



**YORK CATHOLIC DISTRICT SCHOOL BOARD
REGULAR BOARD MEETING
REVISED AGENDA**

Tuesday, October 28, 2025

7:30 p.m.

Catholic Education Centre

320 Bloomington Rd. West, Aurora, ON. L4G 0M1

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

Land Acknowledgement:

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

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21.	PRAYER TO ST. MICHAEL THE ARCHANGEL <i>St. Michael the Archangel, defend us in battle, be our protection against the wickedness and snares of the devil. May God rebuke him we humbly pray; and do thou, O Prince of the Heavenly Hosts, by the power of God, cast into hell Satan and all the evil spirits who prowl about the world seeking the ruin of souls. Amen.</i>		
22.	ADJOURNMENT		

Inaugural Board Meeting - Monday, November 17, 2025 at 7:00 pm

Next Regular Board Meeting - Tuesday, November 25, 2025



York Catholic District School Board Chair's Report

Memo To: Board of Trustees

From: Elizabeth Crowe, Chair of the Board

Date: October 28, 2025

Re: **Chair's Report**

As Catholics, we are reminded that the celebrations of All Saints' Day (Saturday, November 1) and All Souls' Day (Sunday, November 2) hold profound significance in our faith. On All Saints' Day, we honour all the holy men and women who have shown us what it means to live a life rooted in Christ's teachings. Their example continues to inspire us to live with faith, hope and love in our daily lives. On All Souls' Day, we remember and pray for all the faithful departed, commending them to God's eternal mercy. It is a time for reflection, gratitude and prayerful remembrance of those who have gone before us.

As we approach these sacred days, let us ensure that Halloween activities do not overshadow the spiritual meaning of these two important days in our Liturgical calendar. May our hearts be renewed in faith and may the souls of all the faithful departed, through the mercy of God, rest in peace. Everyone in the York Catholic District School Board community remains in our prayers during this special time of remembrance.

Queensville School Groundbreaking

On Wednesday, October 15, Trustees and Senior Team members were excited to join Caroline Mulroney, President of the Treasury Board and Minister of Francophone Affairs and MPP for York-Simcoe, and Councillors from the Town of East Gwillimbury for a groundbreaking ceremony for our new Queensville elementary school. Work is already underway, and the school is planned to open in 2027 with 421 pupil spaces and 49 child care spaces. This beautiful, modern school is precisely what the rapidly growing Queensville area needs, and we are grateful that the provincial government is funding the project.



YCPIC Fall Social

Thank you to everyone who attended the York Catholic Parent Involvement Committee's (YCPIC) Fall Social on Saturday, October 18. There was an excellent turnout, and parents stayed into the afternoon, sharing best practices for parent engagement and fundraising. Thank you to the YCPIC Executive, namely Chair Martina Saverino, Vice Chair Jaclyn Toma, Treasurer Christina Gillison and Secretary Robyn De Cicco, for organizing this event.

Fr. Patrick Fogarty Awards

On Saturday, October 25, Ontario's Catholic school community came together to honour students who exemplify our Catholic Graduate Expectations at the Catholic Education Foundation of Ontario's annual awards dinner. High school staff across Ontario nominate students for this prestigious award. I was honoured to be invited to attend this event. The award winners are:

- Holly Binelli, Cardinal Carter CHS
- Rosangela Marchello, Father Bressani CHS
- Kennedy Palermo, Fr. Michael McGivney CA
- Yohan Ghadiali, Holy Cross CA
- Giada Marchione, Our Lady Queen of the World CA
- Rylee Abrams-Magloughlen, Sacred Heart CHS
- Liann Desouza, St. Augustine CHS
- Casey Ponniah, St. Brother Andre CHS
- Tara Avsec, St. Elizabeth CHS
- Kiera Da Silva, St. Jean de Brebeuf CHS
- Sorayah Omoh-Thompson, St. Joan of Arc CHS
- Michael Crane, St. Maximilian Kolbe CHS
- Kian Dela Cruz, St. Robert CHS

MACCA Scholarship Gala

For 38 years, the Markham African Caribbean Canadian Association (MACCA) has given scholarships to students who demonstrate academic excellence and outstanding community engagement. As a community partner, we support a scholarship that is awarded at this gala.

This year's scholarship gala will be held on Saturday, November 8, at Angus Glen Golf Club. Vice Chair Maria Iafrate, Trustee Frank Alexander, Director John De Faveri and I will be cheering on the five YCDSB alumni who will receive a scholarship at this event, namely:

- Martin Elijah Julius, graduate of St. Brother André CHS in Markham, Ont.
- Jade Tamin Abigail Junior, graduate of St. Brother André CHS
- Temidayo Israel Olanipekun, graduate of Father Michael McGivney CA
- Ameer Salawu, graduate of Father Michael McGivney CA
- Anuli Jennifer Udoe, graduate of Father Michael McGivney CA

Remembrance Day

On Remembrance Day, York Catholic schools remember the sacrifices made by previous generations for our country and for our freedom. November 11th is a time to share the stories of veterans and civilians, to foster empathy for the victims of war and to pray that such conflicts never happen again. Thank you to all the staff and veterans who impart these important lessons on Remembrance Day in our York Catholic schools.



York Catholic District School Board

Memo To: Board of Trustees

From: Jennifer Wigston, OCSTA Regional Director

Date: October 28, 2025

Re: OCSTA Report to Board

OCSTA Short-Video Contest

A gentle reminder to the YCDSB community about OCSTA's Pilgrims of Hope: On the Path to Holiness Short-Video Contest for students in grades 4-12 at Ontario's publicly funded Catholic schools.

As was announced in the spring, "Pilgrims of Hope: On the Path to Holiness" is the OCSTA 2025-26 Catholic Education Theme that will be celebrated throughout the year culminating with Catholic Education Week in May.

This short-video contest is an exciting opportunity for students to use the engaging video medium to create 2-minute presentations that demonstrate how they are "Pilgrims of Hope: On the Path to Holiness" in their Catholic school communities.

The deadline for submissions is: November 12, 2025

Local Government Week: October 19 – 25, 2025

Last week, the province of Ontario recognized Local Government Week. This province-wide promotion was established to increase youth and public awareness about the important role local government plays in our communities. OCSTA created and made available resources to assist Catholic School Trustees in celebrating and promoting Local Government Week in Catholic school systems and communities. These were shared to all trustees via email as well as on the OCSTA website.

As the democratically elected representatives of the Catholic community (electors), Catholic School Trustees are not only entrusted with the good governance of Ontario's 29 Catholic District School Boards, but as well give witness to our shared commitment to "place Christ and the teachings of the Catholic Church at the centre" of students' learning experiences. Local Government Week is an opportunity for Catholic school boards to share information regarding the four-fold role of Catholic School Trustees as stewards, advocates, politicians and servant leaders.

Attached below is a useful brochure that provides a brief history of publicly funded Catholic education in Ontario.

[OCSTA Catholic Education in Ontario Brochure](#)

The OCSTA recognizes and thanks Ontario's 237 locally elected Catholic School Trustees for their faith filled leadership and dedicated service.

Conferences, Seminars, & Meetings

OCSTA events, which include various conferences, seminars and meetings, provide trustees with timely opportunities for professional learning specifically designed to meet the unique needs of Ontario's Catholic education leaders. To help you learn more about these events and plan for your participation, please visit <https://www.ocsta.on.ca/events/> to find the OCSTA Events calendar. Looking ahead to November, work continues at the committee level. This includes, among other priorities, addressing the 50 resolutions that were processed at the AGM and preparation for the January seminar. Updates will be available following the Board of Directors meeting in December.



York Catholic District School Board

Director's Report

Memo To: Board of Trustees

From: John De Faveri, Director of Education

Date: October 28, 2025

Re: **Director's Report**

Friday, October 31, is All Hallows' Eve (Halloween), a day deeply rooted in Catholic tradition as the vigil of All Saints' Day. While it is a time of fun and celebration, it also offers an opportunity to reflect on the holiness and courage of the saints. As a Catholic school board, we continue to use this day to teach students about faith, remembrance and gratitude. Wishing everyone a safe and blessed Halloween and All Saints' Day. And, remember, if you ever have a fright, the Prayer to St. Michael the Archangel is always helpful.

Employee Wellness

The Health and Wellness Department launched a 20-week Employee Wellness Program on October 6, 2025, focusing on emotional, physical and occupational well-being. Each week, staff will receive a short wellness video and a suggested small, meaningful action that will contribute to their lasting wellness. This initiative is part of the York Catholic District School Board's (YCDSB) commitment in the Multi-Year Strategic Plan to support our students' and staff's mental health and well-being.

Cybersecurity Training

The Information Systems and Human Resources departments have implemented a mandatory cybersecurity training initiative for all staff. The program strengthens awareness of cybersafety best practices at work and home. Modules cover key topics such as password protection, phishing awareness, mobile device safety and cybersecurity fundamentals. Optional modules are also available on topics including social media safety, data protection and social engineering. At a time when other Ontario school boards have been victims of cyber-attacks, initiatives such as these help protect the YCDSB's data and promote a culture of shared digital responsibility amongst our staff.

International Day for the Eradication of Poverty Fundraiser

On Friday, October 17, all YCDSB schools participated in the second annual boardwide International Day for the Eradication of Poverty fundraiser. Students and staff showed great generosity and community spirit. Last year, this fundraiser raised more than \$40,000, and 100 per cent of the funds were used to help remove barriers that prevent YCDSB students from attending school regularly. A special thank you to the St. Brother André CHS administrators who appeared in a social media video that helped raise awareness about this important cause.

PA Day – October 24, 2025

On Friday, October 24, YCDSB staff participated in a Professional Activity (PA) Day dedicated to professional learning and growth. The morning session, guided by PPM 119 and our Catholic Social Teachings, focused on issues related to equity, inclusion and systemic barriers with an emphasis on building welcoming and inclusive school environments. In the afternoon, staff applied this learning to school improvement planning and completed the cybersecurity training modules discussed above. Thank you to the YCDSB staff who are always dedicated to honing their skills and staying up to date with the latest best practices for the benefit of everyone in our system.

Take Our Kids to Work Day

On Wednesday, November 5, the YCDSB will participate in Take Our Kids to Work Day, where Grade 9 students spend the day in the workplace of a parent, guardian or family friend. This experience helps students make connections between their current education and future career pathways. The program also encourages meaningful conversations about work, responsibility and vocation, helping students discover how their God-given gifts can serve others.

Congratulations, Joel Chiutsi and Camille Robinson

I want to publicly congratulate Superintendent of Education Joel Chiutsi and Principal of Father Michael McGivney Catholic Academy Camille Robinson on receiving Doctorates of Education from Western University on Wednesday, October 22, 2025. Dr. Chiutsi and Dr. Robinson have completed a remarkable amount of work to improve their skills and bring innovative ideas to the YCDSB. We are blessed to have leaders like Dr. Chiutsi and Dr. Robinson who share their remarkable talent, dedication and compassion with our system every day. Congratulations to them both!



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

York Catholic District School Board

Regular Board Meeting

Information Report

Student Trustees Update
October 28th, 2025

Alignment to Strategic Plan

This report is linked to the strategic priorities:

Catholic Faith: Nurture faith formation and relationships with Christ.

Equity and Inclusion: Build and sustain an equitable, inclusive and accessible learning and working environment.

Student Achievement: Enrich and improve student learning so that excellence in achievement and engagement is possible for all.

Well-Being: Promote and nurture the social-emotional, spiritual and physical well-being of all members of the YCDSB.

St. Robert Catholic High School 50th Anniversary

On October 4th, the community of St. Robert CHS—past and present—gathered to celebrate 50 years of Catholic education. In honour of this milestone, guests were welcomed to celebrate Mass as well as hear heartwarming remarks from dignitaries in the morning. In the afternoon, attendees were free to walk around the school, learn about St Robert’s eventful history, and participate in activities led by current students and staff. There were also live musical performances featuring students currently enrolled and an alumni band, *Zebra and the Bandit*. It was a wonderful day for the St. Robert community to connect with others who have shared a love for school across decades.

YSCPC Student Well-being Meeting

Opening the year with the first York Secondary Catholic President’s Council meeting, student leaders gathered in the CEC for an introduction to the YSCPC and to focus on the pillar of well-being on October 6th. The YSCPC team gave introductions, led networking activities, and engaged high school students from across the board in small



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tangible actions to promote a positive environment at their schools. From small positive messages to display on school walls to encouraging bookmarks for students visiting their libraries, everyone in attendance made a tangible

Mental Health Awareness

This month, schools across our board acknowledged October 10th as World Mental Health Day, and many schools recognized the week leading up to this day as Mental Health Awareness Week. Student leaders and ambassadors played a large role in emphasizing the importance of caring for yourself and others, as aligned with the Catholic values YCDSB promotes. Additionally, various activities as well as our YSCPC meeting encouraged students to think critically about what mental health means to them, and how they can prioritize it in their lives.

School Award Ceremonies

YCDSB secondary schools hosted their annual awards ceremonies on various evenings throughout the past month, as well as the month to come. These ceremonies recognize student achievement across our board, including subject awards and those who achieved academic honor roll. Congratulations to everyone for their outstanding work and success!

International Day for the Eradication of Poverty

YCDSB continued the new tradition of holding an Annual Loonie/Toonie Civvies Day Fundraiser to support the International Day for the Eradication of Poverty (October 17th). Students board-wide participated in this paid civvies, collecting fundraising resources for this essential and admirable cause.

Food Drives

Throughout the month of October, schools across the board have organized Thanksgiving food drives as well as the “We Scare Hunger” initiative for the Halloween season. Staff and students continue to show generosity and support for community members who face food insecurity by bringing in non-perishable food items for donation. Thank you to all who donated!



