

Moved that:

1. The Board will designate (insert dollar amount) as available for the purpose of acquiring school sites by Purchase, lease or otherwise:

The Board’s reasons for deciding are as follows:  
(Reasons for the decision should be included which indicate where the Board will be directing the funds and its basic reasons for doing so.)





## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Finance</b>	<i>Policy Number</i> <b>811</b>
<i>Former Policy #</i> <b>609</b>	<i>Page</i> <b>1 of 2</b>
<i>Original Approved Date</i> <b>June 2000</b>	<i>Subsequent Approval Dates</i> <b>April 29, 2014</b> <b>TBD</b>

**POLICY TITLE: INVESTMENT OF BOARD FUNDS**

### SECTION A

#### 1. PURPOSE

The York Catholic District School Board is accountable for the stewardship of the Board's assets including the utilization of its cash resources within statutory limitations. The [Education Act](#) and [Ontario Regulation 41/10, Board Borrowing, Investing and Other Financial Matters](#), provides guidelines and restrictions for Board investments. The purpose of this policy is to outline the parameters and objectives for the investment of board funds.

#### 2. OBJECTIVE

To fulfill its fiduciary responsibility, it is the policy and objective of the York Catholic District School Board to maximize returns for the Board's surplus funds while preserving capital and maintaining liquidity to meet day-to-day financial requirements within the guidelines and restrictions of *Ontario Regulation 41/10 – Part IV Eligible Investments*.

#### 3. PARAMETERS

- 3.1 *Ontario Regulation 41/10 – Part IV Eligible Investments* provides guidelines and restrictions for all Board investment activity.
- 3.2 The objectives for the investment of Board funds are:
  - 3.2.1 Preservation of capital/principal through minimization of risks;
  - 3.2.2 Maintenance of liquidity appropriate to meet on-going financial requirements;
  - 3.2.3 Utilization of self-financing where practical and possible; and
  - 3.2.4 Maximization of rates of return through competitive processes.
- 3.3 A report shall be submitted annually to the Board on the performance of the portfolio of investments.
- 3.4 Investing activity shall adhere to the approval and signing authorities as outlined in the Board's Approval Authority Schedule (AAS).

#### 4. RESPONSIBILITIES

##### 4.1 Ministry of Education

4.1.1 To make regulations with respect to eligible investments.

##### 4.2 Board of Trustees

4.2.1 To provide oversight accountability with respect to the Investment of Board Funds policy.

##### 4.3 Director of Education

4.3.1 To ensure the Investment of Board Funds policy is administered as approved by the Board.

##### 4.4 Chief Financial Officer and Treasurer of the Board

~~Associate Director, Corporate Services and Treasurer~~

4.4.1 To oversee compliance with the Investment of Board Funds policy.

4.4.2 To ensure that staff implements the Investment of Board Funds policy as approved by the Board, including the ongoing implementation of this policy, and to ensure related investment strategies and procedures are administered as per the approved policy.

#### 5. DEFINITIONS

N/A

#### 6. CROSS REFERENCES

[Ontario Regulation 41/10, Board Borrowing, Investing and Other Financial Matters YCDSB Approval Authority Schedule](#) (AAS)

Approval by Board	<u>April 29, 2014</u> <i>Date</i>
Effective Date	<u>April 30, 2014</u> <i>Date</i>
Revision Dates	<u>April 29, 2014</u> <i>Date</i>
Review Date	<u>April 2019</u> <i>Date</i>



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Finance</b>	<i>Policy Number</i> <b>812</b>
<i>Former Policy #</i> <b>815</b>	<i>Page</i> <b>1 of 2</b>
<i>Original Approved Date</i> <b>June 8, 2004</b>	<i>Subsequent Approval Dates</i> <b>February 24, 2015</b> <b>TBD</b>

### POLICY TITLE: FAIR LABOUR PRACTICES FOR SCHOOL UNIFORMS

#### SECTION A

##### 1. PURPOSE

The York Catholic District School Board recognizes workers' rights to humane working conditions in compliance with accepted international standards and local laws. With respect to school uniforms, the purpose of this policy is to promote respect for workers' rights to humane labour practices in the apparel industries worldwide.

##### 2. OBJECTIVE

It is the policy of the Board to establish procedures to enable its schools to purchase and wear school uniforms that respect the basic rights of workers and support the elimination of child labour worldwide by requiring that apparel vendors be in compliance with accepted international standards and local laws with respect to humane working conditions.

##### 3. PARAMETERS

- 3.1 Every supplier shall ensure that its manufacturing facilities and those of its subcontractors producing school uniforms for the Board, comply with national and other laws applicable in each workplace. All uniform suppliers shall respect this Policy and the internationally recognized workers' rights and labour standards expressed in the relevant conventions and recommendations as cited in the International Labour Organization (ILO).
- 3.2 Where national laws, other applicable laws, or the Policy address the same general right, benefit, or protection for employees, suppliers and subcontractors shall apply the right, benefit, term or condition of employment which provides the greater right, benefit or protection to employees.
- 3.3 The Policy is not a substitute for union representation, and shall not be used or promoted as an alternative to union recognition, collective bargaining or a collective agreement.

#### 4. RESPONSIBILITIES

##### 4.1 Director of Education

4.1.1 To oversee compliance with the Fair Labour Practices for School Uniforms Policy and Procedures.

##### 4.2 Purchasing Department

4.2.1 To seek assurance from suppliers/licensees who provide school uniforms that the uniforms are manufactured under safe and healthy conditions.

4.2.2 To direct schools within the jurisdiction of the Board to only purchase or contract with those suppliers/licensees who provide school uniforms that agree to adhere to the Board's policy.

#### 5. CROSS REFERENCES

[Human Rights Code](#)

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

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

Purchase Reference Guide

Approval by Board	<u>February 24, 2015</u> <i>Date</i>
Effective Date	<u>February 25, 2015</u> <i>Date</i>
Revision Date(s)	<u>February 25, 2015</u> <i>Date</i>
Review Date	<u>February 2020</u> <i>Date</i>

## York Catholic District School Board

### REPORT

**Report To:** Policy Review Committee  
**From:** Administration  
**Date:** May 10, 2022  
**Report:** Amendment to policies Re: Denominational Rights Definition expanded

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#### Executive Summary

This report is intended to provide information to the committee, for review and approval, related to policy revision.

#### Recommendation

At the Policy Review Committee Meeting held on March 8, 2022, it was suggested by the committee to further expand and define denominational rights in Policy 101 Meta Policy: Policy Management and Governance and specific policies accordingly.

##### **Presently the parameter reads:**

- 3.1 Every policy, guideline and procedure may be considered for development, review or revision to ensure that they:
  - 3.1.1 Follow 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 the principles of human rights, equity and inclusive education;
  - 3.1.4 Apply the Toolkit for Human Rights & Equity Analysis and Decision-Making (THREAD), (Appendix 1);
  - 3.1.5 Adhere to Records Retention Guidelines.

##### **Suggested language (in red)**

- Every policy, guideline and procedure may be considered for development, review or revision to ensure that they:
  - 3.1.1 Follow the social teachings of the Catholic Church;
  - 3.1.2 Comply with all legal and legislative requirements with acknowledgement of our constitutional denominational rights **as stated in the Human Rights Code Section 19 (1) This Act shall not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the Constitution Act, 1867 and the Education Act. R.S.O. 1990, c. H.19, s. 19 (1).**
  - 3.1.3 Abide by the principles of human rights, equity and inclusive education;
  - 3.1.4 Apply the Toolkit for Human Rights & Equity Analysis and Decision-Making (THREAD), (Appendix 1);
  - 3.1.5 Adhere to Records Retention Guidelines.

##### **The expanded definition would also be revised in the following policies:**

Policy 404 Teacher Recruitment and Selection – Section 2 Objective  
Policy 405C Appointments to Principal and Vice Principal Positions – Section 5.3  
Policy 412 Progressive Discipline – Section 5.3  
Policy 425 Workplace Harassment – Section 5.4  
Policy 613 Equity and Inclusive Education – Section 3.2  
Procedure to Policy 613 Religious Accommodation – Section 2 Legislative Policy Context

**Summary**

Upon approval of the Policy Review Committee Policy 101 Meta Policy: Policy Management and Governance and the specified policies listed above will be amended.

Prepared and submitted by: E. Pivato, Associate Director of Education

Endorsed by: Domenic Scuglia, Director of Education

## York Catholic District School Board

**REPORT NO. 2022:03**

### **STUDENT SUCCESS & PATHWAYS COMMITTEE**

**To: Regular Board Meeting**

**May 31, 2022**

A meeting of the Student Success & Pathways Committee was held via Google Meet on Monday May 16, 2022 at 6:30 pm

#### **PRESENT:**

**Trustee Committee Members:** F. Alexander, R.Cantisano, J. Wigston

**Other Trustees:** M. Iafrate, D. Mazzotta

**Absent with Notice:** C. Cotton, D. Giuliani

**Administration:** A. Arcadi, D. Candido, M. Farrell, M. Gray, C.McNeil, S. Morrow, L. Paonessa, E. Pivato, D. Scuglia

**Staff:** M. Benakis, R. Campitelli, R. Cannone, C. DeHass, D. LaGamba, C. Recine

**Recording:** L. Coquim

**Presiding:** R.Cantisano, Committee Chair

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

#### **2. DISCUSSION / INFORMATION ITEMS:**

- a. New Science Curriculum (Elementary and Secondary)
- b. Sankofa Pilot Project
- c. Tutoring Supports
- d. eLearn Updates
- e. Preliminary Enrolment - International Students
- f. Ilit Data Results

#### **3. FUTURE MEETING DATE: TBD**

#### **4. ADJOURNMENT: 8:54 pm**

R. Cantisano, Committee Chair

**York Catholic District School Board**

**REPORT NO. 2022:02 of the  
JOINT BOARD CONSORTIUM  
PUBLIC SESSION**

**To: Regular Board Meeting**

**May 31, 2022**

A regular session of the Joint Board Consortium was held electronically on Wednesday, May 11, 2022 commencing at 4:02 p.m.

**PRESENT:**

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

YRDSB Staff: J. Fair

YCDSB Trustees: R. Cantisano, E. Crowe and T. McNicol

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

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

Presiding: YCDSB Trustee, T. McNicol

Recording Officer: S. Infanti

Regrets: YRDSB Director of Education, L. Sirisko  
YCDSB Associate Director of Education, E. Pivato

**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 2, 2022 meeting.

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

**4. DECISION ITEM(S): Nil**

**5. DISCUSSION/INFORMATION ITEM(S):**  
The Committee received information for the following:  
a) STSYR Service Update  
b) 2022-2023 Transportation Budget  
c) Student Transportation Policy Review

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

**ADJOURNMENT: 4:19 p.m.**

**Adjourned by common consent**



**York Catholic District School Board**

**REPORT NO. 2022:01**

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

**To: Regular Board Meeting**

**May 31, 2022**

A meeting of the Ad-Hoc International Language Extended Day Committee was held via Google Meet on Tuesday, May 10, 2022 starting at 1:30 pm.

**PRESENT:**

**Trustee Committee Members:** E. Crowe, M. Marchese, D. Mazzotta, J. Wigston

**Other Trustees:** N/A

**Absent with Notice:** R. Cantisano, M. Iafrate, T. McNicol

**Administration:** D. Scuglia, A. Arcadi, C. McNeil

**Recording:** S. Greco

**Presiding:** M. Marchese, Committee Chair

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

**THAT** the International Language Extended Day continue to operate until such time as the work of the Ad-Hoc International Language Extended Day Committee is completed and;

**THAT** any reports and recommendations are presented to the Board of Trustees.

**2. DISCUSSION / INFORMATION ITEMS:**

a) September 28, 2021 Regular Board Minutes re: ILI Program

**3. FUTURE MEETING DATE: TBD**

**4. ADJOURNMENT: 1:40 pm**

M. Marchese, Committee Chair

**York Catholic District School Board**

**REPORT**

**Report to:** Board of Trustees

**Date:** May 31, 2022

**Report:** Trustee Appointment Archive Sub-Committee

---

**LET IT BE RESOLVED:**

**THAT** the Board appoint Trustees Elizabeth Crowe, Maria Iafrate and Jennifer Wigston to the Archive Sub-Committee.

Submitted by: Elizabeth Crowe, Chair of the Board

April 26, 2022

**POLICY WRITER / ADVISOR**

- Whereas** Trustees have the power to draft and amend Policy under the Education Act;
- Whereas** Policies are vital for ensuring consistency in the operations of the Board;
- Whereas** Policy development requires a specific expertise and skill set;
- Whereas** Policy development is important enough that it requires a dedicated person and should not be an additional responsibility of any other job classification.

**LET IT BE RESOLVED**

**THAT** a full-time Junior Policy Advisor be hired as soon as possible, with a salary not to exceed \$100,000 (including salary and benefits) who would report to the Associate Director of Education.

Respectfully submitted,

Maria Iafrate  
Trustee, Richmond Hill

**Ref: 2022:04:0426:MI**



# York Catholic District School Board

**Catholic Education Centre**, 320 Bloomington Road West, Aurora, Ontario L4G 0M1  
Telephone (905) 713-2711, 476-2055, 830-6803, (416) 221-5050, 1-800-363-2711  
Fax (905) 713-1272

April 26, 2022

## NOTICE OF MOTION

### SCHOOL SIGNAGE



- Whereas** this Board prides itself on promoting and preserving Catholic Education;
- Whereas** there has been a secular movement in society to undermine our Catholic identity and existence;
- Whereas** the Board needs to reiterate the true message of Jesus Christ in loving all people;

### LET IT BE RESOLVED

**THAT** the message of “We are diverse, we are one in Christ” be erected on the primary exterior front entrances of all our school buildings and to be commenced immediately.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Dominic Mazzotta".

Dominic Mazzotta  
Trustee, Richmond Hill

Reference: 2022:06:0426:DM

Dominic Mazzotta  
Trustee – Richmond Hill  
Telephone: (416) 221-5051 or (905) 713-2711, Voice Mail Box: 17130  
[dominic.mazzotta@ycdsb.ca](mailto:dominic.mazzotta@ycdsb.ca)

## YORK CATHOLIC DISTRICT SCHOOL BOARD

**REPORT TO:** Board of Trustees

**FROM:** Administration

**DATE:** May 31, 2022

**RE:** St. Agnes of Assisi - Front Entrance Signage

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### **EXECUTIVE SUMMARY**

The purpose of this report is to provide the Board of Trustees the information about the cost of the Signage at the Front Entrance of St. Agnes of Assisi.

### **SUMMARY**

The front entrance signage at St. Agnes of Assisi, as you see in the photo (We are diverse, we are one), consists of 23 letters, and the estimated cost will be about \$170 each for a total amount of \$3,910 plus HST.



Prepared Submitted By: Khaled Elgharbawy, Superintendent of Facilities Services and Plant  
Endorsed By: Domenic Scuglin, Director of Education

**April 26, 2022**

*(Further Revised from the February 22, 2022 version)*

**POLICE LIAISON SERVICES  
KEEPING OUR KIDS SAFE**

**Whereas            Background – Education Act**

The Education Act requires school Boards to:

Section 300.0.1, sub sections 1, 3 and 6, requiring School Boards are required to provide a safe learning environment.

1. To create schools in Ontario that are safe, inclusive and accepting of all pupils.
3. To address inappropriate pupil behaviour and promote early intervention.
6. To provide pupils with a safe learning environment.

Section 169, sub sections 7.1 and 7.2 regarding the duties of School Boards required to implement anti bullying programs and provide related resources.

- 7.1 establish and provide annual professional development programs to educate teachers and other staff of the board about bullying prevention and strategies for promoting positive school climates; 2012, c. 5, s. 4.

**programs, interventions and other supports, bullying**

- 7.2 provide programs, interventions or other supports for pupils who have been bullied, pupils who have witnessed incidents of bullying and pupils who have engaged in bullying, and the programs, interventions and other supports may be provided by social workers, psychologists or other professionals who have training in similar fields, as determined by the board; 2012, c. 5, s. 5.

**Current Situation**

It is the Board of Trustee's understanding that the VIP program has been recently paused in our schools along with York Region Police.

Under the Education Act School Boards are required to provide safe schools, specifically  
"To create schools in Ontario that are safe, inclusive and accepting of all pupils"

The VIP program has been a successful tool in educating students, staff and parents in our communities. This program and similar programs have been in place for many decades, such as (Elmer) the talking police car.

**LET IT BE RESOLVED**

**THAT** the YCDSB conduct a survey of all parents and School Councils regarding the VIP program and specifically request, if parents are in favour of continuing the program and or stop the program.

**THAT** a report be brought back to the Board to consider the parent / School Council survey at a public Board meeting, no later than September 2022.

**THAT** any high level concerns brought out by this parent / school survey be brought forward as information to the Board of Trustees.

**THAT** if a majority of parents / school communities determine that the VIP program continue, that it be immediately reinstated and to request that York Region Police to do the same.

**Resources**

<https://globalnews.ca/video/8629224/jordan-manners-mother-on-latest-school-homicide-in-toronto/>

*Education Act*

Respectfully Submitted,

Dino Giuliani, Trustee

**Ref: 2022:03:0222:DG**

## **YORK CATHOLIC DISTRICT SCHOOL BOARD**

**REPORT TO:** Board of Trustees  
**FROM:** Administration  
**DATE:** May 31, 2022  
**RE:** VIP Program and Review of Police in Schools

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### **EXECUTIVE SUMMARY**

The purpose of this report is to provide the Board of Trustees with information about:

1. The VIP Program in YCDSB schools;
2. Anti-Bullying and Positive School Climate Activities 2021-2022
3. The availability of Officer Toni Passarelli to speak to the Board about the VIP Program; and,
4. An overview of the work of the York Region Committee on the SRO/VIP program.

### **BACKGROUND INFORMATION**

#### **1. The VIP Program**

In the 2021/2022 academic year, 49% (42/85) of YCDSB elementary schools invited officers to give presentations before the Board-wide pause was initiated. The program has always been coordinated at a school level. The Values, Influences and Peers (“VIP”) program was offered by Youth Education Officers in the Community Safety Division of York Regional Police (“YRP”) who delivered sessions to students in grades 3-8. Topics included:

- Peers, Influences and Online safety
- Bullying
- Drugs and Gangs
- Dangers and legislation around illegal substances and Cyberbullying
- Digital World and Internet Safety
- Vandalism and Theft
- Graffiti
- Peer Pressure and Making Choices
- Peer Pressure and Being under the Influence

- Hate Crimes
- Equity and Inclusion
- Conflict resolution
- Being a responsible citizen
- Behaviour and Consequences
- Internet, Social Media and the Law
- Reporting harassment/bullying

Inspector Sarah Jane Riddell leads the Community Services Division at York Regional Police. She presented to the Committee of the Whole on 29 March 2022. In recent correspondence, she confirms that the beloved “*Elmer the Safety Elephant*” is no longer part of their VIP program although the safety teachings remain the same. The Community Safety Village has an immersive and engaging mini streetscape in which students are taught about road and bicycle safety. Details about their programs can be found on their [website](#). Administrators Lou Paonessa and Frank Nardi have been supporting the Community Safety Village supervisor to connect YCDSB students to this opportunity.

Deputy Chief of Police Cecile Hammond, who co-presented with Inspector Riddell, oversees the Support Branch which includes Operational Command, Support Services, Information Services and Community Services. She confirmed that the YRP will not engage with schools in the way they had prior to the pause. She shared that the YRP has modernized their approach, which they believe is more impactful. For operations reasons, officers with community engagement detail are not currently available to provide VIP programs.

## **2. Anti-Bullying and Positive School Climate Activities 2021-2022**

The VIP program was only one of many initiatives that are used at YCDSB schools to ensure that they are safe and caring spaces. Daily classroom teaching by our educators emphasizes social skills, self regulation and the appropriate treatment of others. Through the consistent use of supervision, including Principal drop-ins, our students are made aware of acts and behaviors that are appropriate. In addition to our virtue celebrations, an anti-bullying liturgy and visits by Church representatives take place at our schools. Many schools have used other tactics to promote anti-bullying and support safe schools. These include (but are not limited to) the following:

- The Brag Tag Program
- Virtue Ambassadors
- Play Leaders
- Wall of Kindness; Kindness Art Projects; Kindness Tree; Kindness Quilt; Kindness Flower



- Buddy Bench
- Bucket Filling Tips
- Positive Office Referrals
- Student-created public service announcements (PSAs) around bullying awareness
- Anti-Bullying Pledge
- Pink Shirt Day
- Presentations from community partners (e.g. D.O. Gibson, Dwayne Morgan, Rukhsan Khan, Making Changes, Friends of Simon Wisenthal, B.R.A.V.E, Roseneath Theatre, Sara Westbrook)

### **3. Officer Toni Passarelli**

Officer Toni Passarelli has retired and she is, therefore, not available to share her experiences of working in the VIP Program with the Board.