York Catholic District School Board

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~~September 23, 2025~~ – Revised September 30, 2025

MOTION TO REQUEST A REPORT ON EXPANDING INTERNATIONAL EXTENDED DAY ITALIAN PROGRAM

- Whereas** the York Catholic District School Board (YCDSB) has supported International Languages programming since the early 1980s;
- Whereas** the International Language Elementary (ILE) Extended Day Italian program provides students in Grades 1–8 with the opportunity to learn Italian language and culture during the instructional day;
- Whereas** in 2024, 5,882 students participated in ILE across 21 elementary schools within the YCDSB;
- Whereas** the Ministry of Education recognizes ILE as an official program, with the Extended Day delivery model shown to have higher participation rates than Saturday programming due to scheduling conflicts with extracurricular activities;
- Whereas** alternate funding sources have been received to help subsidize costs not fully covered by the Ministry's Heritage Fund for Italian Extended day model;
- Whereas** several families and school councils within YCDSB have requested the Extended Day Italian program be made available in their schools.

LET IT BE RESOLVED

THAT staff develop and present to the Board a process for determining school community interest in offering International Extended Day language Italian programs, prioritizing schools where demand has been expressed, and report back with recommendations for implementation.

Respectfully submitted,

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

Reference No. 2025:11:0923:AS

Angela Saggese, Trustee – Vaughan (Area 1, Ward 1) Maple/Kleinburg
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York Catholic District School Board

REPORT

Report To: Board of Trustees

From: Administration

Date: October 28, 2025

Report: Expanding International Extended Day Italian Program

EXECUTIVE SUMMARY:

The purpose of this report is to provide the Board of Trustees with the necessary information to make an informed decision regarding the potential expansion of the International Extended Day Italian Program. Trustee Motion read as follows:

THAT staff develop and present to the Board a process for determining school community interest in offering International Extended Day Italian programs, prioritizing schools where demand has been expressed, and report back with recommendations for implementation.

BACKGROUND INFORMATION:

At the Regular Board Meeting held on September 30, 2025, the Board of Trustees heard a delegation requesting the expansion of the International Extended Day Italian Program to include Pope Francis Catholic Elementary School. During the same meeting, Trustee Angela Saggese introduced a motion to request the expansion of the program and asked staff to present a process. In response, the Board of Trustees requested further clarification and raised several questions regarding the proposal.

Questions include:

- *Detailed financial report outlining the program's cost, timelines for staffing and transportation decisions, the receipt of funds, fiscal status, timeline for informing parents about the program's expansion into a new school.*
- *Percentage of parental agreement required to open or close the program.*
- *Would the same threshold apply when adding this program to other schools?*
- *Stability of the funding and whether the program could continue under different governance.*
- *Potential impacts on itinerant teacher scheduling and related costs.*
- *Written confirmation of guaranteed funding and the date it would be confirmed.*
- *Clarification on whether a Ministry-funded program could charge fees and questioned if other languages such as Cantonese or Mandarin, provided if there is an external revenue source.*
- *Financial to include the cost of an extra 0.5 hour for the lunch-time supervisor in the FDK classes of schools providing the extended day program.*



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PROGRAM OVERVIEW:

International Language Instruction (ILI) is delivered in 40-minute blocks following an Alternate Day Schedule (A/B). Over a two-week period, students receive a total of 200 minutes of instruction (e.g., Week 1 – 80 minutes; Week 2 – 120 minutes). The school day at sites offering ILI is extended by 20 minutes to accommodate this program.

HUMAN RESOURCES:

Staffing:

To effectively staff the International Languages program at a new location, the Human Resources Department would require confirmation of implementation by May 31, 2026, in order to begin the staffing process for a September 2026 start date. Additional International Language Instructors would need to be hired to support program delivery.

Lunchtime Supervisors:

At schools offering ILI, Lunchtime Supervisors supporting Full-Day Kindergarten (FDK) classes are currently assigned 1.5 hours per day of supervision.

- One hour covers the lunch period.
- An additional 30 minutes per FDK class is provided to account for the extended school day.

Should the program be expanded to additional elementary schools, the Board would need to consider the increased financial cost associated with the additional supervision time required.

Designated Early Childhood Educators (DECEs):

As per Article 8.15 of the CUPE 2331 Collective Agreement, Designated Early Childhood Educators (DECEs) may be assigned up to 30 minutes of general supervision per day.

The extended period associated with ILI is not considered instructional time. If a DECE is scheduled to be with the class during this time, it would be considered general supervision, thereby reducing the DECE's availability for other supervision duties throughout the day.

Teachers:

Classroom teachers are not responsible for supervising students who opt out of the ILI program. Students who opt out of the program remain in the classroom with the ILI instructor.

In accordance with Part B, Article 13.19 of the OECTA Permanent Teacher Collective Agreement, teachers shall not be assigned duties during the International Language period. Should an International Language Instructor be absent and no replacement available, requiring the classroom teacher to remain with the class would constitute a violation of the collective agreement. This may result in compensation or lieu time owed to the teacher. (This period is not considered preparation time for recovery purposes). The Board has received grievances on this issue in the past and teachers have been compensated with lieu time to resolve the grievance.



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An expansion of the International Language Program is not expected to impact itinerant teacher costs; however, it will require coordination and collaboration to manage scheduling effectively.

Absenteeism:

Information regarding costs associated with absenteeism for International Language Instructors was shared in a CTW report to Trustees on March 25th, 2025.

Other Considerations:

Any extension of the school day would be viewed as a change to employee working conditions and would therefore require consultation with union partners.

The expansion of the International Languages program beyond the Vaughan area will require consultation and processing with union partners due to established past practice. Any change could be interpreted as unilaterally altering working conditions of employees, as it would extend the workday and could be challenged with the Ontario Labour Relations Board. (OECTA v. Toronto Catholic District School Board, July 2018- Reference: #15779-TE-JSB).

PROCESS TO ADD INTERNATIONAL LANGUAGES PROGRAM:

The following outlines the proposed process for introducing an International Language Program, adapted from the procedures established under the terminated Policy 302: International Languages Programs:

- **Parent Interest** – A minimum of 25 parent/guardian signatures is required to initiate the process and issue a community survey.
- **Survey Results** – A 75% affirmative response rate from survey participants is required to proceed with program implementation.
- **Notification Timeline** – Families will be notified of the outcome by the end of January (end of Term One).

PROCESS TO REMOVE INTERNATIONAL LANGUAGES PROGRAM:

The following outlines the proposed process for removing an International Language Program:

- **Parent Interest** – A minimum of 25 parent/guardian signatures is required to initiate the process and issue a community survey.
- **Survey Results** – A 75% affirmative response rate from survey participants is required to proceed with removal of the program.
- **Notification Timeline** – Families will be notified of the outcome by the end of January (end of Term One).



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FINANCE - PROGRAM UPDATE AND POPE FRANCIS CES IMPACT:

	2023/24	2024/25 Unaudited	2025/26 Projection	Pope Francis Scenario	
Enrolment	5,784	5,344	5,250	737	a
Classes	249	241	238	30	b
Class Size	23.23	22.17	22.06	24.57	c = b / a
IL Instructor FTE	20.75	20.08	19.83	2.50	d = b/12 classes
Core Education Grant					
Pupil Instructional Hours	15,521	15,022	14,835	1,870	e = b x 187 days x 0.33 hours
Grant Rate	63.17	64.31	65.46	65.46	f technical paper
Subtotal Core Ed Grant	980,462	966,065	971,099	122,410	g = e x f
Class Size Adjustment	-	(12,404)	(13,962)	-	h adjustment for < 23 class size
Total Core Education Grant	980,462	953,661	957,137	122,410	i = g + h
Expenses					
Instructional Hours ⁽¹⁾	1,069,536	1,080,382	1,086,962	137,015	j = e x instructor hourly rate
Unfunded Hours (PA/Stat)	91,511	92,439	93,002	11,723	k = stat holidays and PA days
Paid leaves, top-ups, etc.	53,137	41,979	42,000	5,294	l maternity top-up, paid leaves, etc.
Supply	189,177	107,439	60,000	7,563	m supply
Subtotal Salary & Benefits	1,403,361	1,322,239	1,281,964	161,595	n = j to m
School Subsidy	35,502	33,216	31,890	4,422	o \$6/student (not funded by core ed)
Other Expenses	1,581	(568)	1,000	126	p itinerant travel and miscellaneous
Total Expenses	1,440,444	1,354,887	1,314,854	166,143	q = n to p
Direct Program Deficit	(459,982)	(401,226)	(357,717)	(43,733)	r = i - q
Ministry PPF Grant ⁽²⁾	350,000	-	-	-	s
FDK Incremental LTS ⁽³⁾	(92,728)	(85,674)	(91,931)	(15,322)	t
Pope Francis-Class Size Impact ⁽⁴⁾	-	-	-	13,962	u
Net Program Deficit ⁽⁵⁾	(202,710)	(486,900)	(449,648)	(45,093)	v = r to u
				(494,741)	w
Pope Francis-Transportation ⁽⁶⁾				(up to 275k)	x
Net Program Deficit with Pope Francis				(495 to 770k)	y = w + x

(1) The normal work day for Instructors is 4.25 hours of which 0.25 hours is considered general supervision and not charged to the IL program.

(2) One-time contribution through Priorities and Partnership grant.

(3) Additional 30 minutes lunch time supervisors in FDK for schools with an extended day program.

(4) Overall class size likely to increase with the addition of Pope Francis eliminating the class size adjustment.

(5) The Board has been advised that YCDSB-ItaliaLinguaCultura has received contributions of \$305k for 2025/26.

(6) See Transportation section of this report.

Based on the analysis above, the current annual external funding (contributions received from the Italian government and others through the ILC) required to balance the program's budget is \$450k. **If we were to expand the program to include Pope Francis CES in 2026-27, the funding required would be \$495k to \$770k** (\$450k, plus \$45k Pope Francis program deficit, plus additional transportation costs up to \$275K, per below).



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Clarification on Fees and Additional Languages:

Because this is a Ministry-funded program, the Board cannot charge students any additional fees to offset costs beyond the allocation provided. School-based fundraising dollars also cannot be used to subsidize this program.

The same funding model would apply if the program were offered in other languages (e.g., Cantonese or Mandarin). Based on the current model, a funding shortfall is expected. To proceed on a cost-neutral basis, any gap would need to be covered by an approved external revenue source (e.g., grants, community partnerships, or donations), in compliance with Board policy and without any fees to students or families.

TRANSPORTATION:

Pope Francis CES has a morning bell time of 9:05am **and an afternoon bell time of 3:35pm.**

Introducing an ILI program at this school would require extending the school day by 20 minutes, which will have operational and cost implications on transportation.

There are six routes currently servicing Pope Francis CES (five 70-passenger routes and one caravan). An 8:45 a.m. start time would result in routing conflicts for 5 of the 6 routes, requiring route adjustments and/or the addition of vehicles to the fleet. The required arrival bell time falls within a busier morning period when a greater number of vehicles are already in use, reducing the ability to reassign the existing fleet and increasing the likelihood of additions. As a result, transportation costs could increase by approximately \$200K (net HST), with a potential range **up to \$275K** depending on routing in the implementation year.

Extending the school day by 10 minutes in the morning (start at 8:55 am) and 10 minutes in the afternoon (end at 3:45pm) would reduce estimated additional transportation costs to approximately \$58K–\$116K.

If the morning bell remains at 9:05 a.m. and the full 20 minutes are added at the end of the day (new dismissal 3:55pm), most current bus routes can remain unchanged and only minimal additional routing may be incurred.

In accordance with the Student Transportation Services of York Region (STSYR) Bell Time Management Procedure, approved bell time changes should be presented to the Joint Board Consortium during the May meeting as an information item.



York Catholic District School Board

SUMMARY:

In reviewing the previous *Policy 302 International Languages Programs*, terminated in 2015, it had an associated procedure ([App A](#)). Staff's recommendation would reinstate the Independent Procedure and include a clear process.

THAT the Procedures connected with the terminated *Policy 302 International Languages Programs* be adapted as an Independent Procedure;

THAT in consideration of the obligation and adherence to the Multi-Year Financial Recovery Plan (MYFRP), the International Languages Program should run on a cost-neutral basis;

THAT in order for the program to be cost neutral in 2026-27 with the possible addition of Pope Francis CES, an external funding commitment in the amount of \$620k-\$770, all or part of which, would be required in accordance with the Agreement with *York Catholic District School Board and YCDSB-Italia-LinguaCultura, Section 3*:

Section 3:

YEAR 2025-2026

- First instalment in the amount of 40% of the Total Amount by December 1, 2025
- Second instalment in the amount of 40% of the Total Amount by April 1, 2026
- Third instalment in the amount of 20% of the Total Amount by August 1, 2026

YEAR 2026-2027

- First instalment in the amount of 40% of the Total Amount by December 1, 2026
- Second instalment in the amount of 40% of the Total Amount by April 1, 2027
- Third instalment in the amount of 20% of the Total Amount by August 1, 2027

YEAR 2027-2028

- First instalment in the amount of 40% of the Total Amount by December 1, 2027
- Second instalment in the amount of 40% of the Total Amount by April 1, 2028
- Third instalment in the amount of 20% of the Total Amount by August 1, 2028

THAT the above commitment is made by the YCDSB-Italia Lingua Cultura.

Prepared by: John De Faveri, Director of Education, Foundation Chair & Secretary of the Board
Jennifer Sarna, Associate Director
Rocchina Antunes, Superintendent of Human Resources
Anthony Arcadi, Superintendent of Curriculum & Assessment
Giovanna De Girolamo, Coordinating Manager of Planning & Operations
Calum McNeil, Chief Financial Officer & Treasurer of the Board
Jennifer Powers, Superintendent of Exceptional Learners

YORK CATHOLIC DISTRICT SCHOOL BOARD

**PROCEDURES: FOR THE ESTABLISHMENT OF INTERNATIONAL
LANGUAGES PROGRAMS ON EXTENDED SCHOOL DAY BASIS (Ref. Policy 302)**

1. A request with at least 25 signatures of parents of children attending the respective school shall be forwarded, through the principal, to the appropriate supervisory officer.
2. The Superintendent shall arrange to survey the entire school community subject to the following parameters:
 - a) Requests for surveys will be received up to March 30th of any given school year. Surveys will be conducted before the end of April for possible program implementation in the following September.
 - b) Surveys will be sent to parents of all SK to grade 7 students registered in the school.
 - c) The principal shall ensure that surveys are collected at the school level. It is expected that every effort will be made to collect as close to 100% of the surveys as possible.
3. An annual report will be filed with the Board by December of each year through the Director of Education summarizing the numerical status of each extended day school program.
4. In every school where International Languages Programs are to be offered on an extended school day basis, the principal and the appropriate supervisory officer shall ensure that:
 - a) there is, for each full-time pupil, a minimum of 5 hours of designated instructional time excluding recess and time allocated to International Language Program;
 - b) students shall not receive more than 2½ hours of International Language instruction per week;
 - c) provisions are made for pupils not taking the International Language instruction.



YORK CATHOLIC DISTRICT SCHOOL BOARD

**REQUEST FORM FOR ITALIAN INTERNATIONAL LANGUAGE –
EXTENDED SCHOOL DAY PROGRAM**

SCHOOL: _____

Date: _____

PARENT: PLEASE INDICATE A OR B BELOW:

☐ A. I request that my child(ren) participate in the Italian International Language –
Extended School Day Program.

OR

☐ B. I do not wish my child(ren) to participate in the Italian International Language –
Extended School Day Program.

Name of Child(ren)

Grade

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Parent Signature

PARENT REQUEST TERMINATION OF PROGRAM

*I am requesting that my child (ren) no longer participate in the Italian
International Language – Extended School Day Program.*

Name of Child(ren)

Grade

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Date: _____

Parent Signature



York Catholic District School Board

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

October 21, 2025

REQUEST FOR AN IN-CAMERA MEETING WITH OCSTA AND PROVINCIAL TRUSTEES

- Whereas** the Ontario Catholic School Trustees' Association (OCSTA) serves as the provincial voice for Ontario's 29 English Catholic school boards, advocating for publicly funded Catholic education to the provincial government;
- Whereas** the OCSTA promotes and protects the Catholic school system by representing the interests of Catholic school boards on matters of education policy, governance, and funding, while providing professional services and resources to trustees across the province;
- Whereas** the OCSTA functions as the central representative body for all 29 English Catholic District School Boards in Ontario;
- Whereas** a negative and often inaccurate narrative regarding the role of school trustees has recently been portrayed in the media, overshadowing the important and positive contributions made by trustees to publicly funded education;

LET IT BE RESOLVED

THAT the Ontario Catholic School Trustees' Association be requested to convene an in-camera meeting with all provincial school trustees to engage in a strategic discussion on how to collectively change the public narrative and ensure greater awareness of the good work being done by trustees in support of publicly funded education;

THAT trustees across the province collaboratively explore ways to modernize and strengthen the role of trustees, ensuring continued relevance, transparency, and alignment with the mission of publicly funded education.

Respectfully submitted,

Angela Saggese
Trustee, Vaughan: Area 1, Ward 1

Maria Iafrate
Trustee, Richmond Hill

Ref: 2025:14:1021: AS, MI



York Catholic District School Board

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

October 28, 2025

RECOGNITION OF RED WEDNESDAY AS AN ANNUAL EVENT IN CATHOLIC SCHOOLS

- Whereas** Red Wednesday is an International Day of Prayer and awareness for persecuted Christians;
- Whereas** annual recognition of Red Wednesday will strengthen our commitment to faith formation and global awareness within our Catholic schools;
- Whereas** Red Wednesday, highlights the persecution of Christians and causes us to defend religious freedom;
- Whereas** recognizing Red Wednesday supports our mission to nurture faith, compassion, and social responsibility. This observance will foster solidarity with persecuted Christians worldwide, deepen understanding of faith, courage, and religious freedom, and encourage prayer, reflection, and advocacy rooted in Catholic values;
- Whereas** the colour red symbolizes the blood of martyrs and those suffering for their faith.
- Whereas** each action will send a powerful message of hope to those who cannot freely live their faith.

LET IT BE RESOLVED

THAT the York Catholic District School Board recognize Red Wednesday as an annual event held in November in all Catholic schools;

THAT schools be encouraged to participate through prayer, wearing red, and age-appropriate activities promoting religious freedom, human dignity, and solidarity with persecuted Christians.

Respectfully submitted,

Maria Iafrate
Trustee, Richmond Hill

Ref: 2025:15:1028:MI

York Catholic District School Board

**REPORT NO. 2025:06 of the
POLICY REVIEW COMMITTEE**

To: Board of Trustees

October 28, 2025

A session of the Policy Review Committee was held on October 7, 2025 at 6:30 p.m.

In Attendance

Committee Members: **In Person:** F. Alexander, A. Saggese, J. Wigston

Virtual: A. Grella

Absent with Notice: M. Barbieri, C. Cotton, J. DiMeo

Other Trustees: **In Person:** E. Crowe, M. Iafrate

Administration: **In Person:** J.Sarna, R. Antunes, A. Arcadi, M. Brosens, A. Burnell-Gentile, J. Chiutsi, J. De Faveri, G. De Girolamo, A. Driscoll, K. Elgharbawy, N. Galatianos, A. Iafrate, T. Laliberte, T. Liggett, C. McNeil, S. Morrow, J. Powers, L. Sawicky

Absent with Notice: L. Paonessa, S. Wright

Recording: A. McMahon

Presiding: A. Saggese

ACTION ITEMS:

1. **THAT** the Board approve the following revised policy:
Policy 101 Meta Policy: Policy Management and Governance
2. **THAT** the Board approve the following revised policy:
Policy 202 Safe Schools - Student Discipline
3. **THAT** the Board approve the following revised policy:
Policy 409 Occupational Health and Safety
4. **THAT** the Board approve the following revised policy:
Policy 415 Accessibility Standards for Employment
5. **THAT** the Board approve the following revised policy:
Policy 609 Accessibility Standards for Information and Communication
6. **THAT** the Board approve the following revised policy:
Policy 616 Community Use of Schools

DISCUSSION ITEMS: N/A

INFORMATION ITEMS:

i) Procedure 202 Safe Schools – Student Discipline

ii) NEW Procedure 415 Individualized Work Accommodation (Medical)

iii) Procedure 616 Community Use of Schools and NEW YCDSB Internal Guideline: Internal Use of School Facilities by Staff

FUTURE ITEMS

Policy 103 Communication Policy

Policy 201 Healthy Schools

Policy 201A Healthy Schools – Eating & Nutrition

Policy 201B Healthy Schools – Physical Activity

Policy 303 School Organized and Continuing Education Excursions

Policy 701 Access to School & Board Premises

Policy 801 Use of Board and School Fund for Recognition or Acknowledgement

Future meeting dates for Policy Review Committee:

December 1, 2025, February 3, 2026, April 7, 2026, June 2, 2026

Adjournment – 7:15 p.m.

A. Saggese, Committee Chair



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Governance	<i>Policy Number</i> 101
<i>Former Policy #</i> 802	<i>Page</i> 1 of 27
<i>Original Approved Date</i> May 22/1984	<i>Subsequent Approval Dates</i> April 28/1992 December 13/2007 March 25/2008 October 12/2010 May 26, 2015 May 25, 2021

POLICY TITLE: META POLICY: POLICY MANAGEMENT AND GOVERNANCE

SECTION A

1. PURPOSE

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

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

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

It is the responsibility of the Board of Trustees to approve all policies and to provide oversight to the development and review processes. It is the responsibility of the Director and their staff to develop, review, and approve all guidelines, procedures and practices which ensure compliant application of policy throughout the system.

2. OBJECTIVE

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

3. PARAMETERS

- 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 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; **and**
 - 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.
- 3.2 Policy review, revision and/or development may be initiated by Staff or the Board of Trustees to address:
 - 3.2.1 Applicable Federal, Provincial and/or Municipal legislative requirements;
 - 3.2.2 Resolutions of the Board of Trustees;
 - 3.2.3 Government policies or directives;
 - 3.2.4 ~~Internal stakeholder r~~Requests **from internal partners**;
 - 3.2.5 ~~External stakeholder r~~Requests **from external partners**;
 - 3.2.6 Risks and/or Opportunities identified by internal reviews;
 - 3.2.7 ~~Stakeholder S~~urveys and audits (e.g., student census, climate surveys, employee surveys etc.);
 - 3.2.8 Our continued obligation to operate and govern in a transparent manner.
- 3.3 Information about policy needs arising from new legislative or government policy requirements, and information about substantive revisions being recommended to any policy, shall be communicated to the Board of Trustees through the Policy Review Committee.
- 3.4 The Policy Review Committee shall be notified by the Director of Education when a policy development, review or revision is commenced by Staff, and shall be provided with an opportunity for input into the development, review or revision of the policy.
- 3.5 Policies shall include provisions for consistent implementation, monitoring, evaluation, and reporting.
- 3.6 Policies may have corresponding guidelines and/or procedures.
- 3.7 The Director of Education or Supervisory Officer (designate) with the Policy Portfolio shall identify a Policy Lead to leverage the expertise of the requisite department(s) in the development, review or revision and implementation of each individual policy.
- 3.8 The Board may gather relevant feedback and/or information through consultation ~~with stakeholders~~, as required.
- 3.9 ~~Minor changes to policy (e.g., updating obsolete references, legislative changes, job titles, department names, etc.) shall be authorized by the Director of Education, or Supervisory Officer (designate) with the Policy Portfolio and brought directly to the Board of Trustees for approval.~~
- 3.10 The review, revision and update of each policy shall occur a minimum of once every four years.

- 3.11 ~~The development, review or revision of policy and procedures shall follow the process outlined in the Simplified Policy Review Process (Appendix 2A), the Policy Review and Revision Process (Appendix 2A) and the Development Process (Appendix 2B).~~
- 3.12 In extenuating circumstances, the Director of Education may recommend an exemption or exception to policy to the Board of Trustees for approval.
- 3.13 Policies shall be communicated and made accessible to all ~~stakeholders~~ **members of the YCDSB community** via the Board's website.
- 3.14 It is a condition of employment that all employees shall be familiar with and accountable for compliance with Board policies. Appropriate sanctions for non-compliance shall be determined on a case by case basis, by the Director of Education.
- 3.15 All policy development and revisions shall be classified as either: ~~Tier 1, Tier 2, or Tier 3.~~

Tier 1 – Editorial Revisions

Tier 1 encompasses technical or editorial revisions. These include correcting inconsistencies; modernizing language; updating definitions; standardizing spelling, capitalization, and punctuation; or inserting, adding, or deleting reference documents. These updates do not require broad consultation. ~~and will be presented as information items on the Policy Review Committee agenda.~~

Tier 2 – Compliance/ Alignment Policy Development or Review

Tier 2 encompasses the development of new policies or revisions to existing policies required to ensure alignment with Board motions, current legislation, Ministry Policy and Program Memoranda (PPMs), directives and guidance from government agencies, or established practice. These updates do not require broad consultation.

Tier 3 – Comprehensive Policy Development or Review

Tier 3 encompasses the development of new policies or major revisions that significantly affect multiple groups, have system-wide impact, or change how the policy is applied in practice. These updates require broad consultation.

4. RESPONSIBILITIES

4.1 Board of Trustees

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

4.2 Director of Education

- 4.2.1 To oversee compliance with all policies and their development, review or revision, as required.
- 4.2.2 To appoint a Supervisory Officer (designate) with the Policy Portfolio with the relevant expertise and experience to coordinate the development, review or revision of policies, guidelines and procedures.
- 4.2.3 To establish the terms for ongoing monitoring and implementation of all policies, guidelines and procedures.
- 4.2.4 To ensure all employees act in accordance with Board policies, guidelines and related procedures and uphold Board's Mission, Vision and Core Values.
- 4.2.5 To be responsible for the implementation of progressive discipline measures where any employee's actions are non-compliant with Board policies, guidelines or procedures.

4.3 Supervisory Officer (designate) with the Policy Portfolio

- 4.3.1 To oversee compliance with this policy and the development, review or revision of all other policies, guidelines, and related procedures.
- 4.3.2 To appoint a Policy Lead with the relevant expertise and experience to support the accountable development, review or revision of a policy/procedure.
- 4.3.3 To share the draft policy for input, direction and approval with the Policy Review Committee after consultation with the relevant ~~stakeholders~~ **partners**.
- 4.3.4 To identify responsibilities and outline the process for ongoing monitoring and implementation.
- 4.3.5 To report any instances of non-compliance to the Director of Education.

4.4 Policy Lead

- 4.4.1 To engage in research and review of all relevant legislation, regulation and guidelines specifically related to policy development, review and revisions.
- 4.4.2 To engage in consultations with relevant departments, as required, and internal ~~stakeholders~~ **partners** for the purpose of obtaining input regarding the need to develop, review and revise a policy.
- 4.4.3 ~~To apply the Toolkit for Human Rights & Equity Analysis and Decision-Making (THREAD) when developing, reviewing or revising a policy.~~
- 4.4.4 To consult with external **partners** ~~stakeholders~~, as required and/or directed, for the purpose of obtaining input on policies.

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

- 4.5.1 To receive reports regarding recommendations from staff.
- 4.5.2 To provide input into policy development, review or revisions.
- 4.5.3 To ensure that all new and/or revised policies presented to the Policy Review Committee have been subjected to appropriate ~~stakeholder~~ consultation.
- 4.5.4 To make recommendations on policy matters to the Board.

4.6 Policy Steering Committee (PSC) (Staff Committee)

- 4.6.1 To consult with the Policy Lead and provide recommendations in the development, review or revision of a policy.
- 4.6.2 To provide a cross functional lens to ensure the policy reflects the specific purpose and objective of the said policy, in line with the Mission, Vision and Core Values of the Board.

4.7 Senior Team

- 4.7.1 To ensure the implementation of and compliance with, policies, guidelines and procedures.
- 4.7.2 To report any instances of non-compliance to the Director of Education.

4.8 Managers/Supervisors/Principals

- 4.8.1 To support the implementation of and compliance with, policies, guidelines and procedures.
- 4.8.2 To report any instances of non-compliance to their Supervisory Officer.