### **4. YCDSB, YRDSB, YRP Meetings**

Due to the complexities of the problems inherent in having police in schools in York Region, Director Scuglia organized a meeting of the organizational leaders from the three relevant entities. The first meeting was held on February 28th. The second meeting was held at the Community Safety Village on May 3rd. A third meeting is scheduled for June 21st. In these meetings, leaders are sharing information and creating conditions in which they can work together to reimagine how both educators and police can cooperate to meet their legislative mandates in a way that addresses the concerns raised by the community. At this stage, there is consensus that a joint review is beneficial. Terms of reference, objectives and workplan are yet to be developed. The initial meetings are attended by a small group:

#### **YORK REGIONAL POLICE**

- Chief MacSween
- Deputy Cecile Hammond
- Community Services Superintendent Ryan Hogan
- Community Services Inspector Sarah Riddell

#### **YORK REGION DISTRICT SCHOOL BOARD**

- Louise Sirisko, Director
- Cecil Roach, Associate Director, Equitable Outcomes and Schools
- Clelia Della-Rovere, Superintendent, Caring and Safe Schools
- Shawn Bredin, Superintendent, Research and Assessment Services
- Susan Logue, Retired Superintendent on Assignment

YORK CATHOLIC DISTRICT SCHOOL BOARD

- Domenic Scuglia, Director
- Eugene Pivato, Associate Director of Education
- Jennifer Sarna, Superintendent of Education: School Leadership & Safe Schools (Sec)
- Siobhan Wright, Superintendent of Education: School Leadership & Safe Schools (Elem)
- Michelle Farrell, Human Rights & Equity Advisor

SUMMARY

Information on the VIP program is provided to the Board as requested.

Prepared and Submitted By: Michelle Farrell, Human Rights and Equity Advisor with data from Jennifer Sarna,  
Superintendent of Education: School Leadership & Safe Schools (Sec)

Endorsed By: Domenic Scuglia, Director of Education

## YORK CATHOLIC DISTRICT SCHOOL BOARD

# REPORT

**Report To:** Board of Trustees  
**From:** Administration  
**Date:** May 31, 2022  
**Report:** Land Acknowledgement Development Process

---

### EXECUTIVE SUMMARY

This report is written to provide information to the Board of Trustees regarding the development and implementation of the York Catholic District School Board's Land Acknowledgement and in response to a letter received and included in the March 29th Regular Board agenda as Information. The Land Acknowledgement was created in consultation with Indigenous community partners, Indigenous teachers and an Indigenous student.

### BACKGROUND INFORMATION

In the Spring of 2017, the York Catholic District School Board FNMI Steering Committee, composed of Indigenous community partners and YCDSB Indigenous teachers came together to write the board land acknowledgment. Responding to the Truth and Reconciliation Calls to Action, this group representing a variety of Indigenous Peoples, including an Indigenous student, guided by the board Elder and Knowledge Keeper, met to formulate a land acknowledgement that would be presented to the board for approval. The committee included:

- Norah Rhinelander - Elder
- Todd Jamieson - Knowledgekeeper
- OLL student - Student
- Christopher Martinello - Teacher
- Katherine Quinn - Teacher
- Kyla King - Teacher
- Margaret Orsi - Teacher
- Cynthia Bettio - Teacher
- Deirdre Vance - Administration
- Shannon Ulgiati - Indigenous Lead
- Christine Cosentino - Administration
- Lawrence Tavalacci - Administration
- Lou Paonessa - Student Success

The resulting Land Acknowledgement that was developed by this committee honors the knowledge, wisdom and direction provided by Indigenous partners, Indigenous teaching staff and Indigenous student voice to the YCDSB community.

### Goals of the Land Acknowledgement

- To build a greater awareness and understanding of the Truth and Reconciliation Commission's Calls to Action;

- To create an opportunity for all Indigenous students and staff to be represented and to begin their day within their cultural context;
- To recognize that many Indigenous people have walked the path of these lands and many more will walk this path in future generations;
- To acknowledge that Indigenous people generously host all people from all nations of the world on these lands; and
- To encourage and remind all staff and students to commit to serve as stewards of the earth.

## **Vision**

The vision for the Land Acknowledgement, as determined by a predominantly Indigenous Steering Committee, under the leadership of Indigenous community partners, leaders and educators, is for a Land Acknowledgement that is inclusive of all Indigenous people who have walked on, currently are walking on and will walk on the land.

## **Approval Process and Implementation of the Land Acknowledgement**

On April 24, 2017, the Land Acknowledgement was presented at the Integration of Catholic Faith Committee, chaired by Trustee Stong. Following that meeting, the Land Acknowledgement was brought to a Board Meeting for approval and presented by Trustee Stong on May 30, 2017.

As per the Board Report No. 2017:01 from the Integration of Catholic Faith Committee dated April 24, 2017, the Board of Trustees approved the 2017 Terms of Reference for 2017 and the Land Acknowledgement, Motion: Stong/Ferlisi.

*We are gathered on the ancestral lands and waters of all Indigenous Peoples who have left their footprints on Mother Earth. We respectfully acknowledge those who have walked on it before us, 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 as stewards of the earth.*

The Report No 2017:01 from the Integration of Catholic Faith Committee held on April 24, 2017, was approved as presented by the Board on May 30, 2017. Following the approval by the Board, there was a roll out of the Land Acknowledgement through the Communications Department at Director's Council with all Elementary and Secondary Principals. The Land Acknowledgement was communicated to the rest of the system via System Memo and at all in-services that followed.

On March 23, 2021, at the Board Meeting, as a demonstration of York Catholic District School Board's commitment to the Truth and Reconciliation Commission's Calls to Action, and in support of Indigenous Education and Peoples, Trustee Mazzotta, moved that a commemorative tablet be placed in all foyers of Board schools and at the Board Office to affirm the Board's commitment to Truth and Reconciliation. The motion was seconded by Trustee Cotton and motion was carried.

As per the motion, the YCDSB Indigenous Lead consulted and collaborated with the Indigenous community partners to develop a proposed design for this acknowledgement.

Indigenous community partners met three times with the YCDSB Indigenous Lead to develop the concept for the tablet. Todd Jamieson, Indigenous partner and artist then created the visual representation of the Land Acknowledgement to be included on the tablet.

Indigenous partners, Mim Harder and Todd Jamieson were invited to support the commissioning of the Land Acknowledgement on February 22, 2022 at the Board Meeting and participated in a commissioning to the Elementary and Secondary Principals at Director's Council on March 9, 2022.

It should be noted that prior to the official commissioning of the Board Land Acknowledgement and as part of the YCDSB's continuing efforts to encourage deeper learning and understanding of the value of acknowledging the Land, on October 20, 2021, a System memo C:129 was issued inviting YCDSB Schools to develop their own school land acknowledgements following a very clear process and criteria.

The school land acknowledgements, created in consultation with Indigenous partners are not to replace the Board Land Acknowledgement; they are to allow each school to acknowledge the specific lands upon which they rest and to learn more about Indigenous Peoples and culture.

#### **SUMMARY:**

Supported by the Trustees, who have demonstrated a commitment to the Truth and Reconciliation Calls to Action, the Land Acknowledgement has been approved through the Board and a commemorative tablet displayed in all foyers of Board schools and at the Board Office.

**Prepared and Submitted by:**  
**Endorsed By:**

Anthony Arcadi, Superintendent of Curriculum & Assessment  
Domenic Scuglia, Director of Education

## YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: May 31, 2022

RE: **Pope Francis Temporary Accommodation Options**

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### EXECUTIVE SUMMARY

The purpose of this report is to provide the Board with information regarding the request of a port-a-pak for Pope Francis CES. In February 2022, the Board approved motions regarding the Pope Francis Boundary Review and included direction to pursue the Ministry of Education for funding of a port-a-pak or building addition.

### BACKGROUND

Pope Francis CES opened in 2016 and is currently operating over its capacity. There are currently 9 portables on site. Consistent with the Board approved Long Term Accommodation Plan, Administration conducted a boundary review in January/February 2022 to look at various options to address the enrolment pressures at the school. A virtual Public Information Session was held on February 1, 2022 to present options to the community and to seek feedback. On February 22, 2022 the Board of Trustees approved Option 5, which redirected future development areas, placed an enrolment cap on all new students to Pope Francis from (SK-Grade 8), and limited the number of JK registrations to 90 students/year.

The implementation of Option 5 will help to mitigate enrolment pressures at the school, however additional temporary classrooms will continue to be required to accommodate the school's peak enrolment. Enrolment projections indicate that Pope Francis may require up to 9 additional temporary classrooms (for a total of 18) by 2026.

In addition to passing the recommended boundary option, at the February meeting Trustees approved the following motions:

*Motions:*

*THAT staff continue to lobby the Ministry of Education for funding for a portapak or a brick and mortar addition to Pope Francis CES;*

*THAT staff report back to the Board of Trustees on an annual basis on the status of their lobbying efforts.*

## POTENTIAL FUNDING OPPORTUNITIES

Administration has two methods of requesting capital projects from the provincial government, the Capital Priorities Program, and requests for exemptions in the use of Proceeds of Disposition.

### Capital Priorities Program

The Ministry of Education's Capital Priorities program provides Boards with an opportunity to submit funding requests for new projects. Typically, these calls for projects involve specific time frames and types of projects eligible. In the last several rounds of Capital Priorities, port-a-paks have not been an eligible project. A future addition for Pope Francis is not recommended by Administration. The next round of Capital Priorities is not anticipated until April 2023 at the earliest. Capital accommodation solutions for Pope Francis will be considered at that time for submission within the Capital Priorities Program.

### Use of Proceeds of Disposition (POD)

From time to time, unique projects ineligible for funding under existing programs have been the subject of special requests to the Minister of Education. Historically the Board has suggested the use of the Board's Proceeds of Disposition (POD) as the funding for these projects. Given the Board motion, Administration suggests pursuing the relocation of an existing port-a-pak or to purchase a new port-a-pak for Pope Francis through a POD request to the Minister of Education.

At this time the Board has a pending POD request that was submitted to the Ministry in January, 2022. A response has not been received at this time, and is not anticipated in the near future due to the election. As such, Administration proposes to wait for a response on the current POD request prior to submitting a subsequent request.

## TEMPORARY ACCOMMODATION OPTIONS

Temporary Accommodation in the form of portables or port-a-paks are often required to address peak enrolment periods at schools. Commonly portable classrooms are the first choice for temporary accommodation due to their flexibility and relatively lower cost. The Board's Long Term Accommodation Plan provides some direction on the use of port a paks in the following.

*“Given the significant cost and disruption to school operations, Port-A-Paks are only be considered as an accommodation option for schools with significant long-term, sustainable enrolment pressure with no other accommodation solution anticipated (boundary change, program change or new construction (school or addition)).”*

As highlighted above, the implementation of Option 5, does continue to require a number of additional portables for Pope Francis over the long term. Given the number of units and anticipated duration, this location would be appropriate for a port a pak, however a port a pak, will not negate the implementation of the approved boundary change.

The installation of a port a pak offers a number of incremental benefits to the staff and students including, a common hallway for entrance and egress, with coat racks and boot storage, additional work areas, ease of circulation between classrooms and opportunities for shared supervision between classrooms etc.

It should be noted that with the installation of a port a pak, there is a challenge with the removal of the structure when no longer required, due to the cost of relocation or demolition.

## **NEXT STEPS**

For the 2022/23 school year, Administration is preparing to add 1-2 portables to the school. The final number will be confirmed through the annual Portable Needs Analysis, and is subject to funding available from the Temporary Accommodation grant.

Administration will prepare a letter to the Minister requesting the use of Proceeds of Disposition to fund a port a pak at Pope Francis and continue to address enrolment pressures with portables until such time a port a pak is approved.

## **SUMMARY**

Administration continues to investigate short and long term temporary accommodation solutions to address enrolment pressures at Pope Francis CES. Until funding for a port-a-pak or brick and mortar addition is available, portables will continue to be used as required. The measures outlined in Option 5 will remain in place regardless of the port a pak or addition. Further updates will be brought to the Board as new information becomes available.

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Prepared By:	Adam McDonald, Assistant Manager, Planning Services
Submitted By:	Tom Pechkovsky, Co-ordinating Manager, Planning & Operations
Endorsed By:	Domenic Scuglia, Director of Education and Secretary of the Board



YORK CATHOLIC DISTRICT SCHOOL BOARD

**REPORT**

**Report To:** Board of Trustees  
**From:** Administration  
**Date:** May 31, 2022  
**Report:** Management of Elementary School TCH19 “*Application for Out of Boundary / Out of Region Elementary School Admission*” Submissions

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**EXECUTIVE SUMMARY:**

This report is to inform the Board of Trustees of how TCH19s are managed in the Elementary panel.

**BACKGROUND INFORMATION:**

Since 2018, the practice of administering TCH19 requests involves placing students on a waiting list centrally via the Superintendent's administrative assistant. As per [Policy 226A Admission to Elementary Schools](#), priority is given to siblings of students already attending the requested school.

**CURRENT STATUS:**

This practice has continued: [Process](#) (see Appendix A).

There are two phases to the process of admitting TCH19 applicants:

**Phase 1:** First week of June - Superintendents review the waitlist and provide admission based on space availability while ensuring that additional spaces are retained per grade in consideration of possible new in-boundary registrations over the course of the summer months.

**Phase 2:** Last week of August/ First week of September - Superintendents review the waitlist and provide admission based on space availability.

**SUMMARY:**

The Senior Team and all Elementary Principals will continue to follow the practices outlined in this report with respect to the management of TCH19 forms submitted by families in all elementary schools.

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

## Appendix A:



### TCH19 Out of Boundary/Out of Region Process for September 2022 Admission

As registration begins for the 2022-2023 school year, the following TCH19 procedures are provided for your information and implementation as of January 2022:

- TCH19 criteria applies to **new** Out of Boundary/Out of Region applications, not to existing TCH19 students already in the school. **Priority consideration will be given to siblings** of students already attending the requested school (*i.e. students on TCH19s or attending specialty programs such as PACE, French Immersion etc.*) based on Admission requirements as per Board Policy and the availability of space in the requested grade.
- All TCH19 applications require the Superintendent's approval in consultation with the Principal **prior to admission**.
- All TCH19 requests will be held in chronological order (according to the *School Date Stamp in upper right corner*) by the Area Superintendent's Office pending review of enrolment projections for 2022-2023 (*estimated date of approval by end of June 2022.*) **Again, priority will be given to siblings.**
- Principals are asked to review parameters with Parents/Guardians requesting Out of Boundary/Out of Region admission including that as per Board policy/guidelines:
  - **Parents/Guardians will accept responsibility for transportation to and from school as TCH19 students are not eligible for busing even if the caregiver is within the school boundary. Contravening this agreement may result in TCH19 approval being rescinded.**
  - An Out of Boundary/Out of Region pupil attending an elementary school in Grade 8 is not automatically entitled to attend the secondary school to which that elementary school is a feeder school. In this case, Parents/Guardians would have to complete a TCH19A for consideration by the secondary school Superintendent.
  - If admission is approved at a French Immersion school in FDK, it is only for entry into the English track i.e. it is not a guarantee of admission to the French Immersion program in Grade 1. French Immersion placement will continue to be determined through the French Immersion Admission process.

#### Process for TCH19 Applications

##### OUT OF BOUNDARY:

- Parents/Guardians wishing to register at an Out of Boundary school should be asked to complete a full registration package as per Board Policy in addition to a TCH19 form **at their home school\*\***. **(Please Note this also applies for siblings applying for TCH19 admission - they must be registered at their Home School - not the TCH19 school).** These TCH19 applicants will be included in home school numbers for staffing purposes (*Staffing Plus*) until the TCH19 is approved by the Area Superintendent in consultation with the Principal. **\*\*Reminder: Upon completion of the TCH19, the home school will provide parents/guardians with the TCH19 letter from the Superintendent.**
- Before sending the TCH19 form to the Superintendent, the Home School is asked to ensure that the TCH19 form has been completed in its entirety including: correct birth dates and grade for September 2022, initialing of *Read Carefully* section, reason for the application, email address and finally, **date stamped in the upper right corner of the form.**
- The home school Principal will sign the TCH19 and then **forward the original** TCH19 to the Area Superintendent's Office as soon as possible where it will be kept on file in chronological order for review pending approval. **Please do not scan applications for September 2022 – the original blue form should be sent in the courier.**
- **The Home school will ENTER the registration into Maplewood as received.**

##### OUT OF REGION:

- TCH19 Out of Region shall follow admissions requirements as per Board Policy 226A, Section B Guidelines.
- Parents/Guardians wishing to register Out of Region shall complete a full registration package as per Board Policy in addition to a TCH19 form at the requested school\*\*. Parents/Guardians should be advised that Out of Boundary applications (eligible pupil residence *within York Region*) will be given priority consideration over Out of Region applications (pupil residence *outside of York Region*). **\*\*Reminder – Upon completion of the TCH19, the requested school will provide Parents/Guardians with the TCH19 letter from the Superintendent.**

- The requested school is asked to ensure that the TCH19 form has been completed in its entirety including: correct birth dates and grade for September 2022, *Read Carefully* section has been initialed, reason for the application, email address and finally, **date stamped in the upper right corner of the form.**
- The requested school Principal will sign the TCH19 in the Home School area (#1) and ***forward original*** TCH19 to the Area Superintendent's Office as soon as possible for review pending approval. ***Please do not scan applications for September 2022– the original blue form should be sent in the courier.***
- **The registration should NOT be entered into Maplewood until approved by the Superintendent.**

## YORK CATHOLIC DISTRICT SCHOOL BOARD

**Report To:** Board of Trustees

**From:** Administration

**Date:** May 31, 2022

**Report:** HPA Status Update - Holy Cross

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### EXECUTIVE SUMMARY

This report is written to provide an update to the Board of Trustees with regard to the current status of the HPA program at Holy Cross Catholic Academy.

### BACKGROUND INFORMATION

The HPA program was launched in September of 2018 at Holy Cross Catholic Academy and it welcomed 33 grade 9 students into the program in its first year.

A consistent pattern of growth was observed in the incoming grade 9 classes over the first three years, but this pattern was negatively impacted by the pandemic. The restrictions associated with COVID had a significant impact on youth sports and training, hence leading to the current decline in enrolment in the HPA program.

### HPA Enrolment Update 2018 - 2023

Criteria	2018	2019	2020 *		21-2022	22-2023
Total Number of <b>Students Enrolled</b>	33	95	156		<b>148</b>	<b>195</b>
Total Number of <b>Grade 9 Students</b>	13	37	56		<b>125</b>	<b>53</b>
Total Number of <b>Grade 10 Students</b>					<b>10</b>	<b>125</b>
Total Number of <b>Grade 11 Students</b>					<b>7</b>	<b>10</b>
Total Number of <b>Grade 12 Students</b>					<b>6</b>	<b>7</b>
Total Number of Students from <b>Outside of Feeder area</b>	13	51	52		<b>52</b>	<b>60</b>

### Holy Cross School Enrolment Totals 2018 - 2023

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>804</b>	<b>884</b>	<b>963</b>	<b>1062</b>	<b>1180</b>

The overall population at Holy Cross shows significant positive growth in part due to the HPA program and also supported by the International Baccalaureate Programme for which the school was accredited to offer the Diploma programme as of September 2021.

## **SUMMARY**

In order to continue to support the needs of the high performing student athletes and to enhance the learning environment at Holy Cross Catholic Academy we continue to market, support and develop the High Performing Athlete program.

Prepared by: Jennifer Sarna, Superintendents of Education  
Reviewed by: Eugene Pivato, Associate Director  
Endorsed By: Domenic Scuglia, Director of Education

## YORK CATHOLIC DISTRICT SCHOOL BOARD

**REPORT TO:** Board of Trustees  
**FROM:** J. Wigston, Trustee  
**DATE:** May 31, 2022  
**RE:** Natural Science & Education Committee Update

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### EXECUTIVE SUMMARY:

*The following update is being provided by Trustee Jennifer Wigston, who is a member of the Toronto and Regional Conservation Authority (TRCA) Committee.*

The Natural Science and Education Committee is an initiative of the TRCA (Toronto and Region Conservation Authority). The multi-stakeholder Natural Science and Education Committee, is a sub-committee of TRCA's Board of Directors, with representatives from the Catholic and public-school boards, youth and the indigenous community.

Its mandate is to study and make recommendations to the Board of Directors of TRCA regarding recommendations to TRCA and government and agency partners on improvements and future needs as it pertains to the provision, planning or access for students to out-of-classroom learning related to natural science, conservation and the environment in the Greater Toronto Area region.

It was established following the conclusion of the work done by the Outdoor Education Task Force (OETF) , with three meeting dates in 2022: February 7, April 4 and June 6.

To date, this committee has established terms of reference and prioritized 4 recommendations:

- Establish Consistent Access and Curricular Standards Across TRCA and School Boards
- Establish a Unified Performance Measurement System
- Advance Shared-Ownership and Access Models That Enhance and Sustain an Overall Out-Of-Classroom Learning System
- Develop a Long-Term Equitable Access Financial Plan

The work of the OETF identified that principles of inclusion and equity of access were integral to the strengthening of the out-of-classroom learning system and programs. Therefore, the recommendation focuses on ensuring equitable access to out-of-classroom learning related to natural science, conservation and the environment for students from all school boards.

To this end, the Task Force recommended that standards be established that provide for a minimum base for out-of-classroom learning experiences related to natural science, conservation and the environment for students, and that these essential experiences be curriculum-linked via a scope and sequence and reflect the Task Force's expectations related to equitable inclusion and student-centred perspectives.

It further seeks to root these standards in a consistent and common curricular framework as well as grounding the learning in real-world applied conservation and environmental science, of which TRCA is the leading local agency. Additionally, the Task Force acknowledged the importance of harmonizing policy, funding, curriculum and risk management practices to both ensure the overall efficacy of learning for students accessing out-of-classroom learning related to natural science, conservation and the environment, as well as facilitating the ease of access for these experiences.

The proposed minimum standards provide a starting point from which to ensure consistent access for all students while fostering improved partnerships between public sector agencies such as school boards and conservation authorities in meeting student learning needs in an efficient, effective manner.

**With a consistent set of minimum standards for access to out-of-classroom learning, the broader system of school boards, conservation authorities and other government agencies can better coordinate resources and assets as well as identify and allocate long-term funding in support of these activities at the same time as realizing improved operational efficiencies and measuring overall performance.** Furthermore, this set of minimum standards is forward-looking in recognizing a continued need for student learning experiences in nature as the GTA continues to urbanize and grow and the pressing challenges of climate change remain.

Next steps for TRCA staff include working with area school boards to undertake a detailed assessment of the out-of-classroom learning system including existing capacity for implementation of the minimum standards, gap analysis by grade level of the framework, as well as initial system-wide strategic recommendations related to meeting current and future student learning needs where gaps remain or exist.

Members of both the Outdoor Education Task Force and Natural Science and Education Committee have expressed a desire and **need to engage school board and other organization or agency staff** in the work the Committee and as such the development of a Staff Working Table was included in the 2022 work plan for the Committee. Based on this, TRCA staff have prepared a Terms of Reference for a Staff Working Table for Committee consideration. Members will be appointed by their home organization at the request of the Chair of the Natural Science and Education Committee Chair until commencement of the next term of the Natural Science and Education Committee. Upon convening of the 2023 term of the Natural Science and Education Committee, members of the Staff Working Table will be appointed for a four-year term in alignment with the Natural Science and Education Committee.

The Natural Science and Education Staff Working Table will meet two (2) times in 2022 and will meet a minimum of three times a year following that, or as needed based on Natural Science and Education Committee recommendations or direction.

Recognizing that municipal and school board elections are scheduled for Monday, October 24, 2022, Committee work related to the current term of the Natural Science and Education Committee will conclude following the June 6, 2022 meeting. As such, the Natural Science and Education Staff Working Table will focus on actioning any items from the Committee, continuing to engage with key stakeholders as it relates to the recommendations of the Outdoor Education Task Force, as well as preparing for next term of the Natural Science and Education Committee commencing in February 2023.

## **Appendix A**

### **Proposed Minimum Standards Framework**

Out-of-classroom learning related to natural science, conservation and the environment is foundational to broader learning objectives in the Elementary Science and Technology Curriculum as well as the Grade 9 and 10 Science Curriculum. As with other curricular areas, to be effective, natural science, conservation and environmental learning must be sequential, integrated and provide for repeated exposure. Furthermore, out-of-classroom learning experiences provide multiple benefits to student development by contextualizing curriculum in ways that cannot be done in the classroom – a highly trained teaching professional in a natural system, supported by real-world science practitioners, can accelerate student understanding of complex concepts and interactions through experiential learning.

Within their final report, the Task Force acknowledged the importance of harmonizing policies in support of student access to out-of-classroom learning related to natural science, conservation, and the environment. Consistent curricular and access standards across school boards will ensure students have equitable access and create a framework for assessing and developing the broader out-of-classroom learning system that supports student success in this area. In the absence of a coordinated framework or minimum standards for access to out-of-classroom learning related to natural science, conservation and the environment, continued inequity, or inconsistency amongst and between jurisdictions will persist. However, given that all school boards have excursion policies in place, as well as provide some form of subsidy, there is a strong foundation of shared principles and practices upon which to build.

To this end, the following is a recommended framework for minimum standards of access for students in area school boards:

- Grade 2, Day trip, Growth and Changes in Animals, Air and Water in the Environment
- Grade 4, Day trip, Habitats and Communities
- Grade 7, Overnight trip, Interactions in the Environment
- Grade 9, Day trip, Sustainable Ecosystems

The above framework for minimum standards of access for students will support the following:

1. Aligns out-of-classroom learning experiences related to natural science, conservation and the environment with specific curricular expectations;
2. Cross-supports curriculum and learning in Grades 3, 5, 6, 8 and 10, creating opportunities for leveraged learning both in the classroom and in the schoolyard or community;
3. Creates a consistent and clear system that ensures equitable access for all students in the GTA while supporting improved system planning and resourcing GTA-wide.

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Prepared and Submitted By: Jennifer Wigston, Trustee



# YORK CATHOLIC DISTRICT SCHOOL BOARD

## REPORT

**Report To:** Board of Trustees  
**From:** Administration  
**Date:** May 31, 2022  
**Report:** Our Lady Queen of World Catholic Academy - Prayer Book

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### EXECUTIVE SUMMARY:

This report is to inform the Board of Trustees about the origin and development of a prayer book created by the community of Our Lady Queen of the World Catholic Academy with the support of the Board of Trustees.

### BACKGROUND INFORMATION:

On May 26, 2020 Jean Vanier Catholic High School's name was changed to Our Lady Queen of the World Catholic Academy, as per Policy 709, *Naming of Schools*.

One of the traditions of Jean Vanier CHS from 2009-2019 was to provide each incoming Grade 9 student a copy of the book *Becoming Human*, written by Jean Vanier.

In the 2020-21 school year, an idea for a prayer book was proposed by the lead Chaplain to mark the start of a new chapter in the school's history under the new name, Our Lady Queen of the World Catholic Academy. The Chaplaincy team created a method to collect prayers online. Close to 200 prayers were submitted by staff and students over the course of a few months. Some of the prayers selected were traditional Catholic prayers while others were written by members of the community. The prayers were then categorized by theme and organized into a prayer book.

On January 18, 2021, the Ad-Hoc Uniform Fund Committee of the Board put forth and passed a motion to provide a \$4000 subsidy to offset the cost of the commemorative prayer book. On January 26, 2021, the Board of Trustees passed a motion to approve the Committee's recommendations. In June 2021, with the draft and edits of the prayer book completed, 500 copies of the prayer book were ordered at a cost of \$8124.00 plus tax. These books were given to all of the incoming grade 9 students in September 2021 and a copy of the book was placed in each classroom on the prayer table for teaching staff to use as a classroom resource.

The school community intends to carry on the tradition of providing incoming Grade 9 students with this prayer book as a gift that is grounded in prayer and reflection. An order for an additional 500 prayer books at a cost of \$8711 + HST will be completed and delivered in August so that incoming Grade 9 students

beginning their high school journey in September 2022 will have a copy to use and as a keepsake. A copy has also been provided to trustees and student trustees.

The prayer book continues to be used for morning and afternoon prayers, during the school day in classrooms, and on retreats.

**SUMMARY:**

The prayer book produced by the community of Our Lady Queen of the World Catholic Academy is a wonderful example of a school community's transition to a new school name fully rooted in our Catholic faith, with the gifted participation of its members and the caring support of the Board of Trustees.

Prepared and Submitted by: Eugene Pivato, Associate Director

Endorsed by: Domenic Scuglia, Director of Education

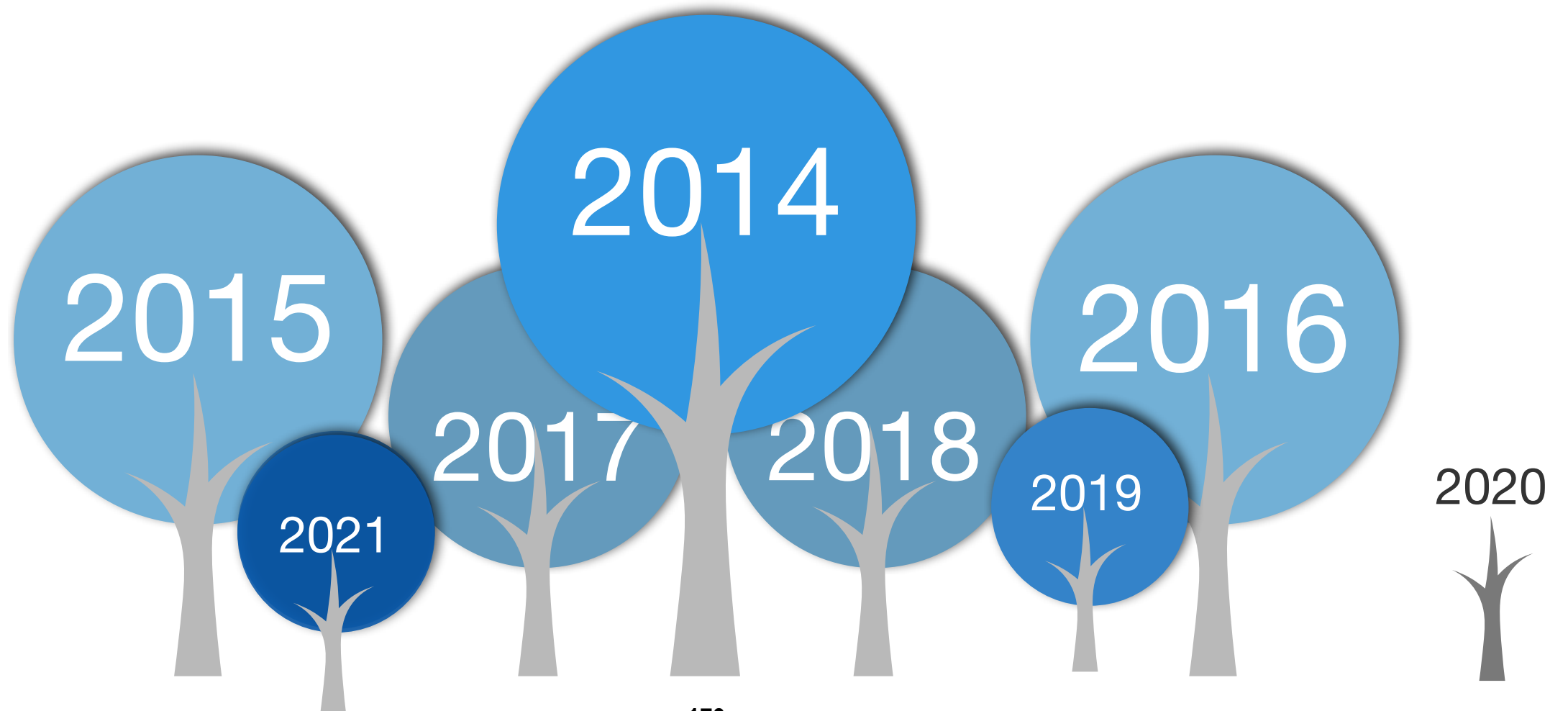


# EXIT SURVEY RESULTS: 2014 – 2021

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SPECIAL EDUCATION ADVISORY COMMITTEE, 17 JANUARY 2022

# EXIT SURVEY FEEDBACK FROM GRADUATING STUDENTS





# STUDENT FEEDBACK

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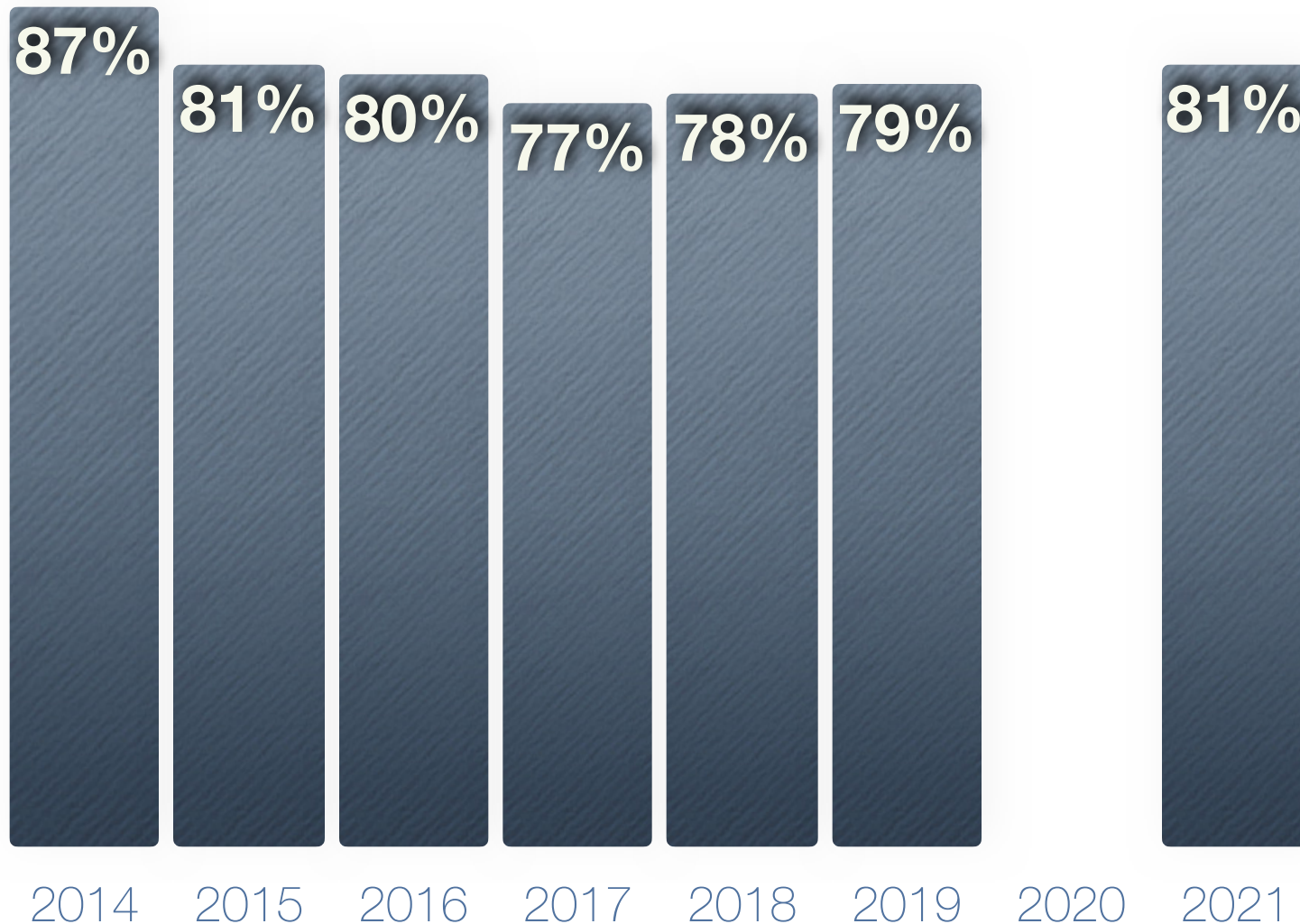
## GRADE 8 EXIT SURVEY

# Highlights for All Students from the 2021 Grade 8 Exit Survey

- Sixty percent of Grade 8 students surveyed (-6%) said that they attended an open house at their nearest York Catholic high school
- Seventy percent of students surveyed (+4%) indicated that a York Catholic high school representative had visited their class.
- The majority of Grade 8 students indicated that their elementary school helped them:
  - Know what skills they need to be successful (87%, -3%);
  - Understand how their skills and strengths will help them be successful in school and later on in life (89%, +0%);
  - Apply what they are learning to real problems (73%, +2%);
  - Develop their interests (72%, +1%).
- Most of the Grade 8 students surveyed indicated that they have a plan for achieving their goals (78%, -3%) and that they helped develop the plan that will help them be successful in school and later on in life (78%, +0%).