4.9 Employees

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

4.10 External and Internal Stakeholders Partners

4.10.1 To comply with policies, guidelines and procedures in all interactions with the Board.

5. DEFINITIONS

5.1 Cross References

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

5.2 External Stakeholders Partners

A person, group of people or an organization that holds a vested interest in the school community, including, but not limited to:

- 5.2.1 All levels of Government;
- 5.2.2 Community Members and Ratepayers;
- 5.2.3 Education partners/organizations;
- 5.2.4 Ministry of Education;
- 5.2.5 Media; and
- 5.2.6 Vendors/Contractors.

5.3 Global Definitions

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

5.4 Inclusive Language

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

5.5 Internal Stakeholders Partners

A person, group of people or an organization that holds a vested interest in the school community, including, but not limited to:

- 5.5.1 Catholic School Councils;
- 5.5.2 Parents;
- 5.5.3 Parishes;
- 5.5.4 School Administrators;
- 5.5.5 Senior Team;
- 5.5.6 Staff (School, centrally assigned and/or Contract); and
- 5.5.7 Students.

5.6 Meta Policy

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

5.7 Objective

Describes the overall intent of the policy.

5.8 Ontario Human Rights Code

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

5.9 Ontario Human Rights Commission (OHRC)

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

5.10 Policy

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

5.11 Policy Guidelines

511.1 A set of recommended actions, approved and adopted by the Board, that will be taken in a given situation.

511.2 A framework for the development of operational policy procedures, if required.

5.12 Policy Lead

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

5.13 Policy Parameter

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

5.14 Policy Purpose

Clarifies the background or scope of the policy.

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

5.15 Policy Review Committee

An established Standing Committee of the Board of Trustees.

5.16 Policy Steering Committee

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

5.17 Procedure

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

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

5.18 Review

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

5.19 Revision

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

5.20 Senior Team

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

5.20.1 Director of Education;

5.20.2 Associate Director;

5.20.3 Supervisory Officers; and,

5.20.4 Corporate Senior Leaders.

5.21 Significant Revision

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

5.22 –Simplified Review Process

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

5.23 –Tier 1 – Minor Policy Review

~~Tier 1 includes revisions that correct inconsistencies; modernize language; update definitions; standardize spelling, capitalization, and punctuation; or insert, add, or delete reference documents. These updates do not require broad consultation with partners.~~

5.24 –Tier 2 – Nonsubstantive Policy Development or Review

~~Tier 2 includes the development of new policies or updates to existing policies required by Board motion, legislation, or Ministry Policy and Program Memoranda (PPMs). These updates do not require broad consultation with partners.~~

5.25 –Tier 3 – Substantive Policy Development or Review

~~Tier 3 includes the development of new policies or revisions that significantly alter the scope, intent, or impact of a policy, such as introducing new responsibilities or removing existing ones. These updates require broad consultation with partners.~~

6. CROSS REFERENCES

Legislation

[Accessibility for Ontarians with Disabilities Act](#) (AODA)

[Education Act](#)

[Human Rights Code](#)

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

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

YCDSB Policies

YCDSB Policy 109 Records and Information Management

YCDSB Policy 412 Progressive Discipline of Employees

YCDSB Policy 429 Human Rights and Equity (NEW – TBD)

YCDSB By-Law No. 1 Operational By-Law

7. APPENDICES

Appendix 1: ~~Toolkit for Human Rights & Equity Analysis and Decision-Making (THREAD FOR POLICY)~~

Appendix 1: ~~YCDSB Tier 1, 2, & 3 Process~~

~~YCDSB Simplified Policy Review Process~~

~~YCDSB Policy Revision and Review Process~~

Appendix 2b: ~~YCDSB Policy Development Process~~

~~YCDSB Process following approval of final draft~~

Appendix 2: Policy Template Form

Appendix 3: Rationale for the Development, Review or Revision of a Policy

Appendix 4: Policy Development, Review or Revision Checklist

Appendix 5: Policy Consultation Form, <https://form.ycdsb.ca/view.php?id=182129>
(this is example of website consultation form)

Appendix 6: Policy Consultation Stakeholder **Partner** Groups/Individuals

Appendix 7: Report to Board Memo (Internal Use only)

Approval by Board

May 25, 2021

Date

Effective Date

May 26, 2021

Date

Revision Date

May 25, 2021

Date

Review Date

May 2025

Date

DRAFT



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

Background:

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

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

What is the Toolkit for Human Rights & Equity Analysis and Decision-Making?

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

Purpose:

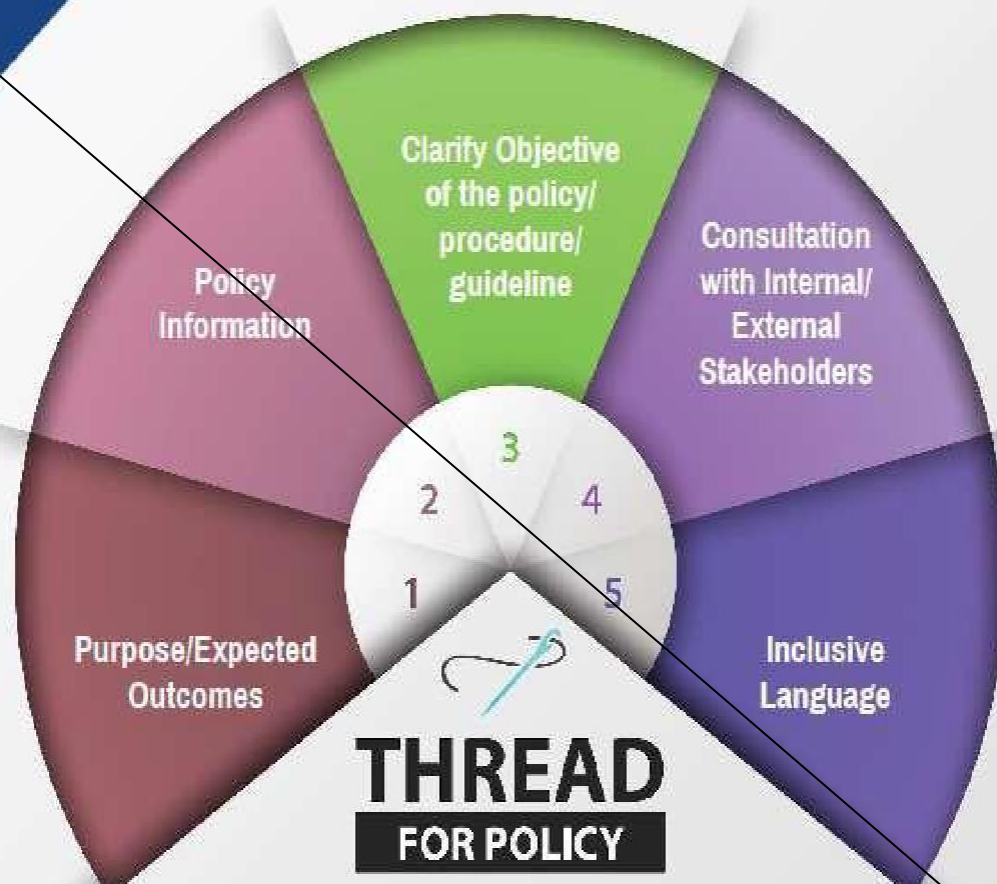
To identify one's own inherent biases using a set of reflective questions and processes that focuses on supporting an overall openness to diverse perspectives as referenced by the Ontario Human Rights Commission (OHRC).

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

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

Expected Outcomes:

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



The purpose of the **T**oolkit for **H**uman **R**ights & **E**quity **A**nalysis and **D**ecision-Making is to ensure that the principles of Human Rights, Equity and Inclusion are embedded within all YCDSB policies, procedures and guidelines. Click on the wording of each focal area for more information about this framework. Any questions should be directed of the [Office of HEDJ](#).

Policy Information:

Policy Title:				
Policy Objective:				
Stakeholders Required:	External Stakeholders:		Internal Stakeholders:	
Identified Issues/Problems:				

1. Clarify the Policy/ Procedure and guideline Objective:

1.1	Identify the issue that is deriving the need to develop, revise and review a policy.
1.2	What research data is being used to support the issue being addressed.
1.3	What additional information/research should be considered to better inform the development, review and revision of this policy?
1.4a	Is there a gap in the policy/ procedure or guideline that is to be reviewed or revised in relation to the <u>Principles of human rights, equity and inclusion?</u>

1.4b	How will the gap be addressed through the development, review or revision of the policy?				
1.5	What data and resources have been created and shared with all stakeholders to ensure evidence informed decision making?				
	<table border="1"> <tr> <td> Data: Has it been shared with all stakeholders? ☒ YES ☐ NO </td> <td></td> </tr> <tr> <td> Resources: Has it been shared with all stakeholders? ☒ YES ☐ NO </td> <td></td> </tr> </table>	Data: Has it been shared with all stakeholders? ☒ YES ☐ NO		Resources: Has it been shared with all stakeholders? ☒ YES ☐ NO	
Data: Has it been shared with all stakeholders? ☒ YES ☐ NO					
Resources: Has it been shared with all stakeholders? ☒ YES ☐ NO					
1.6a	What existing committees or working groups have been consulted to inform this policy review, development or revision.				
1.6b	What further outreach should we engage in to ensure interest group participation in this policy review, development or revision?				

2. Consultation with Internal/External Stakeholders:

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

2.3	If this policy/ procedure or guideline is being created or reviewed because of an issue impacting a particular group of stakeholders, what steps have been taken for engagement or feedback from the impacted group?
-----	---

3. Inclusive Language

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

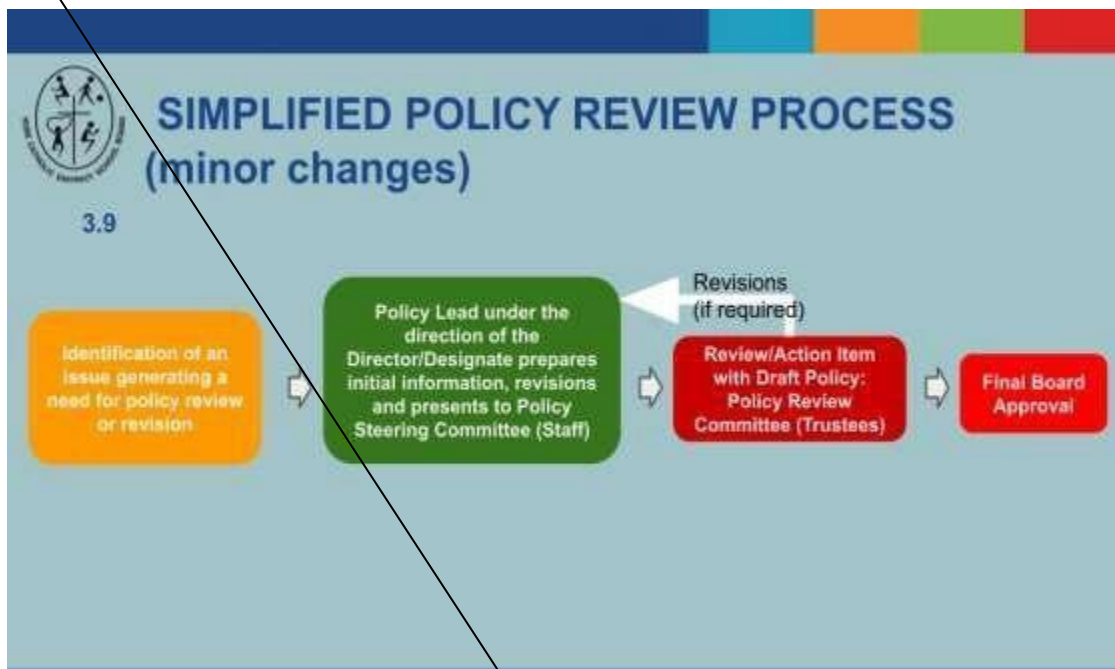
3.1	Does the language used imply or convey negative views about identified groups, or contribute to the deletion/ignoring of experience?
3.2	Does the document reference all impacted stakeholders (e.g., students, staff, parents/ guardians/ caregivers, etc.)?
3.3	Does the language used imply or convey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

3.5	The intent of inclusive language is to use words and terminology that makes everyone feel equal and valued. Is the language of this document currently inclusive? ☐ YES ☒ NO If NO, how is this language going to be changed to ensure it is inclusive?