**Response Rate: 91%**

# York Catholic High School Enrolment as Reported by Graduating Grade 8 Students



Top Reasons Given for  
Planning to Attend a York  
CHS in 2021

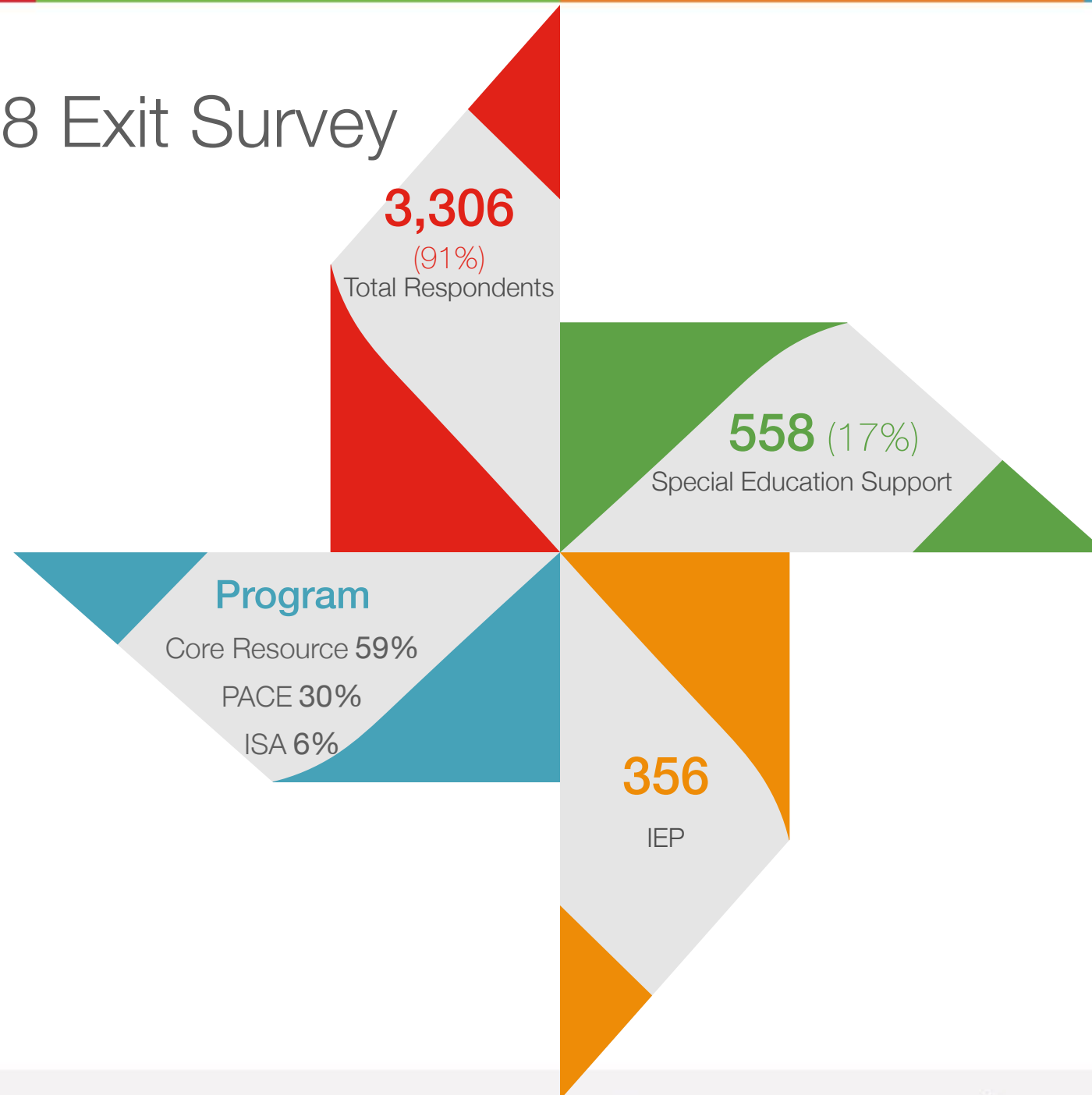
- Location
- Friends Attending
- Family Decision

# Reasons Given for Not Enrolling in a York Catholic High School

Top Reasons Cited (All Students)	2014	2015	2016	2017	2018	2019	2020	2021
Distance to home	✓	✓	✓	✓	✓	✓		✓
Felt more welcome at the Open House events at the public / private school	✓	✓	✓	✓	✓	✓		
Availability of programs	✓	✓	✓	✓	✓	✓		✓



# 2021 Grade 8 Exit Survey



# Grade 8 Exit Survey: **Who Am I?** (Knowing Yourself)



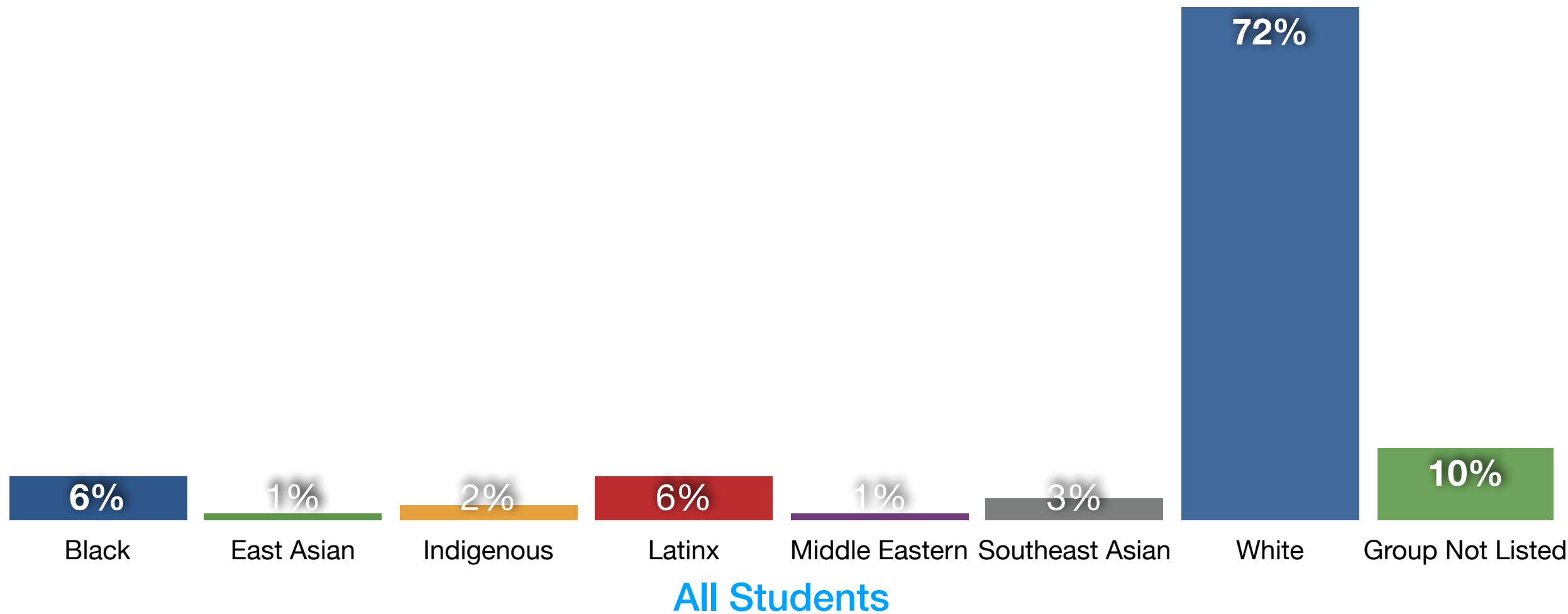
My school helped me ...	2014 All Students	2015 All Students	2016 All Students	2017 All Students	2018 All Students	2019 All Students	2021 All Students	2021 SSN	2021 IEP
By modelling Catholic Values, my school helped me develop my Catholic faith and identity.	-	-	87%	85%	83%	85%	87% ↑	86%	84%
By being respectful, inclusive and welcoming, my school helped me learn how to treat everyone with dignity and respect.	-	-	89%	88%	88%	87%	91% ↑	90%	90%
My school experiences helped me discover my God-given gifts, talents and strengths.	-	79%	77%	77%	75%	75%	76% ↑	78%	76%
I have been helped to develop my interests.	-	78%	74%	71%	70%	71%	72% ↑	76%	75%
I have been helped to discover my strengths and needs as a student and how I learn best in order to achieve my full potential.	-	87%	86%	86%	85%	83%	86% ↑	87%	88%
I know what skills I need to be successful.	-	89%	91%	91%	90%	87%	87%	87%	86%
I understand how my skills and strengths will help me be successful in school and later on in life.	-	90%	91%	92%	89%	88%	89% ↑	86%	85%

# Grade 8 Exit Survey: Who Do I Want to Become? (Exploring Opportunities)



My school provided me with opportunities to...	2014 All Students	2015 All Students	2016 All Students	2017 All Students	2018 All Students	2019 All Students	2021 All Students	2021 SSN	2021 IEP
Use technology, which helped make the lesson interesting and made me feel confident about what I was learning.	-	-	91%	91%	91%	90%	95% ↑	96%	96%
Use technology to get information and express my ideas.	-	93%	94%	94%	93%	93%	97% ↑	97%	97%
Display my learning in many different ways.	-	89%	89%	87%	87%	86%	90% ↑	90%	89%
Learn what it means to be a critical thinker and problem solver and apply what I learned to new situations.	-	-	87%	87%	85%	84%	89% ↑	83%	81%
Apply what I was learning to real problems.	-	75%	77%	76%	71%	71%	73% ↑	76%	76%
Participate in activities that helped me explore jobs and careers.	-	76%	77%	73%	71%	76%	74% ↓	75%	74%
Think critically about my decisions and set goals.	-	-	-	-	82%	83%	87% ↑	85%	84%
Develop a plan for achieving my goals.	-	-	-	-	81%	79%	78% ↓	78%	75%
Develop the plan that will help me be successful in school and later on in life.	-	65%	67%	66%	78%	78%	78%	79%	77%

Self-Identified Racial Background of Grade 8 Students who Participated in the Exit Survey



# 2021 Highlights from the Grade 8 Exit Survey

Student perceptions by racial identity	All Students	Black	East Asian	Indigenous	Latinx	Middle Eastern	South Asian	Southeast Asian	White
Total Count	3,629	203	401	15	233	197	132	288	1,992
Missing Count	120	NR	NR	NR	NR	11	NR	11	54
I have been encouraged to develop my areas of interest.	72%	71%	73%	87%	68%	64%	78%	82%	72%
I know what skills I need to develop to be successful.	87%	83%	82%	80%	86%	83%	88%	87%	89%
I understand how my skills and strengths will help me be successful in school, work and later on in life.	89%	85%	86%	80%	88%	88%	86%	91%	89%

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# STUDENT FEEDBACK

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## GRADE 12 EXIT SURVEY

# Highlights for All Students from the 2021 Grade 12 Exit Survey

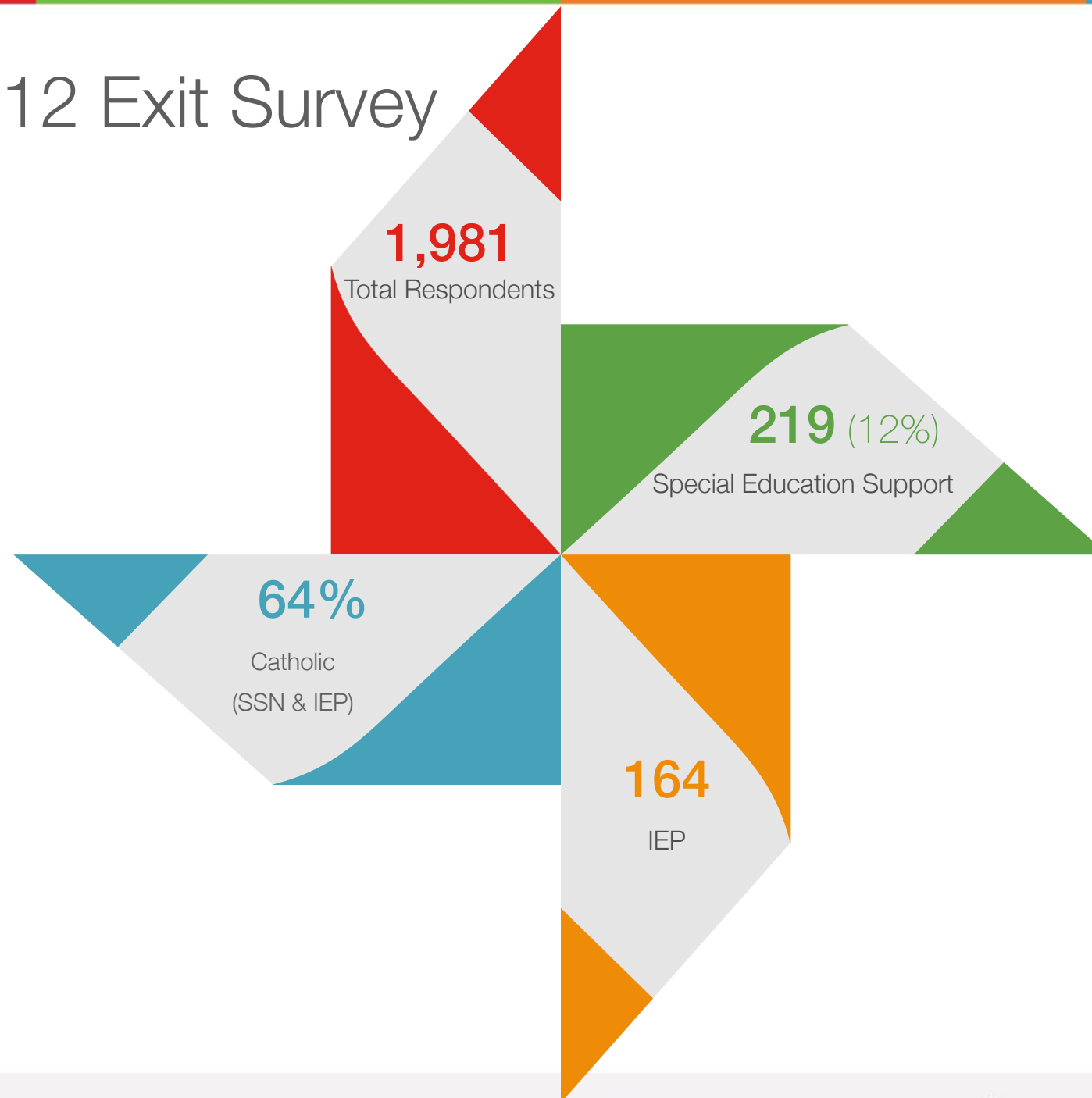
The majority of Grade 12 students ...

- Know what skills they need to develop to be successful (86%, +2%).
- Understand how their skills and strengths will help them be successful in school, work and later on in life (87%, +1%).
- Say that they have a plan for a post-secondary destination (92%, +3%), as well as, a plan for achieving their postsecondary goals (87%, +3%).
- Feel that their school helped them develop the following skills: responsibility (87%, +4%); organization (83%, +6%); independent work (89%, +6%); collaboration (83%, +1%); initiative (81%, +4%); and, self-regulation (82%, +6%).

**Response Rate: 44%**



# 2021 Grade 12 Exit Survey



# Grade 12 Exit Survey (All Students): Learning Skills & Work Habits

My high school education helped me develop the following Learning Skills and Work Habits...	2014 All Students	2015 All Students	2016 All Students	2017 All Students	2018 All Students	2019 All Students	2021 All Students	2021 SSN	2021 IEP
Responsibility	85%	82%	87%	83%	85%	83%	87% ↑	87%	87%
Organization	78%	75%	81%	78%	80%	77%	83% ↑	83%	82%
Independent Work	82%	81%	85%	83%	84%	83%	89% ↑	89%	89%
Collaboration	80%	79%	83%	81%	83%	82%	83% ↑	83%	83%
Initiative	80%	77%	81%	79%	80%	77%	81% ↑	81%	81%
Self-regulation	80%	78%	82%	78%	81%	76%	82% ↑	82%	82%

# Grade 12 Exit Survey (All Students): Catholic Graduate Expectations

My Catholic education helped me become...	2014	2015	2016	2017	2018	2019	2021 All Students	2021 SSN	2021 IEP
<b>A discerning believer</b> (Because I am a Believer, I will live my life with compassion and caring for myself and others)	51%	47%	51%	47%	64%	62%	71% ↑	71%	71%
<b>An effective communicator</b> (Because I have a Voice, I use it to speak for those who cannot and I will live my life with patience and understanding for myself and others)	59%	56%	60%	57%	65%	64%	69% ↑	69%	69%
<b>A reflective and holistic thinker</b> (Because I am a Believer, I live a life of purpose)	57%	54%	60%	57%	62%	60%	67% ↑	67%	67%
<b>A self-directed, responsible, life-long learner</b> (Because I will always do my best, I set goals, use my gifts, talents and abilities to build on my strengths and weaknesses, I am proud of my accomplishments and I am thankful for the gifts of others.)	66%	61%	66%	65%	72%	71%	76% ↑	76%	76%
<b>A collaborative contributor</b> (Because I am a member of a community, I work to build a better life for myself and others and live my life with respect, acceptance and, in service to others)	63%	58%	64%	62%	69%	67%	73% ↑	73%	73%
<b>A caring family member</b> (Because I love my family, I am compassionate and respectful)	72%	67%	73%	69%	77%	75%	79% ↑	79%	79%
<b>A responsible citizen</b> (Because I can make a difference, I take responsibility for myself and advocate for my community.)	71%	66%	72%	70%	73%	69%	76% ↑	76%	76%

# Grade 12 Exit Survey (All Students): Post-Secondary Destinations

What do you plan to do when you leave high school?	2014 All Students	2015 All Students	2016 All Students	2017 All Students	2018 All Students	2019 All Students	2021 All Students	2021 SSN	2021 IEP
Attend school for additional credits	1%	2%	2%	1%	2%	1%	4% ↑	-	-
Attend a college program (while employed or not employed)	16%	21%	19%	18%	17%	18%	12% ↓	22%	26%
Attend a university program (while employed or not employed)	70%	66%	69%	72%	73%	72%	78% ↑	71%	74%
Attend a private educational program or school	1%	1%	1%	1%	1%	1%	<1%	-	-
Attend an apprenticeship program	2%	2%	2%	2%	1%	2%	1% ↑	-	-
Attend a community program for adults who require special supports	<1%	<1%	<1%	<1%	<1%	<1%	0%	-	-
Enter the workplace/seek employment	2%	3%	2%	2%	2%	2%	1% ↓	-	-
I am not sure	8%	5%	5%	4%	5%	4%	3% ↓	7%	-

# Grade 12 Exit Survey: Who Am I? (Knowing Yourself)



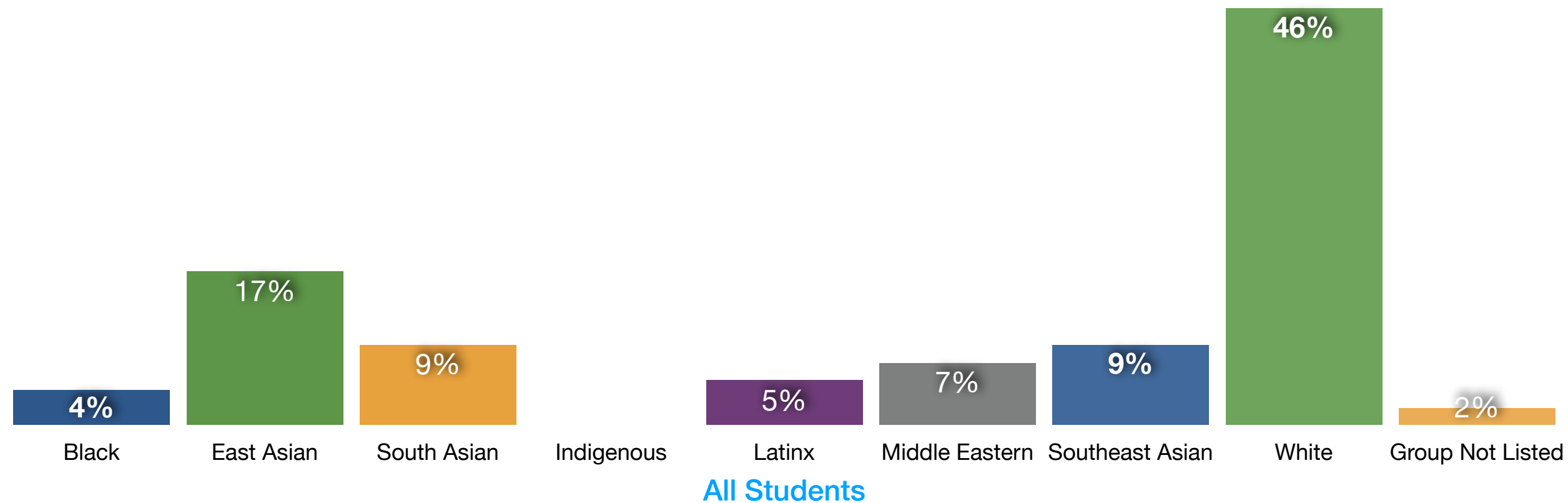
My school helped me ...	2014 All Students	2015 All Students	2016 All Students	2017 All Students	2018 All Students	2019 All Students	2021 All Students	2021 SSN	2021 IEP
By modelling Catholic Values, my school helped develop an understanding of the Catholic faith and identity.	-	-	62%	55%	58%	71%	77%↑	77%	79%
By being respectful, inclusive and welcoming, my school helped me learn how to treat everyone with dignity and respect.	-	-	83%	81%	82%	81%	84%↑	84%	85%
My school experiences helped me discover my God-given gifts, talents and strengths.	-	63%	67%	62%	66%	63%	78%↑	79%	80%
I have been encouraged to develop my interests.	-	79%	82%	82%	81%	79%	80%↑	78%	81%
I have been helped to discover my strengths and needs as a student and how I learn best in order to achieve my full potential.	-	71%	79%	77%	77%	76%	77%↑	80%	81%
I know what skills I need to be successful.	-	82%	87%	85%	86%	84%	86%↑	84%	84%
I understand how my skills and strengths will help me be successful in school and later on in life.	-	83%	86%	85%	88%	86%	87%↑	82%	82%

# Grade 12 Exit Survey: Who Do I Want to Become? (Exploring Opportunities)



My high school provided me with the following opportunities:	2014	2015	2016	2017	2018	2019	2021 All Students	2021 SSN	2021 IEP
Coursework that seemed worthwhile and relevant to my life.	67%	55%	64%	60%	60%	59%	67%↑	64%	66%
Technology to help make the lesson interesting and make me feel confident about what I was learning.	-	-	79%	80%	83%	83%	86%↑	89%	93%
Opportunities to display my learning in a variety of ways.	72%	72%	76%	77%	76%	75%	84%↑	85%	87%
Apply what I was learning to complex real-world issues or problems.	60%	58%	68%	63%	63%	62%	69%↑	64%	66%
Select from a wide variety of course options and electives.	71%	70%	75%	74%	73%	71%	79%↑	81%	80%
Participate in activities that helped me explore different areas of study, jobs and careers.	-	-	-	-	70%	69%	70%↑	71%	74%
Think critically about my decisions and set goals.	-	-	-	67%	76%	75%	82%↑	83%	85%
A plan for a post-secondary destination.	-	-	-	-	89%	89%	92%↑	89%	90%
A plan for achieving my post-secondary goals.	-	-	-	-	85%	84%	87%↑	85%	85%
Help develop the plan that will help me be successful in school and later on in life.	-	-	-	-	81%	79%	84%↑	80%	79%

Self-Identified Racial Background of Grade 12 Students who Participated in the Exit Survey



# 2021 Highlights from the Grade 12 Exit Survey

Student perceptions by racial identity	All Students	Black	East Asian	Indigenous	Latinx	Middle Eastern	Southeast Asian	South Asian	White
Total Count	1,743	79	297	NR	87	128	165	152	802
Missing Count	249	10	41	NR	NR	19	23	25	115
I have been encouraged to develop my areas of interest.	80%	81%	81%	67%	84%	76%	79%	79%	80%
I know what skills I need to develop to be successful.	86%	81%	82%	67%	88%	86%	91%	85%	86%
I understand how my skills and strengths will help me be successful in school, work and later on in life.	87%	87%	84%	67%	86%	90%	93%	87%	86%



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- Give us more opportunities to learn about and explore/experiment with future career options. Also, teaching us more about what will happen after high school.
- Make financial literacy and networking classes or info sessions mandatory. My french teacher gave us lessons on budgeting towards the end of the course and it was more useful than anything else I learned all year.
- Perhaps to have the guidance office continue to have workshops throughout the year for students to attend regarding postsecondary pathways and processes of applying to various pathways, etc.
- More opportunities to develop interests and potential careers. I'm leaving this place without a plan or goal.
- Be more engaged with students who are quiet to boost their confidence more in finding the right fit for them
- Realizing what credits you need for your future programs in advance, makes it easier for you to focus on your path as you are striving to get them
- Different post-secondary pathways, it's not just college or university, we should learn about other options for post-secondary
- Maybe giving them more support if they are unsure. Giving them more options to help them discover what they want to do after high school. (Interests, hobbies etc.)





THANK YOU




# JUNE 2022

## TRUSTEE SERVICES

**Monthly Virtue: HONESTY**

**July 2022**

July 1  Canada Day (Holiday)

**August 2022**

August 1—Simcoe Day (Holiday)

August 30—5pm Committee of the Whole

August 30—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.
			1	2 PA Day (E)	3	4
5	6 7 pm YCPIC	7 6:30 pm Policy Review	8 Director's Council 6:30 pm YCDSB Board Retirement Evening	9	10	11
12	13 7pm SEAC	14 6:30 pm Spec CTW 7:30 pm Spec Board	15 3pm Executive 5pm HR Committee	16	17	18
19 	20	21 National Indigenous Peoples Day 5pm Audit Cmte 6:30 pm CTW 7:30pm Regular Board	22	23	24	25
26	27	28	29 PA Day (S)	30 PA Day (E/S) 8am Special Board (If Needed)		



# Multi-Year Strategic Plan

## Mission Statement

Guided by Gospel values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.

## Vision Statement

Our students will become creative and critical thinkers who integrate Catholic Values into their daily lives, as socially responsible global citizens.

## Core Values



## Strategic Commitments

Integration of Our Catholic Faith

Continuous Improvement of Student Achievement

Effective Use of Our Resources

Engaging Our Communities



## Yearly BILC-SAW Report - 2021/2022

Strategic Commitments	2019 to 2023 - 5 YEAR GOALS
<b>INTEGRATION OF OUR CATHOLIC FAITH, WELL-BEING &amp; EQUITY</b>	<ol style="list-style-type: none"> <li>1. Enhance Catholic faith knowledge and support faith formation as a source of well being and equity for students, staff and families.</li> <li>2. Integrate Catholic Social Teaching to inform learning and nurture socially responsible global discipleship.</li> <li>3. Promote ongoing opportunities for parishes, schools, and families to celebrate our Catholic faith and to continue to build relationships that honour and respect the dignity of all.</li> </ol>
<b>CONTINUOUS IMPROVEMENT OF STUDENT ACHIEVEMENT AND WELL-BEING</b>	<ol style="list-style-type: none"> <li>1. Support instructional excellence, programs and pathways to success to increase the achievement of students.</li> <li>2. Increase the achievement of students who are not meeting with success.</li> <li>3. Develop mental health &amp; well-being strategies and supports for students to understand and apply these skills in their learning environment.</li> <li>4. Promote safe and accessible learning environments.</li> <li>5. Promote instructional use of 21st-century learning skills through equitable access to opportunities and pathways</li> </ol>
<b>EFFECTIVE USE OF OUR RESOURCES</b>	<ol style="list-style-type: none"> <li>1. Managing financial resources effectively and strategically</li> <li>2. Continuously improving the physical learning environment of the classroom/school</li> <li>3. Effective and efficient use of human resources</li> </ol>
<b>ENGAGING OUR COMMUNITIES</b>	<ol style="list-style-type: none"> <li>1. Facilitate enhanced school to home communication</li> <li>2. Provide opportunities for meaningful dialogue with all stakeholders to inform decision-making and contribute to student success</li> <li>3. Continually engage our Catholic communities to promote and form partnerships that enhance Catholic Education</li> <li>4. Clearly and effectively profile the YCDSB in the public sphere</li> </ol>

Strategic Priority #1 – INTEGRATION OF OUR CATHOLIC FAITH, WELL-BEING & EQUITY - (2021-2022 GOALS & STRATEGIES)

Goal:	Strategies:	Expected Outcomes:	Assessment/Achieved Outcomes Overall Performance Status of Goals:
Students will integrate the Catholic faith’s teaching of ‘love your neighbour as you love yourself’ by building relationships that honour and respect the dignity of all.	<ul style="list-style-type: none"><li>• Provide a safe, supportive and healthy learning environment to re-engage students. Help students develop mental, spiritual and physical well-being to become resilient and achieve their full potential.</li><li>• Help students communicate, in word and deed, messages of welcome and inclusion for all within safe and inviting school communities both in-person and online.</li><li>• Honor the behavior of students that reflect the monthly Virtues and exemplify our Catholic faith;</li><li>• Support Prayer centers, prayer circles, liturgies, sacramental preparation, home-school-parish connections;</li><li>• Support implementation of the K-12 Religious Education &amp; Family Life Curriculum.</li><li>• Foster Safe and Accepting Schools through our Social Teachings (Luke 4:18);</li><li>• Create resources and opportunities to support understanding and implementation of Culturally Responsive and Relevant Pedagogy (CRRP), and undertake a diversity audit of school resources to identify resources that meet the criteria.</li></ul>	<ul style="list-style-type: none"><li>• The number of students who report that they feel: a sense of belonging, loved, good about themselves, and confident, will increase by June 2022.</li><li>• The number of students who report that they feel anxious, upset, angry, sad or hopeless will decrease by June 2022.</li><li>• The number of students who experience verbal, social or cyber bullying will decrease by June 2022.</li><li>• Students and staff have necessary resources to support home to school to parish faith development.</li><li>• Host workshops/inservices for teachers on religious education, digital resources &amp; family life curriculum.</li><li>• Successful Luke 4:18 Symposium - students are engaged and supported.</li><li>• Focussed support and guidance on equitable teaching and learning by focusing on culturally responsive and relevant pedagogy (CRRP).</li><li>• Collaborate with various departments to</li></ul>	<ul style="list-style-type: none"><li>• Students reported that Christian Meditation &amp; Prayer made them feel calm/peaceful. They say prayer helps them to feel “connected to God.” <b>YCDSB achieved the expected outcome.</b></li><li>• Many school presentations focussed on caring communities and honouring human dignity. High engagement/growth. <b>YCDSB achieved the expected outcome.</b></li><li>• May 2022: Climate survey - 75% of parents indicate their child feels safe/supported. <b>YCDSB achieved the expected outcome.</b></li><li>• Students have access to prayer centres in every classroom and online digital resources “Growing in Faith”. <b>YCDSB achieved the expected outcome.</b></li><li>• Teachers inservices well attended/ received. Teachers commented on how enthusiastic students were about the videos/activities <b>YCDSB achieved the expected outcome.</b></li><li>• A virtual Luke 4:18 Symposium was held in Spring 2021. Students connected to discuss their social justice projects. High engagement. <b>YCDSB achieved the expected outcome.</b></li><li>• Black Heritage resource updated/shared. Increased engagement from educators for resources. Schools booked presenters (eg: Dr. ABC, Nadine Williams). <b>YCDSB achieved the expected outcome.</b></li><li>• Developed a website with resources, programs, and services for all staff and</li></ul>



<p><b>Student Services:</b> Identify physical and attitudinal barriers and provide support for students with disabilities</p> <p>Identify and provide support for students with special learning needs.</p>	<ul style="list-style-type: none"> <li>● Ensure equitable access and opportunity to programs and services for all students by identifying strategies to dismantle anti-Black and anti-Indigenous racism and eliminate systemic inequities experienced by members of racialized and equity-seeking groups.</li> <li>● Identify and implement strategies to address the feedback received from parents, students and staff to address human rights and equity issues in the following areas: cultural/racial identity; anti-Black racism; diverse religions and faiths; accessibility/accommodation; 2SLGBTQQ+; Indigenous education; special education; mental health; and culturally responsive and relevant pedagogy.</li> <li>● Analyse and communicate results collected from the student census. Identify strategies for implementation and monitoring to eliminate disparities and disproportionalities that impede achievement, well-being and success.</li> <li>● Promote a greater understanding and awareness of the barriers to student success and what is needed to create more equitable and inclusive learning environments and improve equity, achievement and well-being for all students. Review the Accessibility plan and ensure it is aligned with the Board's Equity policy, and the Ontario Human Rights Commission (OHRC) disability rights objectives.</li> </ul>	<p>incorporate principles of equity and inclusion into our core business of providing an accountable informed education for all students. ( Religion/ guidance/ librarians/ art).</p> <ul style="list-style-type: none"> <li>● Create and implement the Human Rights, Equity, Diversity and Inclusion Advisory Committee.(HEDIAC) and develop additional materials and resources to ensure feedback from stakeholders is at the forefront of HEDIAC (committee work on pause).</li> <li>● Oversee/complete the collection and analysis of census data to identify and address systemic organisational and attitudinal barriers.</li> <li>● Removal of barriers as identified in the Accessibility plan. Evaluate the effectiveness of current strategies and update if necessary.</li> <li>● Appropriate SE forms are completed and parent signatures are recorded. Referrals to appropriate staff for support.</li> </ul>	<p>students communicating our Human Rights, Equity, Diversity and Inclusion strategies and support. <a href="#">HEDI Website</a>. <b>YCDSB achieved the expected outcome.</b></p> <ul style="list-style-type: none"> <li>● More teacher generated materials incorporated prayers, songs, images, tweets, activities, etc., that are reflective of our diverse student population. (Ex. Lenten Prayer shared by S. Bomben that had an African Spiritual hymn. YCDSB created the HEDIAC committee. In 2021/2022, numerous human rights initiatives were undertaken. <b>YCDSB achieved the expected outcome.</b></li> <li>● YCDSB completed the Student Census survey in May of 2021. The data is being analysed and strategies highlighted in 2022-2023 BILC-SAW. <b>YCDSB achieved the expected outcome.</b></li> <li>● Schools identified in the Accessibility plan as needing ramps for accessible washrooms were completed. During the 2021-2022 school year an accessibility review of secondary schools' FLS kitchens in collaboration with the Plant Department was completed and the remaining schools received accessible signage this year. <b>YCDSB achieved the expected outcome.</b></li> <li>● Psychological, OTPT, Speech-Language assessments continued during COVID using YPH approved-procedures and appropriate PPE. Student Services staff have continued to meet with school teams virtually for Case Conferences. <b>YCDSB achieved the expected outcome.</b></li> <li>● Completed. Resources are being used regularly in all schools.</li> </ul>
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<p>Provide and support Catholic Social Teaching to students with unique learning needs.</p> <p>Integrate mindfulness practice and prayer into the student’s daily routine to hear God’s call and encourage all students to develop a growth mindset in regards to pathway planning.</p> <p>Psychological Services staff training on providing culturally responsive assessments.</p> <p>Promote and foster the principles of equity and fully inclusive education that is based on acceptance and inclusion of all students so that students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.</p> <p>Develop our Compassionate Care and Crisis Response Team and update protocols into one comprehensive protocol.</p>	<ul style="list-style-type: none"> <li>● Through regular meetings and communication, support families as they move through the process of accepting and identifying special learning needs. Respect the dignity of all by ensuring accessibility for families with children with special needs.</li> <li>● Integrate appropriate Catholic Social Teaching to inform learning and nurture socially responsible global discipleship for students with special learning needs. Curriculum to enrich the spiritual life of students with special learning needs.</li> <li>● Collaboration between Student Services, Curriculum, Religion, &amp; Equity. Integration of mindfulness and prayer to support student well-being and achievement.</li> <li>● Training on culturally responsive and innovative practices for psychological assessment.</li> <li>● Develop strategies to identify and eliminate barriers to inclusivity and equity and promote a sense of belonging for all staff and students.</li> <li>● Gather and review research on trauma-informed crisis response, including responding to deaths in the school community and/or traumatic events.</li> </ul>	<p>resources for students with special needs. Christian Meditation opportunities and workshops provided to Student Services staff. Students in Learning Strategies (secondary) also participated in Christian Meditation sessions.</p> <ul style="list-style-type: none"> <li>● Review effectiveness of monitoring and end of year reporting tools. Faith and Wellness resource is now accessible to all staff on SMHO website.</li> <li>● Training to be held in Spring 2021</li> <li>● School climate surveys, surveys for students with Learning Disabilities, parent surveys, etc.</li> <li>● Trauma-informed practice training. A Committee of stakeholders will be arranged to develop an updated protocol.</li> </ul>	<p><b>YCDSB achieved the expected outcome.</b></p> <ul style="list-style-type: none"> <li>● This strategy is taking place in all secondary schools: FLS, GLE, PACE students. Every school library received a book re: Christian meditation. All teachers were inserviced on faith and wellness. <b>YCDSB achieved the expected outcome.</b></li> <li>● The training included a 3 part series on culturally responsive and appropriate assessment and counselling practices. Psychological Services staff and mental health worker staff participated. The series was recorded for new staff members. Assessment instruments that reduce test bias were discussed and purchased. <b>YCDSB achieved the expected outcome.</b></li> <li>● Presentations: Trauma-Informed Schools/Responding to Traumatic Events (Dr. K. McLeod ATRC). An identity-affirming approach in supporting black students (K. Clayton ADWOCC), Equity in Practice workshop (OSSTF), Fetal Alcohol Syndrome Disorder (J. Carioni CDSBEO) <b>YCDSB achieved the expected outcome.</b></li> <li>● Research and other board crisis response protocols were reviewed and an initial draft of an updated protocol developed. A committee of stakeholders is the next step. <b>YCDSB achieved the expected outcome.</b></li> </ul>
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Strategic Priority #2 – CONTINUOUS IMPROVEMENT OF ACADEMIC EXCELLENCE - (2021-2022 GOALS & STRATEGIES)

Numeracy Goal:	Strategies:	Expected Outcomes:	Assessment/Achieved Outcomes Overall Performance Status of Goals:
Students will demonstrate an understanding of fundamental mathematical skills and concepts in a variety of inclusive contexts and apply creativity and flexibility in thinking.	<ul style="list-style-type: none"><li>● Foster the development of social-emotional learning skills to support student well-being and successful academic performance.</li><li>● Recognize the kinds of evidence of learning (i.e., observations-conversations-products) that need to be collected to effectively monitor and assess student progress.</li><li>● Implement standards-based and differentiated instruction to meet the needs of diverse groups of learners.</li><li>● Administer differentiated assessments with an emphasis on formative assessment, grading, and reporting.</li><li>● Develop students' knowledge and understanding of Mathematics through the use of a variety of digital resources and high-yield strategies.</li><li>● Enhance students' understanding of mathematical concepts and confidence in their own abilities through Culturally Responsive and Relevant Pedagogy (CRRP) approaches.</li></ul>	<ul style="list-style-type: none"><li>● Students' beliefs in their ability to do mathematics is improved as evidenced by reports of increased self-concept, self-efficacy and self-confidence, and decreased anxiety.</li><li>● Students use the transferable skills to overcome challenges, make connections, think critically and solve everyday math problems.</li><li>● At least 70 percent of students in the primary and junior grades achieve an overall mark of B- or above in Mathematics.</li></ul>	<p><b>Students will demonstrate an understanding of fundamental mathematical skills and concepts in a variety of inclusive contexts and apply creativity and flexibility in thinking:</b></p> <ul style="list-style-type: none"><li>● In the 2021-2022 school year YCDSB introduced a number of strategies to achieve the Numeracy Goal. These strategies were communicated board-wide and identified in the schools SILC-SAW electronic system. Each school documented specific school-based numeracy strategies after reviewing data metrics from the Student Achievement and Well-Being system (SAWB). The SAWB platform assists schools in measuring academic progress across multiple years as a basis for strategically planning academic improvement goals.</li><li>● As a result of YCDSB Board and School SILC-SAW goals and strategies, YCDSB improved overall numeracy achievements.</li><li>● To date (May 2022) 85% of students in the primary and junior grades achieved an overall mark of B- or above in Mathematics. <b>YCDSB achieved the expected outcome.</b></li></ul>

	<ul style="list-style-type: none"> <li>● Build students' understanding of financial literacy so that they make informed decisions and better understand the impact of their choices.</li> <li>● Implement targeted strategies to support the individual learning needs of students in de-streamed mathematics courses.</li> </ul>	<ul style="list-style-type: none"> <li>● At least 60 percent of students perform at or above the provincial standard on the EQAO Grade 3 and 6 Assessments of Mathematics.</li> <li>● At least 65 percent of students perform at or above the provincial standard on the EQAO Grade 9 Assessment of Mathematics.</li> <li>● Students in Grades 9 and 10 Mathematics courses achieve a grade average of 65 percent or above in Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>● 64% of YCDSB students performed at or above the provincial standard on the EQAO Grade 3 and 6 Assessments of Mathematics. <b>YCDSB achieved the expected outcome.</b></li> <li>● 83% of YCDSB students performed at or above the provincial standard on the EQAO Grade 9 Assessment of Mathematics. (2018/2019) <b>YCDSB achieved the expected outcome.</b></li> <li>● To date (May 2022) YCDSB students in Grades 9 and 10 Mathematics courses achieved a grade average of 80% percent or above. <b>YCDSB achieved the expected outcome.</b> The following highlights assessment information.  2021 Report Card Data: <ul style="list-style-type: none"> <li>● Grade 3: 79% average mark</li> <li>● Grade 6: 78% average mark</li> </ul> 2019 EQAO Data: <ul style="list-style-type: none"> <li>● Grade 3: 66%</li> <li>● Grade 6: 58%</li> </ul> 2019 EQAO Data: <ul style="list-style-type: none"> <li>● Grade 9 Academic: 88%</li> <li>● Grade 9 Applied: 45%</li> </ul> <b>2020-2021:</b>  81% of students at Levels 3/4 (academic)  60% of students at Levels 3/4 (applied) </li> </ul>
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Literacy Goal:	Strategies:	Expected Outcomes:	Assessment/Achieved Outcomes Overall Performance Status of Goals:
<p>Students will demonstrate the ability to use a variety of strategies to demonstrate reading for meaning, critical thinking and communication of ideas – oral and written – using authentic texts across subject areas that reflect students’ identities.</p>	<ul style="list-style-type: none"> <li>● Help students implement strategies to develop their faith, academic excellence and the Catholic global competencies.</li> <li>● Foster the development of social-emotional learning skills to support student well-being and successful academic performance.</li> <li>● Implement Culturally Responsive and Relevant Pedagogy (CRRP) approaches to the selection of learning resources using the Culturally Responsive and Relevant Pedagogy (CRRP) Toolkit to engage students in considering diverse and alternative perspectives.</li> <li>● Promote differentiated literacy instruction in the primary grades and Grade 9 English courses including implementation of the Lexia Reading platform across select schools and Areas of Schools.</li> <li>● Support the improvement planning process and monitoring of Primary Writing achievement within, and across, priority schools.</li> <li>● Implement targeted strategies to support the individual learning needs of students in their literacy development across subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>● Students are motivated and deeply engaged in their learning and apply a growth mindset when asked to engage in challenging literacy activities.</li> <li>● Students seek help early when they have a problem which helps foster their ability to learn, build resilience and thrive.</li> </ul>	<p><b>Students will demonstrate the ability to use a variety of strategies to demonstrate reading for meaning, critical thinking and communication of ideas – oral and written – using authentic texts across subject areas that reflect students’ identities:</b></p> <ul style="list-style-type: none"> <li>● Similar to the numeracy goal, in the 2021-2022 school year YCDSB introduced a number of strategies to achieve the Literacy Goal. These strategies were communicated board-wide and identified in the schools SILC-SAW electronic system. Each school documented specific school-based literacy strategies after reviewing data metrics from the Student Achievement and Well-Being system (SAWB). The SAWB platform assists schools in measuring academic progress across multiple years as a basis for strategically planning academic improvement goals.</li> <li>● As a result of YCDSB Board and School SILC-SAW goals and strategies, YCDSB improved our overall literacy achievements and met nearly all of the expected outcomes.</li> </ul> <p>The following highlights assessment information to date (September 2021 to May 2022):</p>