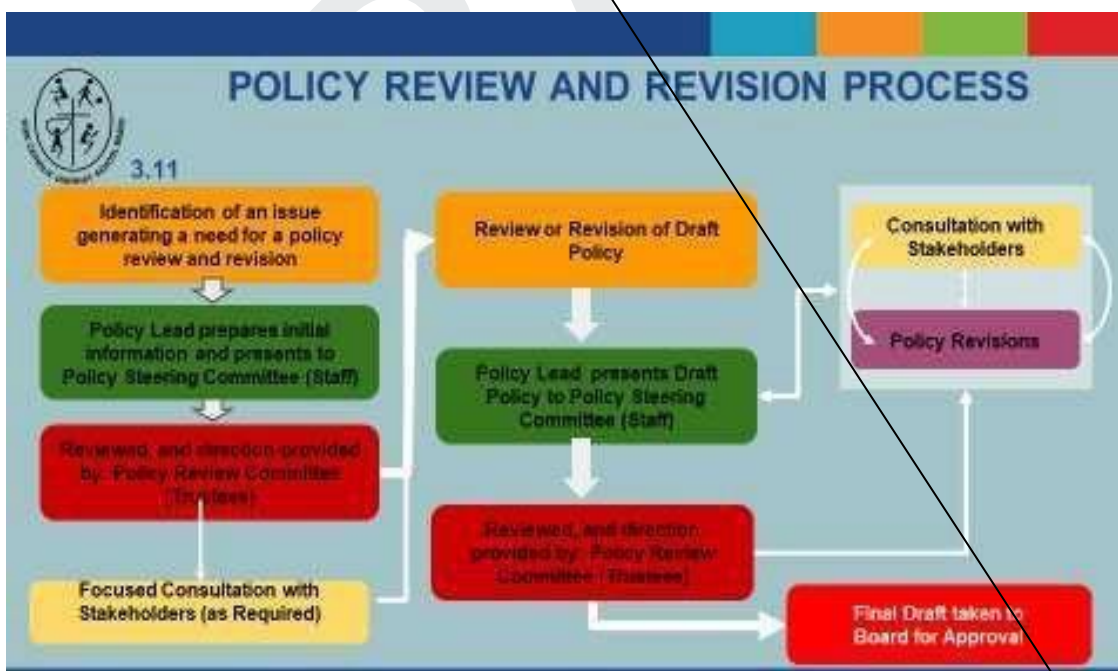
YCDSB Simplified Policy Review Process

APPENDIX 2a

May 2021



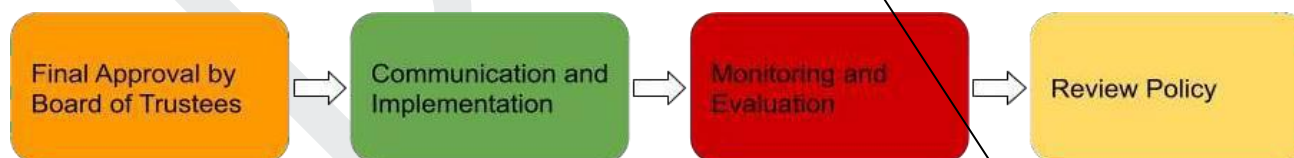
YCDSB Policy Revision and Review Process



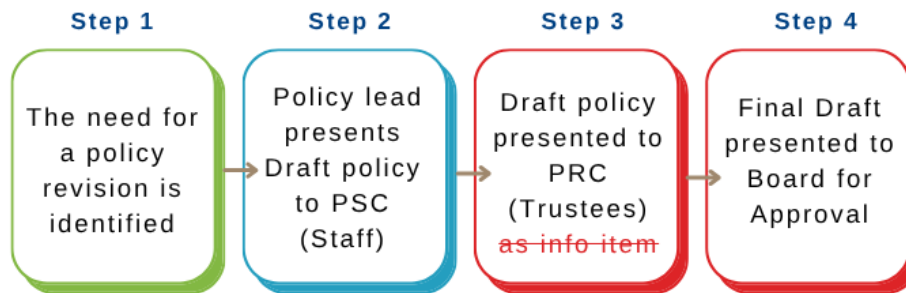
YCDSB Policy Development Process



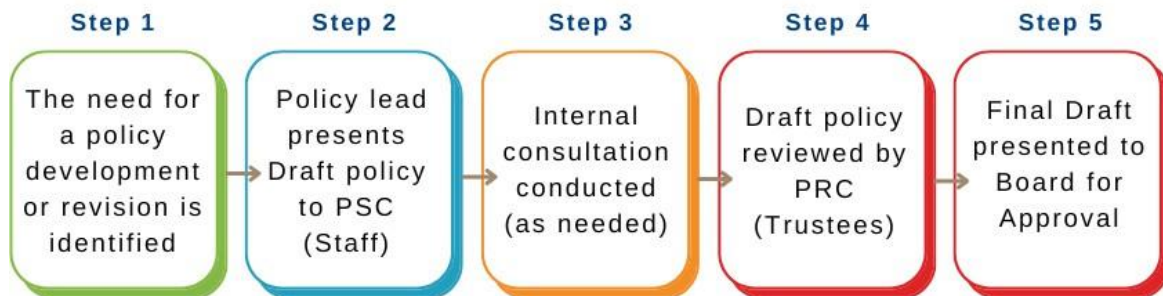
YCDSB Process Following Approval of Final Draft



Tier 1 Editorial Revisions



Tier 2 Compliance/ Alignment Policy Development or Review



Tier 3 Comprehensive Policy Development or Review



POLICY TEMPLATE FORM

APPENDIX 2
~~Revised May 2021~~
October 2025

Board Policy

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

Title: [POLICY TITLE]

1. **PURPOSE:**

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

2. **OBJECTIVE:**

[Outline what the policy is intended to accomplish.]

3. **PARAMETERS:**

Identify types of transactions, activities, or functions to which the policy applies.

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

4. **RESPONSIBILITIES:**

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

5. **DEFINITIONS:**

Provide an explanation for keywords, phrases, abbreviations, and acronyms used in the policy.

6. **CROSS-REFERENCES:**

A policy that is referenced in the above policy.

7. CONCLUSION BANNER:

Approval by Board/Effective date/revision/review dates

8. APPENDICES:

[List supplementary documents, if included with the policy:]

- Appendix A: [title, same as on actual appendix], [brief explanation, if required]
- Appendix B: [title, same as on actual appendix], [brief explanation, if required]

9. REFERENCE DOCUMENTS:

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

Legislation

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

Policies

- Board Policy Title (Pxx)

Procedures

- Board Operational Procedure Title (PRxx)

Other Documents

- Ministry of Education, Policy and Program Memoranda [title]

10. CONCLUSION BANNER:

Approval by Board/Effective date/revision/review dates

Formatting of Policy Guidelines:

1. FONT AND FONT SIZE:

- a. Font shall be Arial
- b. Font Size for headings shall be: 12pt
- c. Font Size for the body shall be: 11pt

2. NUMBERING SYSTEM:

- 6.1 Text**
- 6.1.1. Text
- (a) Text
- (i) Text
- (A) Text
- (I) Text

York Catholic District School Board

Rationale for the Development, Review or Revision of a Policy

NAME:

INDICATE ONE OF THE
FOLLOWING:

STAFF

☐

STAKEHOLDER

INTERNAL/
EXTENRAL
PARTNER

☐

THE PURPOSE OF THE PROPOSED OR REVISED POLICY/PROCEDURE:

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

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

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

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

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

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

WHAT ARE THE PROPOSED TIMELINES FOR IMPLEMENTATION?

ADDITIONAL COMMENTS:

SIGNATURE OF REQUESTOR:

DATE:

Please Note:

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

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

York Catholic District School Board

POLICY DEVELOPMENT, REVIEW OR REVISION CHECKLIST

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

1. Policy- Initiation or Revision

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

2. Developing or revision of an existing Policy

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

York Catholic District School Board

APPENDIX 5
Revised May 2021
October 2025

POLICY CONSULTATION FORM

The York Catholic District School Board (~~The board~~) welcomes your input/suggestion(s) to improve on this draft policy. ~~Your input/suggestion(s) will be reviewed and may be incorporated into the final policy.~~ The revised Draft Policy can be downloaded and viewed [here](#).

Thank you in advance.

Name/Group: (optional):

Contact Information: (Telephone, **E-mail** (optional):

Policy Title: (Is its intent understood?) **Share your feedback:**

Purpose of the Policy: (Is it clear and understandable?) **How are you connected to the YCDSB?**

- YCDSB Parent/Guardian
- YCDSB Staff
- YCDSB Student
- Community Member
- Other:

Objective: (Is it clear and understandable?)

Parameters: (Is it understandable?)

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

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

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

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

Appendices:

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

Other Comments/Suggestions (Please attach if necessary.)

SIGNATURE:

DATE:

York Catholic District School Board

**POLICY CONSULTATION ~~STAKEHOLDER~~ PARTNER
GROUPS / INDIVIDUALS**

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

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

REPORT TO BOARD MEMO
(For Internal Staff use only)

APPENDIX 7
~~Revised May 2021~~
October 2025

York Catholic District School Board

REPORT

Report To: Policy Review Committee

From: Administration

Date:

Report:

Executive Summary

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

Background Information

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

Summary

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

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



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Students	<i>Policy Number</i> 202
<i>Former Policy #</i>	<i>Page</i> 1 of 8
<i>Original Approved Date</i> July 3, 2001	<i>Subsequent Approval Dates</i> October 24, 2001 January 22, 2008 (Interim) July 2, 2008, May 5, 2009 February 9, 2010 July 6, 2010 June 26, 2015 November 27, 2018 November 30, 2021

POLICY TITLE: SAFE SCHOOLS – STUDENT DISCIPLINE

SECTION A

1. PURPOSE

It is the Mission of the York Catholic District School Board to educate and inspire all students to reach their full potential in a safe and caring environment. Safe, caring and inclusive Catholic schools and school communities are fundamental for creating and maintaining healthy learning and working environments. While ~~we~~ all ~~stakeholders~~ share the responsibility to foster such environments, it is the duty of the school Principal to maintain proper order and discipline in the school, as outlined in the [Education Act](#) and related legislation. In carrying out their duties, the Principal may delegate some disciplinary responsibilities to a Vice Principal or teacher of the school.

The purpose of this policy is to endorse Ministry direction with respect to safe schools and to provide direction and guidance to those responsible for implementing the procedures contained herein. ~~This policy shall be implemented through an equity and human-rights lens, explicitly aiming to identify and remove discriminatory biases and systemic barriers so that all students experience safety, dignity, and belonging. This policy and its associated procedures will be applied in a manner consistent with the Education Act, the Ontario Human Rights Code, and the York Region Police & School Boards Protocol.~~

2. OBJECTIVE

It is the policy of the York Catholic District School Board to comply with Ministry of Education expectations and direction with respect to student discipline while affirming its commitment to the three pillars of appropriate discipline within the schools of the Board – the use of proactive strategies, progressive discipline, and redemptive practice. ~~The Board will also comply with the Ontario Human Rights Code and ensure that student discipline is non-discriminatory.~~ ~~The Board is committed to a whole school approach that is trauma-informed, anti-oppressive, anti-racist, procedurally fair, restorative, and culturally responsive.~~

3. PARAMETERS

- 3.1 As a Catholic Learning Community, the Board recognizes the importance of ensuring the redemptive and forgiving aspect of discipline, as articulated in the teachings of Jesus and the Board's Core Values. The implementation of this policy will reflect these core beliefs.
- 3.2 This policy authorizes the creation of procedures for implementing a safe school environment and the YCDSB **Policy 617 Code of Conduct Policy**. Procedures may include requirements from the [Education Act](#), Policy Program Memoranda, and/or related Ministry of Education directives/resources, all of which will be sufficient for the purposes of implementing the requirements of the Ministry of Education Policy Program Memoranda with respect to student discipline.
- 3.3 Discipline measures that are purely punitive, or the use of exclusion as a disciplinary measure, will not be supported.
- 3.4 Harassment, ~~or discrimination~~ **and hate/bias-motivated incidents** based on any ~~immutable characteristic or ground~~ protected by the [Ontario Human Rights Code](#), including race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, **age**, marital status, family status, disability, **or** socioeconomic status, ~~or record of offence~~ are unacceptable behaviours.
- 3.5 Proper order and discipline in schools of the Board embrace the use of positive practices, progressive discipline, and redemptive practices. Where positive practices fail to prevent/deter inappropriate behaviour with respect to 3.4 above, Principals or their delegates may impose consequences up to and including a recommendation for expulsion to the Board of Trustees **Safe Schools Student Suspension and Expulsion Committee**.
- 3.6 **The Board of Trustees Safe Schools Suspension and Expulsion Committee is a standing committee of the Board constituted by the Board in accordance with Subsections 309(12) and 311.3(9) of the Education Act.**
- 3.7 **The role of the Board of Trustees Safe Schools Suspension and Expulsion Committee is to hear appeals of student suspensions and to hear recommendations made by a Principal respecting the expulsion of a student within the jurisdiction of the Board.**
- 3.8 The Principal, as required by the *Education Act*, must consider any mitigating and other factors and their application for the purpose of mitigating the discipline to be imposed on the student. For the purpose of the Student Discipline Policy and Procedures, the York Catholic District School Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the **Ontario Human Rights Code**. The Principal or designate shall consider whether or not the discipline will have a disproportionate impact on **equity-seeking** a students protected by the **Ontario Human Rights Code**. ~~and/or exacerbate the student's disadvantaged position in society.~~
- 3.9 The Principal and the Board of Trustees **Safe Schools Student Suspension and Expulsion Committee** shall consider the discriminatory impact(s) of disciplinary decisions on students protected by the **Ontario Human Rights Code**, including but not limited to, race and/or disability, and whether or not an accommodation is required.

- 3.10 Where a Principal has delegated authority to a Vice Principal or teacher of the school, the delegation of authority and the scope of the authority will be clearly identified by Board procedures, as will the support available to individuals in receipt of the delegated authority.
- 3.11 The *Ontario Human Rights Code* of Ontario has primacy over provincial legislation and ~~school~~ Board policies and procedures, such that the *Education Act*, associated regulations, Ministry of Education Program Policy Memoranda, and Board policies and procedures are subject to, and shall be interpreted and applied in accordance with the *Ontario Human Rights Code*.

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To approve a student discipline policy and related guidelines and/or procedures that comply with expectations of the Ministry of Education and the *Ontario Human Rights Code* of Ontario.
- 4.1.2 To authorize a Safe Schools Suspension and Expulsion Committee of no fewer than three (3) Trustees to rule on appeals of Principal suspensions and/or recommendations for expulsion.
- 4.1.3 To review the annual suspensions and expulsions report from the Superintendent of Safe and Caring Schools.

4.2 Board of Trustees Safe Schools Suspension and Expulsion Committee

- 4.2.1 To adhere to the Safe Schools Suspension and Expulsion Committee Terms of Reference.
- 4.2.2 To conduct suspension appeals and expulsion hearings in accordance with the Board's Student *YCDSB Policy 617* Code of Conduct, ~~Suspension Appeal Guidelines, and Expulsion Appeal Guidelines~~ and the Ministry of Education's school suspensions and expulsions guidelines.

4.3 Director of Education

- 4.3.1 To oversee compliance with the Safe Schools – Student Discipline policy, guidelines and procedures.