		<ul style="list-style-type: none"><li>• At least 80 percent of students in the primary grades achieve Marks at B or above in Writing on the report card and the EQAO assessments.</li><li>• At least 40 percent of students with special needs in the primary and junior divisions achieve Marks at B or above in Writing by the end of the grade.</li><li>• Students in Grades 9 and 10 Applied English and Locally Developed courses achieve a grade average of 70 percent or above on their English course mark.</li><li>• At least 86 percent of students successfully complete the Literacy Test.</li></ul>	<ul style="list-style-type: none"><li>• To date (May 2022) 78% percent of YCDSB students in the primary grades achieved Marks at B- or above in Writing on the report card. <b>YCDSB is approaching the expected outcome.</b></li><li>• To date (May 2022) 87% percent of YCDSB students in the primary grades achieved a level 3 or 4 in EQAO assessments. <b>YCDSB achieved the expected outcome.</b></li><li>• To date (May 2022) 47% percent of YCDSB students with special needs in the primary and junior divisions achieved marks at B- or above in Writing by the end of the grade. <b>YCDSB achieved the expected outcome.</b></li><li>• To date (May 2022) 60% percent of YCDSB students in Grades 9 and 10 Applied English and Locally Developed courses achieved a grade average of 70 percent or above on their English course mark. <b>YCDSB is approaching the expected outcome.</b></li><li>• 86% percent of YCDSB students successfully completed the Literacy Test in the last year it was written: 2018.2019. <b>YCDSB achieved the expected outcome.</b></li></ul>
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Student Services Goals:	Strategies:	Expected Outcomes:	Assessment/Achieved Outcomes Overall Performance Status of Goals:
<p>Develop a process to continue to access and provide individualized supports for students in French Immersion.</p> <p>Expand Robotics and Coding for students in various spec ed programs.</p> <p>In response to the Right to Read Inquiry, build capacity for Tier 2 and Tier 3 Reading Intervention Programs (ELIP and Later Literacy) by improving our practices on how to better use assessment data to design more targeted interventions</p> <p>In response to the Right to Read Inquiry, expand training and implementation of Tier 3 Interventions (Remediation Plus Reading Intervention Program) which provides a highly explicit, systematic teaching of foundational skills.</p>	<ul style="list-style-type: none"> <li>● On-going meetings with Curriculum and Assessment department staff and Student Services staff to discuss needs. Invite Administration from F.I. schools to discuss concerns and needs.</li> <li>● Continue to collaborate with Curriculum and Technology Depts. Investigate learning opportunities through community partners.</li> <li>● Adapt and expand resources to support students learning remotely. Improve the organization of resources to ensure they are accessible and user friendly. Provide direct training, as well as increased opportunities for teachers to come together to answer questions and allow for professional discourse.</li> <li>● Adapt resources so that they can support students learning remotely. Provide direct training, as well as periodic scheduled opportunities for educators to come together to answer questions and allow for professional discourse.</li> </ul>	<ul style="list-style-type: none"> <li>● Process is clearly designed and implemented through consultation with all stakeholders. Admin, teachers, Union, Curriculum and Student Services staff.</li> <li>● Robotics curriculum and activities are expanded in PACE classrooms.</li> <li>● Ongoing support for teachers new to the role or new to the program, through feedback and regular office hours.</li> <li>● Educators who engage in training are asked to collect pre and post data and share with Program Consultants. Ongoing support for teachers, through feedback and regular office hours.</li> </ul>	<ul style="list-style-type: none"> <li>● In collaboration with the Curriculum Department, the individual support process is updated for students in French Immersion. <b>YCDSB achieved the expected outcome.</b></li> <li>● Established pilot in PACE at SCG and SJM. Robotics pilot in ASD classes at HCH using SEA Funds: class set of robotics equipment purchased (@ HCH). <b>YCDSB achieved the expected outcome.</b></li> <li>● Itinerant Literacy Intervention Teacher (ILIT) role created to provide Tier 3 Interventions. Completed: Train teachers new to the role. Select schools and students to participate in the program. <b>YCDSB achieved the expected outcome.</b></li> <li>● Remediation Plus purchased for all elementary schools. Literacy Consultant to lead a multidisciplinary team to create K-12 Reading Intervention Framework. Literacy committee formed. Training in other Disciplines to enhance awareness and implementation. Completed: Trained teachers in Remediation + (completed Jan 2022). Trained ASD Teachers. <b>YCDSB is approaching the expected outcome.</b></li> </ul>

Changes to the Secondary Work Experience Program Service Delivery Model	<ul style="list-style-type: none"><li>● For the 2020-2021 academic year, 2 FTE teachers operating in the role of Itinerant Special Education Work Experience Teachers have been hired. The Itinerant Special Education Work Experience Teacher will assist school staff with the coordination of Work Experience Program placements for secondary students with special needs.</li></ul>	<ul style="list-style-type: none"><li>● This pilot program will be reviewed after 1 year to determine whether it will continue for an additional academic year. All stakeholders will provide input and feedback (Principals, Special Education Teachers, Parents, Students) and data will be collected.</li></ul>	<ul style="list-style-type: none"><li>● Program reviewed and the outcome of the review determined that the Program is viable and will continue. <b>YCDSB achieved the expected outcome.</b></li></ul>
Continued implementation of the LEXIA Reading Program Pilot as part of a response to the “Right to Read” inquiry.	<ul style="list-style-type: none"><li>● In year 2 of the LEXIA Pilot project, select secondary teachers of Special Education, English and ESL are using LEXIA to close gaps with regard to reading skills.</li></ul>	<ul style="list-style-type: none"><li>● Virtual training sessions are being offered to teachers on an ongoing basis. Ongoing monitoring of the LEXIA Dashboard is occurring both at the school and Board levels.</li></ul>	<ul style="list-style-type: none"><li>● Year 3 of LEXIA Pilot: Ongoing use of LEXIA in both panels as a Tier 1-3 tool for gap closing and learning recovery. Licences have been extended for an additional 3 years. Use of Lexia for remote gr 1 students as part of Tier 1 intervention will be explored. Currently using licences with secondary remote learners. Exploring use in intermediate grades as an intervention. <b>YCDSB is approaching the expected outcome.</b></li></ul>
Implementation of memory aid guidelines for use in the elementary panel.	<ul style="list-style-type: none"><li>● Share a gradual release model for the use of memory aids with Elementary core resource teachers.</li></ul>	<ul style="list-style-type: none"><li>● Guidelines and Tipsheets created and shared at Family of Schools meeting.</li></ul>	<ul style="list-style-type: none"><li>● Guideline and Tipsheets created. <b>YCDSB achieved the expected outcome.</b></li></ul>
Develop Elementary Training Modules for Special Education Teachers.	<ul style="list-style-type: none"><li>● Elementary consultants to work in teams to develop modules to be used beginning Fall 2021 as part of revised training for teachers new to their roles. These modules will cover each of our Special Education Programs and include Mathematics Gap Closing, Literacy Programs, Functional Life Skills, Social Skills and Self Regulation.</li></ul>	<ul style="list-style-type: none"><li>● Common templates developed for content. Modules to be reviewed and recorded for use in September 2021.</li></ul>	<ul style="list-style-type: none"><li>● Draft modules completed for teachers new to their role (Special Education Programs). All modules were recorded. <b>YCDSB achieved the expected outcome.</b></li></ul>



Update the Mental Health and Addictions Strategy	<ul style="list-style-type: none"> <li>Identify goals for the next three years that align with the province's mental health and addiction strategic plan. Identify goals for 2020-2021 to support trauma informed school/classroom practices.</li> </ul>	<ul style="list-style-type: none"> <li>Draft of the three year Mental Health and Addiction strategic plan is complete; work with the Mental Health Leadership team to finalise and approve the three year and one year plan.</li> </ul>	<ul style="list-style-type: none"> <li>The yearly action plan is completed. <b>YCDSB achieved the expected outcome.</b></li> </ul>
Introduction and roll out of the Mental Health Workers in Secondary and Elementary.	<ul style="list-style-type: none"> <li>Four Mental Health Workers have been hired and started March 2020. Two temporary Mental Health Workers have been added to the team.</li> </ul>	<ul style="list-style-type: none"> <li>Providing direct service to secondary students in need. Created brochures of their service, forms, referral pathways, packages of activities for families to do over Children's Mental Health week. Providing virtual workshops to both panels on topics of stress, anxiety and mindfulness, virtual groups focussed on anxiety and depression.</li> </ul>	<ul style="list-style-type: none"> <li>Additional Mental Health FTE hired who are now providing direct access to K-12 students in need. <b>YCDSB achieved the expected outcome.</b></li> </ul>
Increase communication and build mental health literacy with the system and our school communities	<ul style="list-style-type: none"> <li>YCDSB Mental Health twitter account Mental Health @ YCDSB website Psychology newsletters Community Resource List PD sessions for educators and identified subgroups (chaplains, guidance counselors, NTIP).</li> </ul>	<ul style="list-style-type: none"> <li>On-going, evaluate the effectiveness of distribution and uptake of resources.</li> </ul>	<ul style="list-style-type: none"> <li>The Mental Health Ambassador program is successfully improving communication and building literacy within the system and school communities. <b>YCDSB achieved the expected outcome.</b></li> </ul>
YSSN Mindfulness sessions offered to secondary students with special needs	<ul style="list-style-type: none"> <li>Mental Health budget used to purchase Mindfulness Sessions to be used across the secondary panel with special education students and any other students who may benefit from these sessions.</li> </ul>	<ul style="list-style-type: none"> <li>On-going tracking of participation data.</li> </ul>	<ul style="list-style-type: none"> <li>Program on hold while YSSN staff member who delivers Mindfulness Sessions is on leave. <b>YCDSB Action Required.</b></li> </ul>
Suicide prevention and intervention	<ul style="list-style-type: none"> <li>Update protocol on School Response to Suicidal and Non-Suicidal Self-Harm Behaviours, continue to provide training to staff on suicide intervention (ASIST).</li> </ul>	<ul style="list-style-type: none"> <li>Roll out the training of school staff (Secondary Guidance Teachers and Chaplains) on ASIST which will continue in the new school year. SAFETalk workshops to be provided. A draft of the YCDSB Suicide and Self-Harm Behaviours Protocol to be ready by end of school year.</li> </ul>	<ul style="list-style-type: none"> <li>Two-day ASIST training was attended by 28 Guidance Teachers and Chaplains in Dec 2021. NSSI training Dr. Lewis, offered to admin, guidance staff, psych staff, BRS, and MHW. Protocol draft is completed. <b>YCDSB achieved the expected outcome.</b></li> </ul>

Continue to provide training for staff and students to increase the number of students using assistive technology for provincial assessments and as a daily tool for learning (ie.students with SEA equipment).	<ul style="list-style-type: none"> <li>Offering on-going support via SEA Training Teams assigned to schools, elementary and secondary panels. Consultants providing training to special education school staff.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to examine usage data.</li> </ul>	<ul style="list-style-type: none"> <li>EQAO testing platforms for the grade 9 Math Assessment and grade 10 OSSLT are now fully online and all students will have access to accessibility tools in the online platform. Student training will be delivered by the Math Teachers/Special Education Teachers, as required. School staff are trained via MOE webinars. <b>YCDSB achieved the expected outcome.</b></li> </ul>
ASD/Kindergarten classes	<ul style="list-style-type: none"> <li>An additional ASD/Kindergarten has been established in Area 2 in order to support a growing population of students with ASD entering the board through the Early Facilitation Process. This class is housed at St. Julia Billiard CES and accommodates 6 students.</li> </ul>	<ul style="list-style-type: none"> <li>The ASD team will continue to provide ongoing support to the teachers and EIs in all 6 ASD/Kindergarten classes. Ongoing networking sessions for teachers will continue to be scheduled in order to provide consistency in the program implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing: ASD Team support provided to centres. Explore the possibility of opening another centre (east RH). <b>YCDSB achieved the expected outcome.</b></li> </ul>
Staff training on BRISC psychotherapy (Brief Intervention for School Clinicians)	<ul style="list-style-type: none"> <li>Use BRISC to deliver brief therapeutic interventions to students. Collect data to support our future planning needs to address Mental Health issues and concerns in both panels.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work with SMHO to ensure that all Mental Health Workers and Psychology Staff are trained. Psychology staff and mental health workers are scheduled to participate in virtual BRISC training this year.</li> </ul>	<ul style="list-style-type: none"> <li>8 staff attending the BRISC refresher. <b>YCDSB achieved the expected outcome.</b></li> </ul>
Continued Behavior Management Systems (BMS) training and Positive Behavior Support and Safety Plans at school level.	<ul style="list-style-type: none"> <li>Student Services establishing a working group to assess effectiveness of the BMS model. Shortfalls to be addressed. Workshops have been scheduled to support students with Intellectual Disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Working Group activity postponed due to Covid-19 and re-prioritizing. The process for Safety Plan development is under review for Sept 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Internal document created to support the process for Safety Plan and PBSP development. <b>YCDSB achieved the expected outcome.</b></li> </ul>
Continue implementation of the Pathway to Independence Plan (PIP).	<ul style="list-style-type: none"> <li>After the revised and expanded descriptions of Moderate to Severe needs were added as an addendum to Policy 402, the Pathway to Independence Plan (PIP) was introduced.</li> </ul>	<ul style="list-style-type: none"> <li>PIP to be implemented and included in IEPs across both panels, including pathway to independence regarding transportation. Continued work with school teams for implementation and focus on all aspects of school including transportation.</li> </ul>	<ul style="list-style-type: none"> <li>Introduced PIP (Fall 2021) for IEP. Inservicing provided for all Special Education Teachers and Education Workers.PIP specific plan for transportation created and shared.</li> </ul>



<p>Continue to collaborate and ensure access to curriculum for students with varying needs through securement of SEA funds for large claims-based equipment.</p> <p>Added due to COVID 19 School Closure: Provide equipment for home use in order to ensure safety and facilitate access to curriculum during Distance Learning.</p> <p>Continue to collaborate and provide consultation on Supporting Students with Prevalent Medical Conditions.</p> <p>Continue to provide consultation and equipment to students with complex needs.</p> <p>Guidelines for use of Calming Spaces and Alternate spaces.</p>	<ul style="list-style-type: none"> <li>• Working with Physical Management Staff and school in order to address the needs of students who face challenges with accessibility and access to curriculum.</li> <li>• Physical Management Staff worked with schools and families to assess the need for home-based SEA equipment.</li> <li>• Collaboration with HSC re: updates to emergency medication for low blood sugar levels.</li> <li>• Provide consultation and equipment re: egress method/route for students with mobility needs who are not on the ground floor of the school.</li> <li>• Communication of guidelines for Calming Spaces and guidelines for the system to other types of spaces/rooms (i.e. activity rooms).</li> </ul>	<ul style="list-style-type: none"> <li>• Modules created as a resource to new staff following in-person training. Opportunities to share the modules with all stakeholders (i.e., administrators, teachers).</li> <li>• SEA equipment was arranged for families to use at home; ongoing consultation with families continues to occur re: use of equipment.</li> <li>• Update the Diabetes Health Management Plan re: parameters for the use of oral glucagon.</li> <li>• Presently 10 schools have evacuation chairs; installation of 16 additional chairs halted by COVID closure; in process of identifying next schools requiring evacuation chairs.</li> <li>• Calming Space procedure booklet shared.</li> </ul>	<ul style="list-style-type: none"> <li>• Modules re: Safe Lifts and Transfers and Use of Equipment for Students with Complex Needs were created and shared with EAs/EIs/SSWs. <b>YCDSB achieved the expected outcome.</b></li> <li>• Students (Remote and Face-to-Face) received SEA equipment. <b>YCDSB achieved the expected outcome.</b></li> <li>• Provided updates re: the Diabetes Health Management Plan and communicated to all stakeholders. <b>YCDSB achieved the expected outcome</b></li> <li>• 20 schools now have evacu-trac chairs; S41 form created for YCDSB; Emergency Evacuation Plan in place for any student who has difficulty evacuating the building. <b>YCDSB achieved the expected outcome.</b></li> <li>• Booklet Completed Fall 2020. Alternate room: Splitting into calming space and activity room. <b>YCDSB achieved the expected outcome.</b></li> </ul>
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Student Engagement, Creativity & Innovation Goal:	Strategies:	Expected Outcomes:	Assessment/Achieved Outcomes Overall Performance Status of Goals:
<p>Students will adapt, thrive and flourish as they use critical thinking and their creative capacities to explore, discover and express ideas and solve problems.</p>	<ul style="list-style-type: none"> <li>Support continuous improvement in student achievement, faith development and well-being for the 21st century with an emphasis on STREAM learning (Science · Technology · Religion · Engineering · Arts · Mathematics).</li> <li>Develop students' understanding of the <a href="#">Catholic global competencies</a> and the <a href="#">Ontario Catholic School Graduate Expectations</a> and Provide students with opportunities to reflect on their thinking, develop their leadership skills and work collaboratively to promote creativity and innovation.</li> <li>Leverage technology to enhance pedagogy, learning, engagement and communication.</li> </ul>	<ul style="list-style-type: none"> <li>Open 6 STREAM Centres of Excellence in 2021-2022. The six STREAM Centres of Excellence are located at All Saints CES in Unionville, Corpus Christi CES in Richmond Hill, Divine Mercy CES in Maple, Our Lady of Grace CES in Aurora, St. Agnes of Assisi CES in Woodbridge and St. Stephen CES in Woodbridge. Although located at these six sites, the STREAM Centres are considered centralised spaces intended to service all K-12 YCDSB students/schools.</li> <li>More students, with the support of their parents/guardians/caregivers, will improve their learning outcomes and their abilities to make informed decisions and successful transitions based on an exploration of Self and Opportunities.</li> <li>STREAM initiatives and STREAM workshops demonstrate EdTech strategies to enhance pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>In the 2021-2022 school year, YCDSB officially launched 6 new STREAM Centres of Excellence. The STREAM Centres of Excellence will serve as teaching and learning hubs with a goal to enhance the learning experiences of students by providing an authentic pathway for nurturing global competencies, including critical thinking, creativity, communication, collaboration, Catholic character and discipleship. <b>YCDSB achieved the expected outcome.</b></li> </ul> <p><b>STREAM Workshops</b> For the 2021-2021, the YCDSB established STREAM Leads at each elementary.</p> <ul style="list-style-type: none"> <li>to engage students in thinking critically, problem solving, using innovation and creativity (the integration of the Catholic global competencies)</li> <li>to support school efforts around progressing technology enhanced learning skill development <b>YCDSB achieved the expected outcome.</b></li> <li>Centralised professional learning was offered to STREAM Leads so that a variety of topics conducive to enhancing student learning through the effective use of technology could be showcased (i.e., design thinking, SPLICE projects, Tinkercad and Dremel 3D Printing, and Coding and Robotics). 92% of elementary schools participated in this specialised training. <b>YCDSB achieved the expected outcome.</b></li> </ul>