4.4 Superintendent of Education: Safe and Caring Schools

- 4.4.1 To assume responsibilities as assigned with respect to Safe Schools and shall to have the procedural powers and duties outlined in the *YCDSB Policy 617* Code of Conduct.
- 4.4.2 To ensure that any Safe Schools recommendation be implemented.
- 4.4.3 To provide an annual report to the Board of Trustees summarizing the suspensions and expulsions that have occurred.

4.5 Superintendent of Education: School Leadership

- 4.5.1 To ensure that each school has implemented the Board's *YCDSB Policy 617* Code of Conduct.
- 4.5.2 To ensure that annually, each school develops a safe and caring school goal articulated in the Board Improvement Learning Cycle for Student Achievement and Well-Being (BILCSAW).
- 4.5.3 To ensure that each school has established a Safe Schools Action Team.
- 4.5.4 To ensure that school administration is aware of and adheres to Policy and Procedure 202: Safe Schools – Student Discipline.
- 4.5.5 To review disciplinary data with Principals for the purpose of monitoring disproportionate impacts and identifying trends.

4.6 Principal

- 4.6.1 To demonstrate leadership in fostering and maintaining a safe, caring and inclusive school.
- 4.6.2 To maintain proper order and discipline in the school.
- 4.6.3 To inform the school community, through a variety of means (assemblies, announcements, digital media), on an annual basis, of the Student Disciplinary Procedures.
- 4.6.4 To perform duties 'in accordance with Board procedures' when handling student discipline.
- 4.6.5 To document each step of the student's progressive discipline process including restorative and supportive practices taken.
- 4.6.6 To delegate disciplinary responsibilities to a Vice Principal and/or teacher of the school, when required.
- 4.6.7 To comply with and implement the York Region Police & School Boards Protocol.

4.7 Staff Employees

- 4.7.1 To assist with fostering a safe, caring and inclusive school.
- 4.7.2 To hold all students to the highest standard of respectful and responsible conduct.
- 4.7.3 To complete the required training.
- 4.7.4 To report incidents of inappropriate or unsafe behaviour to a supervisor or designate.

4.8 Students

- 4.8.1 To be responsible for their conduct at all times.
- 4.8.2 To comply with the Board's YCDSB Policy 617 Code of Conduct policy.

4.9 Parent(s)/Guardian(s)

- 4.9.1 To support the efforts of the School in maintaining a safe and respectful learning environment for all students.

5. DEFINITIONS

5.1 Adult Student

A student who is 18 years or older, or 16/17 years who has removed themselves from parental control.

5.2 Board of Trustees Safe Schools Suspension and Expulsion Committee

A committee of three (3) or more Trustees designated to determine suspension appeals and recommendations for expulsion.

5.3 Bullying

Bullying is aggressive and typically repeated behaviour by a pupil where, (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of, (i) causing harm fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or (ii) creating a negative environment at a school for another individual, and (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education, ("intimidation"). Bullying behaviour includes the use of any physical, verbal, electronic, written or other means.

5.4 Cyber-bullying

Cyber-bullying is bullying by electronic means including, (a) creating a web page or a blog in which the creator assumes the identity of another person; (b) impersonating another person as the author of content or messages posted on the internet; and (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Cyber-bullying may include but is not limited to:

- (i) Sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via text messages, emails, direct messages;
- (ii) Capturing, creating, altering, and/or sending photos or videos of an individual;
- (iii) Revealing information considered to be personal, private, and sensitive without consent;
- (iv) Making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others; and,
- (v) Excluding or disrupting access to, a student on purpose from online chat groups, access to accounts and during digital gaming sessions.

5.5 Daily Care Guardian

A person with daily care responsibilities is an adult person (18 years or older) who is not the custodial parent/legal guardian of a student who is less than 18 years old, but is a person who cares for the student on a daily basis and is known by the school to provide daily care, for example a grandparent, aunt, uncle, older brother or sister.

5.6 Discrimination

5.6.1 Unjust or prejudicial treatment of individuals or groups on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, or socioeconomic status, as set out in the *Ontario Human Rights Code*, or on the basis of other, similar factors.

5.6.2 Discrimination, whether intentional or unintentional, has the effect of having a harmful impact on others, and of preventing or limiting access to opportunities, benefits or advantages that are available to other members of society.

5.6.3 Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

5.7 Disproportionate Impact

A disparity in discipline outcomes between groups (eg. by race, disability, etc.).

5.8 Exclusion

The refusal to admit to the school or classroom a student whose presence in the school or classroom would in the Principal's judgment be detrimental to the physical or mental well-being of the student, other students or staff. ~~An example of exclusion could be around mental health issues where safety is a concern or where a Principal has no legal right to deny admission i.e. through suspension, but nevertheless admission should be denied.~~ If this is being considered, the Principal must consult with their Superintendent and other relevant senior staff. If the Principal is considering the use of this clause for a student with special education needs, they must also consult the Superintendent of Education: Exceptional Learners.

5.9 Expulsion

Is a removal from a school of the Board or all schools of the Board that the student was attending at the time of the incident.

5.10 Harassment

Engaging in a course of vexatious comment or conduct, (e.g., unwanted, offensive, intimidating, hostile or inappropriate) that is known or ought reasonably to be known to be unwelcome.

5.11 Hate and/or Bias-Motivated Incidents

Incidents (e.g., involving statements, words, gestures) that are motivated by hatred or bias towards an identifiable group (e.g., a group distinguished by colour, race, religion, gender, sexual orientation, or ethnic origin), but may not be a criminal offense under the Criminal Code of Canada. A hate/bias-motivated incident may include name calling, racial slurs, or the distribution of material promoting prejudice.

5.12 Impact on School Climate

An incident or activity which has a negative effect on the school community, school environment and/or school-affiliated parish.

5.13 Parent/Guardian

Where there is a reference to involving or informing a parent/legal guardian it means the custodial parent or legal guardian of a minor child.

5.14 Procedural Fairness

Refers to the right to be heard, by an unbiased decision maker.

5.15 Progressive Discipline

An approach that makes use of a continuum of prevention programs, preventative actions, interventions, supports and/or consequences building upon strategies that promote positive behaviours.

5.16 School Climate

The sum total of all of the personal relationships within a school. A positive climate exists when all members of the school community feel safe, comfortable and accepted.

5.17 School Community

The school community is composed of staff, students, parents, parish and volunteers of the school and feeder schools/family of schools, as well as the community of people and businesses that are served by or located in the greater neighbourhood of the school.

5.18 Suspension

An order that prohibits access to a school for a defined period of time (1-20 days), usually as the consequence of an infraction outlined in the YCDSB Policy 617 Code of Conduct.

5.19 Trauma-Informed

Refers to an approach that acknowledges and accounts for the connection between violence, trauma, and a person's well-being and ability to stay regulated.

5.20 Weapon

Any object used to threaten or inflict harm on another person and includes, but is not limited to, knives, guns, replica guns, clubs and animals.

6. CROSS REFERENCES

Legislation

[Education Act](#)

[Cannabis Act](#)

[Ontario Human Rights Code](#)

[Ontario Ministry of Education School suspensions and expulsions guidelines](#)

[Ontario Regulation 472/07, Behaviour Discipline and Safety of Pupils](#)

[Ontario Regulation 440/20, Suspension Of Elementary School Pupils](#)

Policy/Program Memorandum No. 119: [Equity and Inclusive Education in Ontario schools](#)

Policy/Program Memorandum No. 128: [The Provincial Code of Conduct and School Board Codes of Conduct](#)

Policy/Program Memorandum No. 141: [School Board Program for Students on Long-term Suspension](#)

Policy/Program Memorandum No. 142: [School Board Programs for Expelled Students](#)

Policy/Program Memorandum No. 144: [Bullying & Prevention Intervention](#)

Policy/Program Memorandum No. 145: [Progressive Discipline and Promoting Positive Student Behaviour](#)

Policy/Program Memorandum No. 169: [Student Mental Health](#)

[Smoke Free Ontario Act, 2017](#)

[Statutory Powers Procedure Act](#)

[York Region Police & School Boards Protocol](#)

YCDSB Website

[YCDSB Safe Schools](#)

YCDSB Policies

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

YCDSB Policy 4617 Code of Conduct

YCDSB Policy 223 Bullying Prevention and Intervention

YCDSB Policy 610 Cannabis, Electronic Cigarettes, Tobacco – A Smoke-Free Environment

YCDSB Policy 613 Equity & Inclusive Education

YCDSB Policy 701 Access to School and Board Premises

YCDSB Procedure

[Procedure 202 Safe Schools – Student Discipline](#)

[YCDSB Guidelines Supporting Positive Behaviour: Responding to Risk of Injurious Behaviour by Students with Special Educational Needs](#)

POLICY TITLE: **SAFE SCHOOLS – STUDENT DISCIPLINE**

SECTION B: GUIDELINES

It is the Mission of the York Catholic District School Board to educate and inspire all students to reach their full potential in a safe and caring environment. While all ~~stakeholders~~ **members of the YCDSB community** share the responsibility for creating and maintaining healthy learning and working environments, it is the duty of the school Principal to maintain proper order and discipline in the school, as outlined in the *Education Act* and related legislation.

The operational procedure, an addendum to Policy 202: Safe Schools – Student Discipline, aligns with Ministry direction relating to safe schools and provides direction and guidance to those responsible for implementing the procedures contained herein. The procedures contain the information related to the following components:

1. **Positive Practices**
 - 1.1 Preventative Practices
 - 1.2 Positive Behaviour Management Practices
2. **Equity, Trauma-Informed, And Culturally Responsive Practices**
3. **Progressive Discipline Approaches**
 - 3.1 Early/Ongoing Intervention Strategies and Progressive Discipline Consequences
4. **Suspension and Expulsion**
 - 4.1 Infractions for the Imposition of a Suspension
 - 4.2 ~~Mitigating and other factors leading to a suspension~~ **Infractions for Imposition of an Expulsion**
 - 4.3 ~~Infractions for the imposition of an expulsion~~ **Mitigating and Other Factors Leading to a Suspension Or Expulsion to be Considered**
 - 4.4 ~~Mitigating and other factors leading to an expulsion~~
5. **Principal Investigation**
 - 5.1 Expectations and Procedures
 - 5.2 **Programs for Students on Long-Term Suspension or Expulsion**
6. **Appeal**
 - 6.1 Suspension Appeal Procedures
 - 6.2 ~~Role of the Superintendent Responsible for Safe Schools~~
 - 6.3 ~~Role of the Safe Schools~~ Suspension and Expulsion Committee
 - 6.4 **Expulsion Appeal Procedures**
7. ~~Supports for Victims of Serious~~ **Violent Student Incidents**
8. **Exclusion**



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Human Resources	<i>Policy Number</i> 409
<i>Former Policy #</i>	<i>Page</i> 1 of 4
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
June 17, 1986	September 8, 1998, May 6, 2008 November 3, 2009, March 1, 2011 March 6, 2012, October 29, 2013 March 29, 2016, March 28, 2017, April 30, 2019, March 23, 2021 March 6, 2024

POLICY TITLE: OCCUPATIONAL HEALTH & SAFETY

SECTION A

1. PURPOSE

The York Catholic District School Board values learning and working environments that are safe, nurturing, positive and respectful. The purpose of this policy is to promote for all employees a healthy and safe working environment that is consistent with the requirements of the *Occupational Health and Safety Act*, its attendant Regulations and any other applicable legislation.

This policy is aligned with the Board's Equity and Inclusive Education policy, the *Ontario Human Rights Code*, and the *Accessibility for Ontarians with Disabilities Act (AODA)*. At all times, it must be interpreted to ensure equity, accessibility, and consistency with the Board's mission, Catholic values, and legal obligations.

2. OBJECTIVE

It is the policy of the York Catholic District School Board that every effort shall be made to provide and maintain a healthy and safe work environment for all employees.

3. PARAMETERS

- 3.1. A multisite Joint Health and Safety Committee shall operate with representation from both workers and management, **striving for diversified membership that includes equity-seeking groups.**
- 3.2. All Board workers and management share the responsibility for occupational health and safety through the internal responsibility system. It is in the firm belief that through joint education programs, joint investigations of problems and joint resolution of those problems, working conditions will be enhanced for all, and the workplace will be made safe and healthy for all employees.
- 3.3. The Joint Health and Safety Committee shall make recommendations to the Director of Education for the improvement of health and safety in the workplace, maintenance and monitoring of programs, measures and procedures.

- 3.4. The Joint Health and Safety Committee will, in conjunction with staff, provide a procedure for scheduling, conducting and following up on workplace inspections in all YCDSB facilities.
- 3.5. Annual Review
This policy will be reviewed in consultation with the Joint Health & Safety Committee, as often as necessary, but at least annually to ensure its effectiveness in accordance with *Occupational Health and Safety Act*.
Any changes will be referred to the Board of Trustees Policy Review Committee for approval.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the *Occupational Health and Safety Act*.
- 4.1.2 To oversee compliance with the Board's Occupational Health & Safety policy, programs and procedures.
- 4.1.3 To promote workplace health and safety as a joint responsibility of both the Board and its employees.
- 4.1.4 To establish procedures that ensures ongoing communication between the Board and workers on health and safety matters.

4.2 Superintendent of Human Resources

- 4.2.1 To ensure an annual review of the policy as per 3.5 of this policy.
- 4.2.2 To appoint the management representatives to the Joint Health and Safety Committee in a manner that ensures diversified representation, including employees from equity-seeking groups.

4.3 Principals or Managers

- 4.3.1 To ensure that employees carry out their responsibilities in compliance with established health and safety programs, procedures, plans and protocols.
- 4.3.2 To take every reasonable precaution in the circumstances for the protection of an employee by informing them of any hazard(s) in the workplace and taking prompt corrective action to rectify any identified hazard.
- 4.3.3 To provide appropriate training to all employees under their supervision concerning personal health and safety, and that of their co-workers.
- 4.3.4 To ensure a copy of this policy is posted on the Health and Safety bulletin board.

4.4 Employees

- 4.4.1 To work in compliance with the provisions of the *Occupational Health and Safety Act* and in keeping with the programs and procedures established by the Board.
- 4.4.2 To take responsibility for protecting their personal health and safety in the workplace and that of their co-workers.
- 4.4.3 To immediately bring to the attention of Administration, through their supervisor, the existence of any unsafe work practices and/or hazardous condition(s).

4.5 Joint Health & Safety Committee

- 4.5.1 To carry out responsibilities as identified in the *Occupational Health and Safety Act*.
- 4.5.2 To identify and make recommendations to the Board on improvements to workplace health and safety.

4.6 Certified Worker Member

- 4.6.1 To carry out responsibilities as identified in the *Occupational Health and Safety Act* and specified in the YCDSB Joint Health and Safety Committee's Terms of Reference.

4.7 Designated Workers

- 4.7.1 To conduct health and safety inspections of ~~his/her~~ **their** workplace on a monthly basis.
- 4.7.2 Where a Certified Worker is not available, the Designated Worker will assume all legislated responsibilities of a Certified Worker in the event of a work refusal.

5. DEFINITIONS

5.1. Certified Worker Member

An employee, appointed from the members of the worker side of the Joint Health and Safety Committee to serve as the Certified Worker Member on behalf of the Committee.

5.2. Designated Worker

A worker who does not have managerial functions or duties who has been designated by the worker members of the Joint Health and Safety Committee as provided under subsection 9(3.2) of the *Occupational Health & Safety Act* to conduct workplace inspections. A designated worker does not become a member of the multi-site JHSC as a result of being designated. The designated worker must comply with Section 9 of the *Occupational Health & Safety Act* as if they are a member of the committee and certain corresponding rights and entitlements of committee members also apply to a “designated worker”.

5.3. Internal Responsibility System

The fundamental principle of the *Occupational Health and Safety Act*, where everyone in the workplace has a direct, shared responsibility for health and safety. This means that employers, supervisors, and workers all have distinct but interconnected duties to identify and address hazards, making health and safety an integral part of their daily work and organization. The IRS is supported by worker rights (like the right to participate and refuse unsafe work) and the establishment of Joint Health and Safety Committees (JHSCs) to ensure all parties contribute to a safe and healthy environment.

5.4. Multi-Site Joint Health & Safety Committee

A single JHSC established and maintained for more than one workplace, each of which would normally require its own Joint Health & Safety Committee. This arrangement must be approved by order of the Minister (or their delegate) under subsection 9(3.1) of the *Occupational Health & Safety Act*.

5.5. Worker

A person who performs work or supplies services for monetary compensation, a secondary school student who performs work or supplies services for no monetary compensation under a work experience program authorized by the school board that operates the school in which the student is enrolled, a person who performs work or supplies services for no monetary compensation under a program approved by a college of applied arts and technology, university, career college or other post-secondary institution, or such other persons as may be prescribed who perform work or supply services to an employer for no monetary compensation.

5.6. Workplace

Any land, premises, location or thing at, upon, in or near which a worker works.

6. REFERENCE DOCUMENTS

Legislation

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

[Occupational Health and Safety Act](#)

[Ontario Human Rights Code](#)

YCDSB Policies

YCDSB Policy 425 Workplace Harassment

YCDSB Policy 427 Workplace Violence

YCDSB Policy 613 Equity and Inclusive Education

Approval by Board	March 6, 2024
	<i>Date</i>
Effective Date	March 7, 2024
	<i>Date</i>
Revision Date(s)	March 6, 2024
	<i>Date</i>
Review Date	March 2025
	<i>Date</i>



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Human Resources	<i>Policy Number</i> 415
<i>Former Policy #</i>	<i>Page</i> 1 of 6
<i>Original Approved Date</i> December 17, 2013	<i>Subsequent Approval Dates</i> September 25, 2018 May 31, 2022

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 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 (AODA)* and the regulations *Integrated Accessibility Standards Regulation (IASR)*, 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 under the AODA and the IASR 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~~ of the availability of accommodations for applicants with disabilities **in all job postings and on the Board website** 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 supervisor and/or Employee Health and Safety Services** ~~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 **the denominational rights granted under the Constitution Act, 1867, and** 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

- 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 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 Human Resources, should they have an employee who requires an accommodation in the workplace.

4.3 Superintendent of Human Resources

- 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 a **medical** 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 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*~~ *Ontario Human Rights Code and Accessibility for Ontarians with Disabilities Act, 2005*, Section 2, disability means:

- a) Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness; **and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree**

of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,

- b) A condition of mental impairment or developmental 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 insurance plan established 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

For the purpose of this policy, Senior Team 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

Legislation

[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](#)

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

[Ontario Human Rights Code](#)

[Workplace Safety and Insurance Act](#)

YCDSB Policies

YCDSB Policy 403 Education Workers – Recruitment and Promotion

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 413 Attendance Support Program

YCDSB Policy 423 Conflict of Interest for Employees
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 Procedures

YCDSB Procedure 413 Attendance Support Program
YCDSB Procedure 415 Individualized Work Accommodation (Medical)
YCDSB Procedure 601 Accessibility Standards for Customer Service
YCDSB Procedure 613 Religious Accommodations
YCDSB Employee Assistance Program

Approval by Board	May 31, 2022 Date
Effective Date	June 1, 2022 Date
Revision Date(s)	May 31, 2022 Date
Review Date	May 2026 Date



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Community	<i>Policy Number</i> 609
<i>Former Policy #</i>	<i>Page</i> 1 of 5
<i>Original Approved Date</i> May 27, 2014	<i>Subsequent Approval Dates</i> May 27, 2014

POLICY TITLE: ACCESSIBILITY STANDARDS FOR INFORMATION AND COMMUNICATION

SECTION A

1. PURPOSE

The York Catholic District School Board as a large public sector organization is responsible for establishing procedures and practices for the provision of services to people with disabilities. Information and communications that are barrier-free and enabling of full integration for those with disabilities are integral in order to meet accessibility standards. In its ongoing efforts to ensure accessibility for all, the York Catholic District School Board endorses the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* and the *Integrated Accessibility Standards Regulation (IASR)*, and the *Ontario Human Rights Code* 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 Information and Communications Standard practices and procedures approved by the Board in order to meet the obligations of the Act under the AODA, the IASR, and the Ontario Human Rights Code for the wider community.~~

This policy does not apply to the following:

- products and product labels, except as specifically set out in the standard;
- unconvertible information or communications *as defined in Ontario Regulation 191/11*;
- information that the Board does not control directly or indirectly through a contractual relationship, except as required under sections 15 and 18 of *Ontario Regulation 191/11*, s. 9(2).

2. POLICY STATEMENT **OBJECTIVE**

It is the policy of the York Catholic District School Board to encourage, promote and maintain open, accessible and transparent communication with all ~~stakeholders~~ *members of the YCDSB community* acknowledging that in order for individuals to actively and equitably participate fully in the Catholic learning environment, various accessibility supports may be required.

3. PARAMETERS

- 3.1 The Board shall provide all required accessible formats and communication supports outlined within this policy in accordance with the schedules set out in *Ontario Regulation 191/11*.
- 3.2 The Board shall inform the public, via the Board's website, about the availability of accessible formats and communication supports.
- 3.3 The Board shall have processes for receiving and responding to feedback ensuring that the processes are accessible to persons with disabilities by providing or arranging for the provision of accessible formats and communications supports, upon request, and in a timely manner at a cost that is no more than the regular cost charged to other persons.
- 3.4 Board Personnel shall consult with the person making the request for accessibility support in order to collaboratively determine the suitability of an accessible format or communication support.
- 3.5 The Board's internet, intranet and extranet websites and web content shall conform to the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG 2.0), ~~initially at Level A and increasing to~~ **at Level AA**, in accordance with the **requirements set out in schedule set out in the *Ontario Regulation 191/11*. The Board will continue to improve digital accessibility in alignment with emerging best practices, including WCAG 2.1 where feasible.**
- 3.6 The Board shall provide educators with accessibility awareness training related to accessible program or course delivery and instruction in accordance with the schedule set out in ~~the~~ ***Ontario Regulation 191/11***.
- 3.7 The Board shall, upon request, make accessible or conversion ready versions of any educational and/or training materials created in accordance with the schedule set out in ~~the~~ ***Ontario Regulation 191/11***.
- 3.8 The Board shall provide educational or training resources and materials in an accessible format that takes into account the accessibility needs of the person with a disability to whom the material is to be provided by procuring through purchase or arranging for the provision of a comparable resource in an accessible or conversion ready electronic format.
- 3.9 The Board shall keep a record of the training provided under this standard, including the dates in which the training is provided and the number of individuals to whom it is provided in accordance with the schedule set out in ~~the~~ ***Ontario Regulation 191/11***.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance of the Accessibility Standards for Information and Communications policy.

4.2 Senior Administration

- 4.2.1 To support the implementation and compliance with this policy.

- 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, and/or other Board personnel to determine the most appropriate response.

4.3 Superintendent of Human Resources

- 4.3.1 To identify and respond to the Board's training needs related to the Accessibility Standards.
- 4.3.2 To monitor the implementation of the *Accessibility for Ontarians with Disabilities Act* legislative training.

4.4 Communications Department

- 4.4.1 To ensure all YCDSB websites and social media content meet accessibility requirements in compliance with the *Accessibility for Ontarians with Disabilities Act* and WCAG standards.

4.5 Information Systems Department

- 4.5.1 To maintain and support accessible digital platforms, software, and technologies in compliance with the *Accessibility for Ontarians with Disabilities Act* and WCAG standards.

4.6 Employees

- 4.6.1 All Employees are responsible for:
 - 4.6.1.1 Understanding that persons with disabilities may have different needs;
 - 4.6.1.2 Considering accessibility when making decisions in accordance with the *Accessibility for Ontarians with Disabilities Act*;
 - 4.6.1.3 Completing the required training;
 - 4.6.1.4 Forwarding feedback and requests for accommodation from persons with disabilities to their immediate supervisor;
 - 4.6.1.5 Supporting and complying with requirements under the *Accessibility for Ontarians with Disabilities Act* legislation; and,
 - 4.6.1.6 Identifying and reporting any barriers that may prevent a person with a disability from fully accessing services, facilities or opportunities offered in the Board.

5. DEFINITIONS

5.1. Accessibility

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

5.2 Accessible Formats

Accessible formats may include, but are not limited to, large print, recorded audio and electronic formats, braille and other formats usable by persons with disabilities.

5.3 Communication Supports

Communication supports may include, but are not limited to, captioning, alternative and augmentative communication supports, plain language, sign language and other supports that facilitate effective communications.

5.4 Communications

The interaction between two or more persons or entities, or any combination of them, where information is provided, sent or received.

5.5 Conversion Ready

Conversion ready refers to an electronic or digital format that facilitates conversion into an accessible format.

5.6 Disability

As defined in the ~~Access for Ontarians with Disabilities Act, 2005~~ *Ontario Human Rights Code and Accessibility for Ontarians with Disabilities Act, 2005*, Section 2, disability means:

- 5.6.1 Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness **and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,**
- 5.6.2 A condition of mental impairment or developmental disability,
- 5.6.3 A learning disability, or a dysfunction of **in** one or more of the processes involved in understanding or using symbols or spoken language,
- 5.6.4 A mental disorder, or
- 5.6.5 An injury or disability for which benefits were claimed or received under the **insurance plan established under the** *Workplace Safety and Insurance Act, 1997*.

5.7 Employee

Any individual hired 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.

5.8 Extranet Website

A controlled extension of the intranet, or internal network of an organization to outside users over the Internet (i.e., Google Apps for Education)

5.9 Information

Includes data, facts and knowledge that exists in any format, including text, audio, digital or images, and that conveys meaning.

5.10 Internet Website

A collection of related web pages, images, videos or other digital assets that are addressed relative to a common Uniform Resource Locator (URL) and is accessible to the public.

5.11 Intranet Website

An organization's internal website used to privately and securely share any part of the organization's information or operational systems within the organization including extranet websites.

5.12 New Internet Website

Either a website with a new domain name or a website with an existing domain name undergoing a significant refresh.

5.13 Senior Administration

For the purpose of this policy, Senior Administration will include all Superintendents, School Administration, Senior Managers, Managers and Supervisors.

5.14 Web Content Accessibility Guidelines

Refers to the World Wide Web Consortium Recommendation, dated December 2008, and entitled, "Web Content Accessibility Guidelines (WCAG) 2.0".

5.15 Web Page

A non-embedded resource obtained from a single Uniform Resource Locator (URL) using Hypertext Transfer Protocol (HTTP/HTTPS) and any other resources that are used in the rendering or intended to be rendered together with it by a user agent.

6. CROSS REFERENCES

Legislation

[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](#)

YCDSB Policies

YCDSB Policy 103 Communication: ~~Public Relations~~ Policy

YCDSB Policy 415 Accessibility Standards for Employment

YCDSB Policy 601 Accessibility Standards for Customer Service

YCDSB Policy 613 Equity and Inclusive Education

Approval by Board	May 27, 2014 <i>Date</i>
Effective Date	May 27, 2014 <i>Date</i>
Revision Date(s)	<i>Date</i>
Review Date	May 2019 <i>Date</i>



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Community	<i>Policy Number</i> 616
<i>Former Policy #</i> 501	<i>Page</i> 1 of 5
<i>Original Approved Date</i> September 1971	<i>Subsequent Approval Dates</i> March 1996, April 8, 2003 July 6, 2010, June 21, 2011 November 27, 2018, June 20, 2023

POLICY TITLE: COMMUNITY USE OF SCHOOLS

SECTION A

1. PURPOSE

The York Catholic District School Board acknowledges that Board facilities are an integral part of the community and as such, add to the spiritual, educational, recreational and social development of all who share them. The Board supports the use of its facilities for the best interests of the community, when they are not required for school use. The purpose of this policy is to clarify the parameters and procedures through which Board facilities may be used for community purposes.

The Board recognizes the importance of ensuring that community access to schools reflects the principles of equity, diversity, inclusion, and accessibility, and is consistent with the Ontario Human Rights Code.