	<ul style="list-style-type: none"> <li>● Help students re-engage and develop high self-efficacy, i.e., the confidence that they can enjoy challenges and tolerate failures in order to experience success in learning and life.</li> </ul>	<ul style="list-style-type: none"> <li>● Exit Survey: An increase in the proportion of graduating students who indicate that their schools have helped them to: develop their areas of interest, know what skills they need to be successful, and understand how their skills and strengths will help them be successful in school and later on in life.</li> </ul>	<p><b>Grade 8 Exit Survey:</b></p> <ul style="list-style-type: none"> <li>● In 2020-2021, 91% of graduating grade 8 students provided feedback through this survey.</li> <li>● From 2014 - 2017, YCDSB students planning to attend a YCDSB secondary school declined from 87% to 80% . This increased 2017 - 2021, with a steady increase from 77% to 81%.</li> </ul> <p><b>Grade 12 Exit Survey:</b> The Highlights from the grade 12 exit survey are as follows: 44% of students provided feedback. More students indicated in this survey that:</p> <ul style="list-style-type: none"> <li>● They know which skills they need to develop to be successful.</li> <li>● They understand how their skills and strengths will help them to be successful.</li> <li>● They have a plan for their post secondary destination</li> <li>● They felt that their highschool had helped them develop learning skills/work habits. <b>YCDSB achieved the expected outcome.</b></li> </ul> <ul style="list-style-type: none"> <li>● In 2020-2021 school year: <b>COOP:</b> 99% pass rate and &gt; 88% of students achieved 65 or above. <b>SHSM:</b> 99% pass rate and &gt; 95% of students achieved 65 or above. <b>Dual Credit:</b> 93.8% pass rate and 86% of students achieved 65 or above. <b>YCDSB achieved the expected outcome.</b></li> <li>● In 2020-2021 grade 9 credit accumulation was 97.05% and grade 12 was 96.56%.</li> <li>● The YCDSB graduation rate (June 2021) is 97.48%. <b>YCDSB achieved the expected outcome.</b></li> </ul>
	<ul style="list-style-type: none"> <li>● Support students as they document evidence of their learning through the Individual Pathways Plan for Education &amp; Career/Life Planning.</li> <li>● Implement targeted strategies for intervention, remediation, gap closing and learning recovery.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to maintain high levels of completion rates in all areas of Experiential Learning, i.e., Cooperative Education, Dual Credit Programs, Ontario Youth Apprenticeship Program (OYAP), Schools Within a College (SWAC), and Specialist High Skills Major (SHSM).</li> <li>● Credit Accumulation: Continue to maintain high credit completion rates in Grades 9 and 12 for all students (96% and 95% respectively) and students with special education needs (92% and 93 respectively). AND Graduation Rates: Continue to maintain a 96% 5-Year Cohort Graduation Rate.</li> </ul>	

Strategic Priority #3 – EFFECTIVE USE OF OUR RESOURCES - (Year 4 Goals/Strategies)

Goal:	Strategies:	Expected Outcomes:	Assessment/Achieved Outcomes Overall Performance Status of Goals:
Greater Alignment of School Operations with the Board’s Multi-Year Strategic Plan and Budget.	<ul style="list-style-type: none"><li>● Maintain/Update guideline on GSB spending to increase efficiency and promote greater awareness of best practices and consistency among schools on the use of GSB funds.</li><li>● Implement market research data to achieve greater understanding of parents’ preference and interest specific to geographic needs.</li><li>● Maintain and refine a process for entry interviews - to understand why parents pick YCDSB’s schools</li><li>● Increase regular two-way communications between Board and schools on Strategic Plan and Board’s budget/financial position.</li></ul>		<ul style="list-style-type: none"><li>● GSB guideline in need of action. <b>YCDSB action required.</b></li><li>● Market research data in need of action. <b>YCDSB action required.</b></li><li>● Entry Interview Process in need of action. <b>YCDSB action required.</b></li><li>● During the 2021-2022 school year, YCDSB aligned the MYSP and yearly Board improvement planning (BILC-SAW) to the budget development process. The MYSP/BILC-SAW goals and strategies will be approved in June of each year. The new approved BILC-SAW goals will be communicated to schools and operational teams in June to prepare for annual fall SILC-SAW and OIP-SAW plans. <b>YCDSB is approaching the expected outcome.</b></li></ul>

More Effective Use of Human Resources

- Allocate budget resources to promote public awareness on the Board's excellent achievement on student success and well-being
- Maintain/refine formalised processes to promote student retention (e.g., parent survey, exit interviews)
- Greater alignment of staffing with the board's strategic goals/priorities and system needs. Utilise a matrix model to prioritise provision of programs.
- Use of evaluation tools and processes to ensure funding and human resources are used effectively and efficiently to maximise student achievement outcome and well-being.
- Refinement of employee attendance support

- This initiative is in progress. The Board's communication team is using Social Media, School Messenger to promote excellent achievement on student success and new YCDSB programs such as our STREAM Centres of Excellence.  
**YCDSB is approaching the expected outcome.**
- A continually improving process is in place to promote student retention as it relates to student exit surveys (i.e. Grade 8 presentations). The next step is to formalise a yearly process for parent exit interviews.  
**YCDSB action required.**
- The board is continuing to make progress in alignment of staffing with the board's strategic priorities and system needs. The new Staffing Plus product (elementary staffing) and the secondary platform assists to ensure maximum efficiency with budget.  
**YCDSB is approaching the expected outcome.**
- During the 2021-2022 school year, with the support of the senior team and employee group partners, the Board surveyed staff (Employee Engagement Survey) to determine strategies to achieve higher staff engagement and retention to maximise student and staff achievement outcomes and well-being. The goal was to hear directly from all permanent, part time and occasional employees. This was the first survey of its kind for the Board and will be repeated every two (2) years.  
**YCDSB is approaching the expected outcome.**

	<p>program.</p> <ul style="list-style-type: none"><li>● Conduct/perform evaluation of all staffing levels and groups</li><li>● Greater use of information technology to support human resource processes.</li></ul>		<ul style="list-style-type: none"><li>● In 2018, YCDSB established an attendance support program to promote employees' wellness. The Attendance Support Program (ASP) is designed to support the health and wellness of all employees, promoting regular attendance and contributing to student achievement and success. In 2021-2022, YCDSB continued to focus on this program and it has achieved 20% less sporadic absences as compared to the 2018/2019 school year. <b>YCDSB achieved the expected Outcome.</b></li><li>● In 2021-2022, YCDSB initiated a Performance Evaluation and Management processes that included providing resources and templates for People Leaders to assist in the Performance and Growth Management Program. The first phase (pilot) ends July 2022. A full implementation of all processes is scheduled for the 2022-23 school year. Once the pilot is completed, feedback will be gathered through focus groups wherein amendments will be made to the program. The Performance Management Processes are designed to also assist in formally highlighting exceptional contributions of staff, and support the growth and development opportunities for all employees of the YCDSB. In addition, the program will be used to assist in the long-term talent planning, and formal succession planning for the York Catholic District School Board. <b>YCDSB is approaching the expected outcome.</b></li></ul>
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Greater Streamlining of Business Processes to Increase Efficiency

- Ongoing assessment of strategies to enable greater streamlining of business processes (e.g., procurement approval thresholds) while maintaining financial accountability and minimising board’s exposure to risks.
- Implement processes where more automation can be used to improve efficiencies.

- In the 2021-2022 school year YCDSB initiated and completed an electronic timesheets project. The goal was to transition a paper-based project to an electronic system in an effort to reduce paper, reduce HR workload and streamline business processes. This project was completed on-time/on-budget and was successful.  
**YCDSB is approaching the expected outcome.**
- Purchasing continues to identify opportunities for competitive procurement and cost savings through market research and gap analysis. Training was provided to the Board staff to promote the value of following procurement processes and to develop the culture of accountability.  
**YCDSB is approaching the expected outcome.**
- In 2021-2022, the Ministry of Education approved funding for the review of YCDSB Information Systems. This review incorporates a review of the Board’s core software systems and business processes to ensure YCDSB is getting the best ROI possible. The report is expected to provide additional recommendations to enable greater streamlining of business processes.  
**YCDSB is approaching the expected outcome.**



	<ul style="list-style-type: none"><li>● Ongoing review of procurement practices/procedures to ensure “best value for money” for the Board from its purchases/expenditures</li><li>● Continued implementation of the Student Services Management Team Case Review</li></ul>		<ul style="list-style-type: none"><li>● In 2021-2022 YCDSB initiated the implementation of a cashless schools system to provide schools and communities with one unified system with standardised business processes. YCDSB engaged various stakeholders, including our Trustees, the York Catholic Parent Involvement Committee (YCPIC), the Pilot School Principals and our Catholic School Council Chairs and Treasurers, with a focus on showcasing the system’s capabilities and benefits to our parents, schools and the Board.</li><li>● In 2021-2022 YCDSB introduced an electronic version of the employee expense reimbursement form. This accomplishment eliminates a paper-based process and creates high impact efficiencies for all stakeholders. This project was completed on-time/on-budget and was successful.</li><li>● In the 2021-2022 school year, we completed the upgrade of all YCDSB phone systems to a cloud-based Voice Over IP platform to standardise the communication platform used by YCDSB (all schools &amp; the CEC) in addition to improving real-time communications, service and reliability. This project was completed on-time/on-budget and was successful. <b>YCDSB is approaching the expected outcome.</b></li><li>● Procurement related policies and procedures have been updated to align with the most recent changes to the BPS and the trade agreements. <b>YCDSB is approaching the expected outcome.</b></li></ul>
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<p>Maximizing Use of Facility Resources.</p>	<p>Process.</p> <ul style="list-style-type: none"> <li>• Implementation of the Core Attendance Register (CAR) in Secondary Schools.</li> <li>• Implementation of the STAR Program for students with ASD.</li> <li>• Implementation of the AIM program for students with ASD and TD.</li> <li>• Collaborate with IT Services to create an Electronic Health Record for Registered Health Professional (RHP) staff (Mental Health Services, Physical Management Services, Psychological Services, Speech-Language Services).</li> <li>• Report on opportunities available from existing facility resources based on the</li> </ul>	<ul style="list-style-type: none"> <li>• This process continues to provide schools with timely support for a student who presents with significant and ongoing challenges despite direct involvement by the Multidisciplinary Team. Weekly Case Reviews are intended to provide schools with an expedient Plan of Action.</li> <li>• Successful program will allow Core Resource students to sign themselves into the Core room electronically, as well as pre-register to use the Core room using their student number provided on their student card.</li> <li>• The STAR Program piloted in 8 elementary and 2 secondary schools in 2019/20 and additional 19 elementary and 5 secondary schools in 2020/21.</li> <li>• AIM program will be implemented in TD classrooms and in schools with high numbers of junior/intermediate students with ASD accessing Ontario Curriculum with accommodations and/or modifications in language no more than 2 years below. ABA Specialists will provide ongoing support with the implementation of the program.</li> <li>• Develop the platform leveraging existing YCDSB platforms in an environment that is <b>Personal Health Information Protection Act</b> (PHIPA) compliant. Beta test, train RHP staff and launch production version of Electronic Health Record.</li> </ul>	<ul style="list-style-type: none"> <li>• The Case Review process is completed. <b>YCDSB achieved the expected outcome.</b></li> <li>• Pilot is underway as of Nov. 2021. Implementation in all secondary schools will occur in February 2022, pending pilot feedback. <b>YCDSB is approaching the expected outcome.</b></li> <li>• The STAR Program was purchased and piloted in 8 elementary and 2 secondary schools in 2019/20 and additional 19 elementary and 5 secondary schools in 2020/21. <b>YCDSB is approaching the expected outcome.</b></li> <li>• Program manuals and student books have been purchased and the training was completed in February. <b>YCDSB achieved the expected outcome.</b></li> <li>• Platform was created and launched after a successful Beta test and training. All SS Staff are phasing in implementation and revising platforms as needed. <b>YCDSB is approaching the expected outcome.</b></li> </ul>
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	<p>Board's Long-Term Accommodation Plan (LTAP) process.</p> <ul style="list-style-type: none"><li>• Address excess pupil spaces and where appropriate through the establishment of community partnerships/hubs and leasing.</li><li>• Deploy strategy to maximize use of capital funding and proceeds of disposition available to the Board.</li></ul>	<ul style="list-style-type: none"><li>• 2019-2024 LTAP included a Planning principle “Optimise the use of facilities” and identified that opportunities for partnerships, Child Care Centres and Community Hubs will be actively explored.</li><li>• In 2010 the YCDSB introduced policy 704 Community Planning &amp; Partnership. In accordance to the policy, a yearly review of schools with excess capacity takes place with an objective of filling excess spaces with applicable community partners.</li><li>• In partnership with Board of Trustees and Ministry of Education, YCDSB demonstrates uses of POD and capital funding to help with strategic priorities.</li></ul>	<ul style="list-style-type: none"><li>• In 2021-2022 the LTAP plan included actively identifying partnership opportunities and Community Hubs. <b>YCDSB is approaching the expected outcome.</b></li><li>• Since the 2016/2017 school year to the 2021/ 2022 school year, 1319 pupil spaces have been utilised or converted to support a variety of alternative uses including Ontario's Early On Program, Entry to School and private program providers. <b>YCDSB achieved the expected outcome.</b></li><li>• As approved by the Ministry of Education, Proceeds of Disposition (POD) funding was used for COVID related expenses and capital projects. <b>YCDSB achieved the expected outcome.</b></li></ul>
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Goal:	Strategies:	Expected Outcomes:	Assessment/Achieved Outcomes Overall Performance Status of Goals:																																				
More Targeted Promotions/Marketing to promote our schools and strengthen enrollment	<ul style="list-style-type: none"><li>Influence gr. 8 to 9 transition to our High Schools by promoting High School Open Houses, our specialty programs, further integrating secondary-elementary activities, and in-servicing Principals and gr. 8 teachers about our Secondary schools and programs.</li><li>Incorporate into parish bulletins a “Catholic Education Corner” from parish schools on topics i.e. faith development, parent engagement, social justice activities.</li></ul>		<ul style="list-style-type: none"><li>In the fall of 2021, YCDSB issued a Media Release highlighting a series of virtual high school open houses for graduating elementary students. All Grade 8 students and their parents who reside in York Region, as well as Grade 6-8 students and their parents who reside in the Town of Georgina, were encouraged to attend.</li><li>School principals reported that these open houses were well attended (increased attendance).</li><li>Enrolment statistics show an increased enrolment trend in YCDSB secondary schools.</li></ul> <table><tr><th>Year</th><th>9</th><th>10</th><th>11</th><th>12</th><th>TOTAL</th></tr><tr><td>2017-2018</td><td>4132</td><td>4501</td><td>4678</td><td>4769</td><td>18080</td></tr><tr><td>2018-2019</td><td>4278</td><td>4261</td><td>4571</td><td>4925</td><td>18035</td></tr><tr><td>2019-2020</td><td>4502</td><td>4419</td><td>4326</td><td>4846</td><td>18093</td></tr><tr><td>2020-2021</td><td>4654</td><td>4584</td><td>4468</td><td>4513</td><td>18219</td></tr><tr><td>2021-2022</td><td>4616</td><td>4657</td><td>4539</td><td>4597</td><td>18409</td></tr></table> <p><b>YCDSB approaching expected outcome.</b></p> <ul style="list-style-type: none"><li>Due to the pandemic, this strategy requires action. <b>YCDSB Action Required.</b></li></ul> <ul style="list-style-type: none"><li>In 2020-2021 and 2021-2022 school</li></ul>	Year	9	10	11	12	TOTAL	2017-2018	4132	4501	4678	4769	18080	2018-2019	4278	4261	4571	4925	18035	2019-2020	4502	4419	4326	4846	18093	2020-2021	4654	4584	4468	4513	18219	2021-2022	4616	4657	4539	4597	18409
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	<ul style="list-style-type: none"><li>Expand programming available through our Continuing Education Department and grant opportunities.</li></ul>	<ul style="list-style-type: none"><li>Increase enrolment and programs for YCDSB Continuing Education and International students.</li></ul>	<p>years, we expanded programming through our Continuing Education Department and offered Continuing Education programs to over <b>16,127</b> students in 2020-2021 and <b>12,984</b> for 2021-2022 (to date, without summer school registrations).</p> <ul style="list-style-type: none"><li>In the 2020-2021 school year we expanded programs and grant opportunities relating to International Students.</li></ul> <p>Enrolment specific to South Korea 2021-2022 school year:</p> <ul style="list-style-type: none"><li>5 new full year students Sept 2021</li><li>7 new short term stay students Jan/Feb 2022 (of which 3 registered for full year Sept 2022)</li><li>2 additional new students for Sept 2022</li></ul> <ul style="list-style-type: none"><li><b>Recruitment Fairs to promote our program and to engage with new and current agencies:</b><ul style="list-style-type: none"><li>2020 – 2 fairs targeted Western Europe &amp; Mexico</li><li>2021 – 14 fairs targeted North Africa, Middle East, Asia, Latin America, Europe</li><li>2022 – 9 fairs targeted Korea, Vietnam, Spain, Dubai</li><li>Hosting an in-person familiarisation tour with agents attending ICEF Toronto in May 2022</li><li>2023 – Familiarisation tour in South Korea to promote YCDSB</li><li>Current programs being offered and promoted:<ul style="list-style-type: none"><li>Full Year Credit Earning</li></ul></li></ul></li></ul>
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			<ul style="list-style-type: none"><li>• Semester/Term Programs</li><li>• GAP Year</li><li>• Customised Short Term Stay</li></ul> <p>● <b>New programs in development:</b></p> <ul style="list-style-type: none"><li>• Sustainable Development – Full Semester Online Program</li><li>• Grade 9 Online – designed specifically for African student population</li><li>• New application online platform – True North</li><li>• Partnership with Earth Edu a Chinese micro-site to promote our program and to allow access in China</li><li>• Partnership with Edvisor, an agent communication portal</li><li>• Partnership with Train Hub (formerly Panda Portal), a training platform for agencies</li><li>• MIB 3D Interactive Tours of our 6 ESL Secondary Schools</li><li>• International Education promotional video, in progress</li><li>• New International Education website (www.ie.ycdsb.ca) to replace our existing google site. The purpose is to be globally accessible as Google is banned in certain countries</li><li>• Magazine advertisements with ST Magazine, ICEF Insights and CAPS-I</li><li>• Field trips with our current international students and the ELL students to allow for Canadian experiences and for them to engage with other students in their situation</li></ul> <p><b>YCDSB achieved the expected outcome.</b></p> <ul style="list-style-type: none"><li>• In the 2020-2021 school year, a new</li></ul>
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	<ul style="list-style-type: none"><li>● Promote new student registration through Welcome Centres and Settlement Offices.</li><li>● Partner with Parishes to create and distribute information through Marriage and Baptism Kits.</li><li>● Increase newsfeeds via school and board website, social media, APP development/School Messenger.</li></ul>	<ul style="list-style-type: none"><li>● Twitter following &amp; Interactions increase. Community aware of YCDSB events and student achievement accomplishments.</li></ul>	<p>closely with Welcome Centres and Settlement Offices. <b>YCDSB achieved the expected outcome.</b></p> <ul style="list-style-type: none"><li>● Due to the pandemic, this strategy still requires action. <b>YCDSB Action Required.</b></li></ul> <ul style="list-style-type: none"><li>● In the fall of 2021, the Director of Education initiated an initiative called “Twitter Break” with Director Dom. Each month a special guest joins the Director of Education in reviewing YCDSB school Tweets to discuss and share news stories throughout our school communities.</li><li>● YCDSB has over 33,000 followers and the audience/participation continues to grow every year.</li><li>● An assessment of our Twitter statistics over a period of 3 years shows that YCDSB had the highest level of engagement during the period of June 1st 2020 to August 30th 2020. Twitter statistics show the level of engagement has steadily increased from June of 2021 to April of 2022.</li></ul> <p><b>Twitter Statistics:</b></p>
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		<ul style="list-style-type: none"><li>● Parents are better informed throughout the school year on child(ren) progress.</li><li>● Improved registration efficiencies for families, schools and Admissions department.</li></ul>	<div><p>Engagement Rate</p><table><tr><th>Period</th><th>Engagement Rate</th></tr><tr><td>September 1, 2019 to November 30, 2019</td><td>1.50%</td></tr><tr><td>December 1, 2019 to February 28, 2020</td><td>1.70%</td></tr><tr><td>March 1, 2020 to May 30, 2020</td><td>2.20%</td></tr><tr><td>June 1, 2020 to August 30, 2020</td><td>6.00%</td></tr><tr><td>September 1, 2020 to November 30, 2020</td><td>2.50%</td></tr><tr><td>December 1, 2020 to February 28, 2021</td><td>2.10%</td></tr><tr><td>March 1, 2021 to May 30, 2021</td><td>1.50%</td></tr><tr><td>June 1, 2021 to August 30, 2021</td><td>1.80%</td></tr><tr><td>September 1, 2021 to November 30, 2021</td><td>1.90%</td></tr><tr><td>December 1, 2021 to February 28, 2022</td><td>2.50%</td></tr><tr><td>March 1, 2022 to April 22, 2022</td><td>2.70%</td></tr></table><p>Engagement Rate is calculated by dividing the number of engagements by the number of impressions.</p></div> <ul style="list-style-type: none"><li>● Starting in 2020, YCDSB implemented features within our two virtual learning systems called “Google Classroom” and “Brightspace” as new ways to broaden teacher to parent communications. Parents/Guardians can get email summaries of their child’s progress and work in a class.</li><li>● In 2020, YCDSB implemented online registrations to improve our school registration process and increase efficiencies at home and school. To date, we processed <b>15,785</b> online registrations. <b>YCDSB is approaching the expected outcome.</b></li></ul>	Period	Engagement Rate	September 1, 2019 to November 30, 2019	1.50%	December 1, 2019 to February 28, 2020	1.70%	March 1, 2020 to May 30, 2020	2.20%	June 1, 2020 to August 30, 2020	6.00%	September 1, 2020 to November 30, 2020	2.50%	December 1, 2020 to February 28, 2021	2.10%	March 1, 2021 to May 30, 2021	1.50%	June 1, 2021 to August 30, 2021	1.80%	September 1, 2021 to November 30, 2021	1.90%	December 1, 2021 to February 28, 2022	2.50%	March 1, 2022 to April 22, 2022	2.70%
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# Multi-Year Strategic Plan

## Mission Statement

Guided by Gospel values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.

## Vision Statement

Our students will become creative and critical thinkers who integrate Catholic Values into their daily lives, as socially responsible global citizens.

## Core Values



## Strategic Commitments

Integration of Our Catholic Faith

Continuous Improvement of Student Achievement

Effective Use of Our Resources

Engaging Our Communities

## BILC-SAW Planning for 2022-2023



Strategic Commitments	2019 to 2023 - 5 YEAR GOALS
<b>INTEGRATION OF OUR CATHOLIC FAITH, WELL-BEING &amp; EQUITY</b>	<ol style="list-style-type: none"> <li>1. Enhance Catholic faith knowledge and support faith formation as a source of well being and equity for students, staff and families.</li> <li>2. Integrate Catholic Social Teaching to inform learning and nurture socially responsible global discipleship.</li> <li>3. Promote ongoing opportunities for parishes, schools, and families to celebrate our Catholic faith and to continue to build relationships that honour and respect the dignity of all.</li> </ol>
<b>CONTINUOUS IMPROVEMENT OF STUDENT ACHIEVEMENT AND WELL-BEING</b>	<ol style="list-style-type: none"> <li>1. Support instructional excellence, programs and pathways to success to increase the achievement of students.</li> <li>2. Increase the achievement of students who are not meeting with success.</li> <li>3. Develop mental health &amp; well-being strategies and supports for students to understand and apply these skills in their learning environment.</li> <li>4. Promote safe and accessible learning environments.</li> <li>5. Promote instructional use of 21st-century learning skills through equitable access to opportunities and pathways</li> </ol>
<b>EFFECTIVE USE OF OUR RESOURCES</b>	<ol style="list-style-type: none"> <li>1. Managing financial resources effectively and strategically</li> <li>2. Continuously improving the physical learning environment of the classroom/school</li> <li>3. Effective and efficient use of human resources</li> </ol>
<b>ENGAGING OUR COMMUNITIES</b>	<ol style="list-style-type: none"> <li>1. Facilitate enhanced school to home communication</li> <li>2. Provide opportunities for meaningful dialogue with all stakeholders to inform decision-making and contribute to student success</li> <li>3. Continually engage our Catholic communities to promote and form partnerships that enhance Catholic Education</li> <li>4. Clearly and effectively profile the YCDSB in the public sphere</li> </ol>

Strategic Priority #1 – INTEGRATION OF OUR CATHOLIC FAITH, WELL-BEING & EQUITY - (2022-2023 OBJECTIVES/GOALS & STRATEGIES)

Objectives:	Strategies:	Expected Outcomes:	Assessment/Achieved Outcomes Overall Performance Status of Goals:
Enhance Catholic faith knowledge using digital, interactive, and printed resources to support faith formation, well-being, and equity for students, staff, and families.	<p><b>IF</b> we provide at least 4 in-services before the end of January 2023, <b>TO</b> help teachers fully implement the Growing in Faith, Growing in Christ Religious Education program from grades 1 to 8, including the digital components, <b>THEN</b> our elementary students will enhance their knowledge of the faith and be more engaged in Religious Education.</p> <p><b>IF</b> the HREA office and the Religious Education team work with the Luke 4:18 Steering Committee, as appropriate <b>TO</b> plan a student symposium to occur in the Spring of 2023 focused on topics related to equity and inclusion <b>THEN</b> students will be engaged in social justice work connected to our Catholic Social Teaching.</p> <p><b>IF</b> the Religious Education Team provides resources in each of the Liturgical seasons <b>TO</b> introduce and promote a variety of Catholic prayer forms (ie Liturgy of the Hours, Christian Meditation, the Examen, Novena, etc.) <b>THEN</b> students and staff will enhance their knowledge on prayer and Catholic faith.</p>	<p>Before the end of June 2023, grades 1 to 8 students will be using the <i>Growing in Faith, Growing in Christ</i> Religious Education program.</p> <p>In the fall of 2023, the HREA and Religious Education team will collaborate with the Luke 4:18 Steering Committee to plan the spring 2023 symposium with a focus on social justice connected to Catholic Social Teaching.</p> <p>In the fall of 2023, the Religious Education team will develop a strategy to provide resources for Liturgical seasons to promote a variety of Catholic prayer forms.</p>	

	<p><b>IF</b> the Religious Education Team provides guidance to the system <b>TO</b> encourage the thoughtful use of images to ensure that the diversity of our communities is reflected in our classrooms, sacred spaces, prayer services and other materials distributed <b>THEN</b> faith, equity, and well-being will be strengthened in our schools and communities.</p> <p><b>IF</b> the Religious Education Team encourages the inclusion of a faith perspective through alignment with the Catholic Social Teachings &amp;/or Ontario Catholic School Graduate Expectations <b>THEN</b> extra-curricular work activities will enhance Catholic Faith formation and inclusion for many clubs and councils in our schools.</p>	<p>In the fall of 2023, the Religious Education team will communicate strategies to incorporate thoughtful use of images to ensure that the diversity of our communities is reflected in our schools.</p> <p>In the fall of 2023, the Religious Education team will communicate the inclusion of a faith perspective through alignment with the Catholic Social Teachings &amp;/or Ontario Catholic School Graduate Expectation for extra-curricular work activities for clubs and councils in our schools.</p>	
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Strategic Priority #2 – CONTINUOUS IMPROVEMENT OF ACADEMIC EXCELLENCE - (2022-2023 OBJECTIVES/goals & STRATEGIES)

Numeracy Objective:	Strategies:	Expected Outcomes:	Assessment/Achieved Outcomes Overall Performance Status of Goals:
Students will develop and consolidate an understanding of mathematical concepts while enhancing mathematical reasoning skills to solve problems and communicate thinking in a variety of inclusive contexts.	<p><b>Elementary:</b></p> <p><b>IF</b> we provide opportunities for students to interact with a variety of visual models (e.g., concrete, digital, pictorial, and symbolic ways) <b>TO</b> deepen their understanding of mathematical concepts <b>THEN</b> students will be able to develop their reasoning skills to solve problems and communicate thinking in a variety of inclusive contexts.</p> <p><b>Secondary:</b></p> <p><b>IF</b> teachers support students in learning how to determine important information given in a problem, <b>TO</b> help students create a problem solving plan, <b>THEN</b> students will have more opportunities to select appropriate problem solving strategies and a variety of tools to arrive at a reasonable solution.</p>	<p><b>Elementary:</b></p> <ul style="list-style-type: none"><li>• 70 percent of students in the primary, junior, and intermediate grades will achieve an overall mark of B or above in Mathematics.</li><li>• At least 65 percent of students will perform at or above the provincial standard on the EQAO Grade 3 and 6 Assessments of Mathematics.</li></ul> <p><b>Secondary:</b></p> <ul style="list-style-type: none"><li>• 25 percent more grade 9-12 students will reach the highest levels of achievement in Mathematics by 2023.</li><li>• At least 80 percent of students will perform at or above the provincial standard (Level 3) on the EQAO Grade 9 Assessment of Mathematics.</li></ul>	



Literacy Objective:	Strategies:	Expected Outcomes:	Assessment/Achieved Outcomes Overall Performance Status of Goals:
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Students will develop specific skills and strategies based on explicit instruction related to reading and writing in order to explore texts for meaning, think critically, and communicate ideas.	<p><b>IF</b> we use content from various areas of study such as history, science, math or other subject areas during literacy lessons,  <b>TO</b> go deeper into topics and provide more opportunities to read and discuss content,  <b>THEN</b> students’ reading comprehension will improve and conceptual knowledge will strengthen.</p> <p><b>IF</b> teachers incorporate storytelling, dance, music, painting, photography, and sculpture  <b>TO</b> stimulate students desire to read and write  <b>THEN</b> students will have an effective vehicle for self-expression to engage in literacy activities.</p>	<ul style="list-style-type: none"> <li>At least 82 percent of students in the primary grades will achieve Marks at B or above in Writing on the report card and the EQAO assessments.</li> <li>At least 50 percent of students with special needs in the primary and junior divisions will achieve marks at B or above in Writing by the end of the grade.</li> <li>Seventy percent of students in Grades 9 and 10 English and Locally Developed courses will achieve a grade average of 70 percent or above on their English course mark.</li> <li>At least 86 percent of students will successfully complete the Literacy Test.</li> </ul>	
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Pathway Objective:	Strategies:	228Expected Outcomes:	Assessment/Achieved Outcomes
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			Overall Performance Status of Goals:
Students will develop a deep understanding of the Catholic Graduate Expectations by engaging in self-reflection, exploring opportunities, pursuing individual interests and designing personal pathways to success.	<p><b>IF</b> we encourage students to recognize their own achievements and participation outside of the classroom and explore opportunities to connect to community partners and STREAM Centres of Excellence  <b>THEN</b> they will be able to understand the importance of being well rounded Catholic global citizens and develop skills for personal pathways to success.</p> <p><b>IF</b> we provide curricular and experiential learning opportunities for students to explore their Education and Career Life planning  <b>THEN</b> students will be making informed decisions about their future.</p>	<ul style="list-style-type: none"> <li>100% of elementary and secondary schools will visit/engage in learning at the YCDSB STREAM Centres of Excellence.</li> <li>Continue to maintain high levels of completion rates (at least 90%) in all areas of Experiential Learning, i.e., Cooperative Education, Dual Credit Programs, Ontario Youth Apprenticeship Program (OYAP), Schools Within a College (SWAC), and Specialist High Skills Major (SHSM).</li> </ul>	

STUDENT SERVICES OBJECTIVE:	Strategies:	Expected Outcomes:	Assessment/Achieved Outcomes Overall Performance Status of Goals:
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By June 2023, 170 primary classrooms will have participated in a classwide opportunity to practice stress management/coping strategies, identify what stress looks like, and plan an example in which at least one strategy can be employed.	<p><b>IF</b> we focus on Kindergarten, Grade 1 and Grade 2 classrooms  <b>TO</b> provide stress management strategies  <b>THEN</b> we will providing consistent, accountable and focused quality service in response to identified needs of students, through direct and effective intervention, and building capacity of staff.</p>	<ul style="list-style-type: none"> <li>Prioritise one presentation per term of <i>Kids Have Stress Too</i> (KHST) at all Elementary schools.</li> </ul>	
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<p>By the end of the 2022-2023 school year, 80% of all students receiving Special Education support on an SE5 will have an Academic/Assessment of Skills (SE4/SE4R) report, completed within the 2022-2023 academic year.</p> <p>Students will develop a better understanding of their mental health, how to maintain good mental wellness and learn strategies to cope with feelings such as stress and anxiety.</p> <p>Psychological services will double the number of assessments conducted that include Autism Spectrum Disorder (ASD) as an area of investigation.</p> <p>By June 2023, a total of 120 classrooms (Kindergarten and Grade One) will have participated in one of the S/L Services, new Tier One programs which are intended to support students' emergent literacy skills development and provide capacity building opportunities for educators.</p>	<p><b>IF</b> we build capacity with principals and special education teachers with regard to the Special Education Referral Process <b>TO</b> support students receiving Special Education support on an SE5 <b>THEN</b> we will provide consistent, accountable and focused quality service in response to identified needs of students, through direct and effective intervention, and building capacity of staff.</p> <p><b>IF</b> we build capacity with principals and teachers around mentally healthy classrooms <b>TO</b> support students in learning strategies to cope with feelings such and stress and anxiety <b>THEN</b> we will provide consistent, accountable and focused quality service in response to identified needs of students, through direct and effective intervention, and building capacity of staff.</p> <p><b>IF</b> we continue to build capacity with principals and teachers <b>TO</b> support students with a possible ASD diagnosis <b>THEN</b> more assessments in a timely manner can take place to provide support to students with ASD.</p> <p><b>IF</b> we provide consistent, accountable and focused quality service in response to identified needs of students, through direct and effective intervention, and building capacity of staff <b>TO</b> support students' emergent literacy skills <b>THEN</b> students will further their development of literacy skills and we will be providing capacity building opportunities for educators.</p>	<ul style="list-style-type: none"><li>● Increased percentage of students on SE5. Compare the percentage of students on an SE5 that have a current SE4/SE4R on September 1, 2022 and June 30, 2023.</li><li>● By June 2023 each elementary school will have a mental health (MH) teacher ambassador and each secondary school will have one MH teacher ambassador and 1-2 MH student ambassador(s). Aim to have all high schools deliver the MH lessons to at least one grade cohort for 2022-2023.</li><li>● By June 2023 we will double the number of assessments. Number of assessments will be measured using the data from the current year 2021/2022 in the electronic file, and comparing it to data from the upcoming school year 2022/2023.</li><li>● By June 2023 we will run the Tier One literacy programs in 120 classrooms.</li></ul>	
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Strategic Priority #3 – EFFECTIVE USE OF OUR RESOURCES - (2022-2023 OBJECTIVES/GOALS & STRATEGIES)

Objective:	Strategies:	Expected Outcomes:	Assessment/Achieved Outcomes Overall Performance Status of Goals:
<p>By December 2022, leverage the three budget working groups (Absenteeism, Academic and Business), to develop cost reduction, containment and revenue growth strategies, which support a two-year financial roadmap to a sustainable in-year surplus by 2024/25.</p> <p>Ensure the 2024-28 multi-year strategic plan, to be developed in Spring 2023, is aligned with and subject to any financial constraints outlined within the three-year financial roadmap.</p> <p>Onboard two-thirds of our schools onto School-Day, with an overall average parent-sign-up rate of greater than 75%, by June 2023.</p> <p>Review 2021-2022 strategies not completed and develop a plan to complete the goals/objectives.</p>	<p><b>IF</b> we work collaboratively with working groups and stakeholders to discuss and develop cost reduction and revenue growth strategies <b>THEN</b> we will have a three-year financial roadmap and plan communicated in January 2023.</p> <p><b>IF</b> we initiate the 2024-2028 MYSP planning process in the fall of 2022 with strategies in place that are aligned with improving student achievement and well-being with responsible use of our resources <b>THEN</b> the MYSP for 2023-2028 will produce academic excellence with fiscally responsible outcomes.</p> <p><b>IF</b> we provide training, support and communication strategies to all K-12 schools for onboarding to School-Day <b>THEN</b> School-Day will be present in two thirds of our schools by June 2023.</p> <p><b>IF</b> we review previous year strategies that were not completed or require action <b>TO</b> update and complete <b>THEN</b> Year 4 expected outcomes will complement Year 5 objectives.</p>	<ul style="list-style-type: none"><li>• In January 2023, the two-year roadmap will be presented to the Board and all stakeholders.</li><li>• In spring of 2023, a new MYSP will be developed and communicated to the Board and all stakeholders.</li><li>• In June of 2023, School-Day will be present in two thirds of our schools, and the parental sign-up rate within these school will be greater than 75%</li><li>• In the fall of 2022, all staff will be engaged in BILC-SAW planning to develop plans to complete Year 4 and Year 5 goals/objectives.</li></ul>	

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Strategic Priority #4 – ENGAGING OUR COMMUNITIES - (2022-2023 OBJECTIVES/GOALS & STRATEGIES)

Objective:	Strategies:	Expected Outcomes:	Assessment/Achieved Outcomes Overall Performance Status of Goals:
<p>Increase parent and community engagement to strengthen public confidence.</p>	<p><b>IF</b> we produce a minimum of 2 per/month of good news stories, reported through social media, board website and School Messenger  <b>TO</b> increase parent and community engagement  <b>THEN</b> we will increase our social media followers and receive positive feedback from staff, students, families and community partners via engagement surveys.</p> <p><b>IF</b> we work with parent and student councils to engage in Multi-Year strategic planning, student achievement and well-being, and advocate for feedback  <b>TO</b> increase parent and community engagement  <b>THEN</b> we will increase outcomes on parent survey completion by 50% each year.</p> <p><b>IF</b> we centrally prepare a data informed presentation reflecting Board Level statistics on Student Achievement and Well-Being, posted to the Board web site and shared with Catholic School Councils annually  <b>TO</b> increase parent and community engagement  <b>THEN</b> families and community stakeholders will feel informed, proud and confident.</p>	<ul style="list-style-type: none"> <li>● Increase Social Media engagement by 10% or 36,300 followers.</li> <li>● Positive feedback from staff, students and community partners will be greater than 75%.</li> <li>● Parent survey completion will be greater than 75%.</li> <li>● Board Level statistics on Student Achievement and Well-Being to be posted to the Board web site and shared with Catholic School Councils annually and no later than March of each year.</li> <li>● Overhaul the Board website to provide for higher levels of accessibility and engagement of all stakeholders in education.</li> </ul>	





## York Catholic District School Board

# MEMO

**DATE:** May 31, 2022

**Re:** 2022-2023 REGULAR BOARD MEETINGS

Below is a list of the 2022-2023 Regular Board Meeting dates. All Board Agendas and Minutes will be posted on the York Catholic District School Board website as follows:

<https://www.ycdsb.ca/trustees/board-meeting-agendas-minutes/>

**Start Times for Regular Board Meetings: 7:30 pm**

<b>AUGUST 2022</b>		<b>SEPTEMBER 2022</b>		<b>OCTOBER 2022</b>
Tuesday, August 30, 2022 6:00 pm Mass followed by Board Meeting at 7:30 pm		Tuesday, September 27, 2022		Tuesday, October 25, 2022
<b>NOVEMBER 2022</b>		<b>NOVEMBER 2022</b>		<b>DECEMBER 2022</b>
Monday, November 21, 2022 (Tentative) 6:30 pm Mass followed by Inaugural Board Meeting at 7:30pm		Tuesday, November 29, 2022		Tuesday, December 20, 2022
<b>JANUARY 2023</b>		<b>FEBRUARY 2023</b>		<b>MARCH 2023</b>
Tuesday, January 31, 2023		Tuesday, February 28, 2023		Tuesday, March 28, 2023
<b>APRIL 2023</b>		<b>MAY 2023</b>		<b>JUNE 2023</b>
Tuesday, April 25, 2023		Tuesday, May 30, 2023		Tuesday, June 20, 2023
<b>JUNE 2022</b>				
Thursday, June 29, 2023 @ 8 am (Special Board Meeting, if necessary)				