2. OBJECTIVE

It is the policy of the York Catholic District School Board, to allow designated facilities to be used by the community during those times that such facilities are not required for School or Board purposes. The objective of this policy is to outline requirements for providing access and use of the Board's school buildings, grounds and facilities for community purposes.

This policy is exclusively intended for external community use and does not apply to the regular school day (8:00 a.m. to 6:00 p.m.) or after 6:00 pm and on weekends where activities are conducted under the Principal's approval.

3. PARAMETERS

- 3.1 The York Catholic District School Board recognizes the importance of fostering cooperation with community organizations and endorses the concept of "Community Use of Schools" and therefore maintains appropriate procedures, rules, and regulations to facilitate the application, approval, and issuance of permits for the use of its property under this policy.
- 3.2 Use of school grounds and community use of school facilities shall be in accordance with York Catholic District School Board's Code of Conduct Policy, whereby all parties entering into an agreement with the York Catholic District School Board must adhere to the code of conduct governing the behavior of all persons in schools.

- 3.3 The administration of the *Community Use of Schools* Policy and related procedures is the responsibility of the Community Use of Schools permit office of the York Catholic District School Board.
- 3.4 This policy will be implemented with a minimum of a cost recovery basis. All permit fees will be adjusted annually based upon the consumer price index (CPI). Rates will be updated accordingly and subject to change without notice.
- 3.5 The York Catholic District School Board retains the right to refuse the use of its facilities to any person or group.
- 3.6 The permit holder shall ensure suitable adult supervision (18 years of age or older) of the activities during the time of the permit use, and shall cooperate fully with school administration or the custodian on duty for the safety of all.
- 3.7 The Board may cancel a permit (with reasonable notice), if the facility is needed by the school and/or Board. Where possible, the Board's practice is to give a minimum of seven (7) days' notice of such cancellation, but, in an emergency, the Board reserves the right to cancel without notice (e.g.: loss of hydro, water, inclement weather).
- 3.7.1 In the event that the building is required by the school/Board purposes, the permit holder will not be charged for the ~~cost of the canceled~~ booking.
- 3.8 The Board shall hold the permit holder (person, group or authority) responsible and accountable for the safe use of the facility and all losses and damages arising from the use of the facility. Damages or losses attributed to the permit holder shall be reimbursed by the permit holder to the Board.
- 3.9 The Board reserves the right to levy additional charges where additional clean-up or damages result from the use of a facility.
- 3.10 A custodian must be in attendance and shall oversee the premises whenever a Community Use of School permit is in effect.
- 3.11 All tobacco and cannabis products as well as electronic cigarette devices, consumption of alcoholic beverages, drugs and the possession or use of weapons are strictly prohibited at all times in Board buildings or on Board property.
- 3.12 The traditional use of sweetgrass, sage and red cedar that forms part of Indigenous culture and spirituality shall be permitted.
- 3.13 The Board shall not be responsible for any personal injury, or for the loss, theft, or damage of any articles of the permit holder, or of any one attending on the invitation of the permit holder, where such personal injury, loss, theft or damage results from the permit holder's negligence.
- 3.14 The York Catholic District School Board's liability insurance coverage for Community Use of Schools protects the Board against liability insurance claims. The Board's insurance coverage does not protect users or user groups. Permit holders are required to provide proof of liability insurance at the time of approval but no later than the date of the permit coverage.
- 3.15 The permit holder or group to which the permit is issued shall ~~save~~ ~~hold~~ harmless the Board from any claims for damages that may arise out of the use of the facilities or for the loss or theft of any articles belonging to the permit holder. The permit holder or

user groups must have a certificate of liability insurance coverage for a minimum amount of \$2,000,000, and the Board shall be named as an additional insured on the insurance policy (such liability insurance can be purchased through the permit office at the time of application).

3.16 Permits are not transferable and under no circumstances shall the permit holder sublet the use of a facility. **Any violation of this condition shall result in the immediate termination of the permit and no refunds will be issued.**

3.17 Community Use of Schools will request the Budget/Audit Department to offset the school's General School Budget (GSB) with 25% of the sports equipment rental (Schedule B & C), on an annual basis, at the end of August, to assist with the replacement or repair of any damaged equipment.

3.18 The permit holder shall restrict activities to the location of the facility stated on the permit and approved by the Board.

4. RESPONSIBILITIES

4.1 Director of Education

4.1.1 To oversee compliance with the Community Use of Schools policy and procedures.

4.2 ~~Controller of Plant & Accommodation Services~~ Superintendent of Facilities Services & Plant

4.2.1 To oversee the implementation of this policy and procedures through the Community Use of Schools Permit Office.

4.2.2 To act as Facilitator for any disputes that may arise between the permit or potential permit holder and CUS permit office.

4.2.3 To approve any negotiated Classification G permits.

4.3 Principal

~~4.3.1 To facilitate the implementation of the Community Use of Schools policy and procedures at the school level.~~

~~4.3.2 To be the applicant for school activities, including Catholic School Council Meetings.~~

4.3.3 To apply for a permit to **reserve the space for** use of the school after 6:00 pm and on weekends, **for activities such as Catholic School Council Meetings.**

~~4.3.4 To ensure that relevant staff is informed when permits are issued and that conditions of the permit are met.~~

4.3.5 To ~~inform~~ **notify** the permit holder and permit office **when the permitted facility will not be available: when the school must cancel a permit.**

4.3.6 To ensure a Damage or Misconduct Report is submitted to the Permit Department when a permit user fails to comply with the conditions of the permit.

~~4.3.7 To inform the Community Use of Schools Permit Office 72 hours in advance, if a custodian is not available to be in attendance on the permitted date.~~

4.4 Community Use of Schools Permit Office

4.4.1 To receive and process all permit applications in accordance with the policy and procedures, an addendum to this policy.

4.4.2 To issue the approved permit to the permit holder as well as the Principal, Head Custodian and Head Secretary.

4.4.3 To invoice the permit holder and collect fees.

4.4.4 To follow up on damage or misconduct reports.

- 4.4.5 To liaise between permit holders and school administration.
- 4.4.6 To enforce the Community Use of Schools policy and procedures.

4.5 Permit Holder

- 4.5.1 To comply with the conditions for use as outlined in the Community Use of School Policy, guidelines and procedure, as well as all relevant Board Policies and Procedures.
- 4.5.2 To pay fees and/or charges as may be required by the Board prior to permit issuance.

4.6 Custodians

- 4.6.1 To ensure that only the facility requested is used and available to the permit holder.
- 4.6.2 To ensure equipment noted on the permit is available to the permit holder.
- 4.6.3 To be responsible for the safety (i.e., extraction of water on wet and slippery floors) and the security of School or Board property.
- 4.6.4 To not give keys for any Board facility to any person who does not hold the authority to have such in their possession.
- 4.6.5 To orient permit holders to the building.
- 4.6.6 To report any damage to Board property (building and equipment) by the permit holder to the Permit Office via the Damage Report Form.
- 4.6.7 To report any misconduct by permit holder to the Permit Office via the Misconduct Report Form located in the online custodian resources conference.
- 4.6.8 To submit the Community Use of Schools Weekend Report Form on the Monday following the weekend.
- 4.6.9 To ensure that access to the building is kept clear of snow.
- 4.6.10 To notify the Principal YCDSB facilities department, 72 hours in advance, if a custodian is not available to be in attendance on the permitted date.

5. DEFINITIONS

5.1 Break Permits

Break permits are issued for programs or events occurring during school breaks, such as Christmas Break or March Break. Applications are prioritized for programs offered by the Board and approved Before & After (B&A) school operators. Examples include holiday camps, daycare operations, or Board-sponsored programs.

5.2 Classification G Permits

Classification G Permits are negotiated permits for specific groups, activities, or purposes that do not fall under the standard classifications. These require approval from the Superintendent of Facilities Services and Plant. Examples may include partnerships, election polling stations, or large-scale events not covered by other permit types.

5.3 Seasonal Permits

Seasonal permits are issued for activities or programs that occur regularly over a prolonged period during the school year. They are not available on statutory holidays, school holidays, designated professional activity days, or during Christmas and March Break.

5.4 Short-Term/Single-Day Permits

Short-Term or Single-Day Permits are issued for one-time events or short-term activities that do not recur regularly. Examples include community meetings, workshops, or fundraising events (in compliance with YCDSB fundraising policies).

5.5 Summer Permits

Summer Permits are granted for activities or programs occurring during the summer months, from July to mid-August. Examples include summer camps, recreational programs, or one-time summer events.

5.6 Weekend Permits

Weekend Permits are issued specifically for activities occurring on Saturdays and Sundays. They are available from 7:00 a.m. to 9:00 p.m. Examples include recreational tournaments, or community gatherings.

6. CROSS REFERENCES

Legislation

[Education Act](#)

[Ontario Human Rights Code](#)

YCDSB Policies

Policy 112 Privacy and Freedom of Information

Policy 617 Code of Conduct

Policy 206 Supporting Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools

Policy 604 Child Care: Early Years, Extended Day, Before and After School Programs

Policy 610 Cannabis, Electronic Cigarettes, Tobacco - A Smoke-Free Environment

Policy 701 Access to Schools and Board Premises

Policy 704 Community Planning & Partnerships

Policy 705 Use of Video Surveillance Equipment

YCDSB Procedures

YCDSB Procedure **606** Community Use of Schools

YCDSB Procedure 704 Community Planning & Partnerships

YCDSB Third Party Protocol for External Providers

YCDSB Independent Procedure: Implementing a Fragrance/Scent-Safe Workplace

~~YCDSB Independent Procedure: Community Planning & Partnerships~~

Related Forms

YCDSB Online Permit Application Form

YCDSB Online Permit Application Status

YCDSB Online Permit Cancellation Request Form

YCDSB Misconduct Report Form

YCDSB Damage Report Form

YCDSB Weekend Report Form

Approval by Board	<u>June 20, 2023</u> Date
Effective Date	<u>June 21, 2023</u> Date
Revision Date	<u>June 20, 2023</u> Date
Review Date	<u>June 2027</u> Date

York Catholic District School Board

**REPORT NO. 2025:02 of the
JOINT BOARD CONSORTIUM
PUBLIC SESSION**

To: Regular Board Meeting

October 28, 2025

A regular session of the Joint Board Consortium was held electronically on Wednesday, October 8, 2025 commencing at 4:06 p.m.

PRESENT:

YRDSB Committee Members:	M. Chen, R. Kolosowski and R. Lynn
YRDSB Other Trustees:	C. Butterworth, and E. Cohen
YRDSB Administration:	B. Cober, K. Diakiw, N. Gunathunge, V. Maharaj
YCDSB Committee Members:	E. Crowe, A. Grella and A. Saggese
YCDSB Other Trustees:	M. Iafrate, and Student Trustee S. Cuesta
YCDSB Administration:	J. De Faveri, G. De Girolamo, C. McNeil, and J. Sarna
STSYR Staff:	N. Smith, K. Brown and M. Hannah
Other Guests:	YRDSB Administrative Assistant, Trustee Services S. Infanti OECTA 2 nd Vice President P. Chiarella
Presiding:	YRDSB Board Chair R. Kolosowski
Recording Officer:	L. Toniutti

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 5, 2025 meeting.

3. PRESENTATION(S): Nil

4. DISCUSSION/INFORMATION ITEM(S):
The Committee received information for the following:
a) September 2025 Start-Up Report
b) Updated Student Transportation Services Operations Agreement

5. FUTURE ITEM(S):
a) Updated Student Transportation Services Operations Agreement

ADJOURNMENT: 4:25 p.m.
Adjourned by common consent

YORK CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE
REPORT NO. 2025: 09

To: Regular Board Meeting

October 28, 2025

A meeting of the Special Education Advisory Committee was held on **October 20, 2025** in a hybrid format in person at the CEC, 320 Bloomington Rd. W and virtually over Google meet.

PRESENT:

Committee Members:	J. Wigston, A. Grella, A. Connolly, N. Byrne, S. Leckey, A. Carter, D. Legris, N. Welch
Administration:	J. Powers, L. Lausic
Regrets:	C. Chen, M. Bujan, J. Man
Recording	C. Mong
Guests:	Y. Cheung, <i>OT, YCDSB</i> M. Jacobs, <i>OT, YCDSB</i> C. Ruffolo – Defilippis, <i>Manager of Physical Management Services, YCDSB</i> M. Prinzo, <i>Mental Health Manager, YCDSB</i>

1. **ACTION ITEM(S):** NIL
2. **CORRESPONDENCE:** NIL
3. **PRESENTATIONS/DISCUSSIONS/INFORMATION:**
 - Summer Mental Health Initiatives
4. **ASSOCIATION REPORTS:**
 - LDAYS: Monthly Report
 - York Hills: Monthly Report
 - Easter Seals: Monthly Update
5. **ITEMS FOR FUTURE AGENDA:** NIL
6. **NEXT MEETING:** November 10, 2025

A. GRELLA, CHAIR, SEAC

**REPORT NO. 2025:03 of the
CORPORATE SERVICES COMMITTEE
PUBLIC SESSION**

To: Board of Trustees

October 28, 2025

A public session of the Corporate Services Committee was held in the Boardroom at 320 Bloomington Road West and via Google Meets on Tuesday, October 21, 2025, commencing at 6:30 p.m.

PRESENT:

Committee Members: F. Alexander*, C. Cotton, E. Crowe, A. Grella*, M. Iafrate, T. McNicol*,
A. Saggese, J. Wigston

Administration: J. De Faveri, J. Sarna, C. McNeil, G. De Girolamo, K. Elgharbawy, R. Antunes*,
A. Iafrate*, T. Laliberte*, S. Morrow, A. McDonald, J. Tsui*

Absent with Notice: M. Barbieri, J. DiMeo, Student Trustees S. Cuesta and A. Shenouda

Recording: K. Errett

Presiding: J. Wigston, Committee Chair

*[*Denotes attendance via Google Meets]*

1) ACTION ITEM(S):

- a) Capital Projects Progress and 2025-2026 Renewal and Accessibility Plan
 - i) **THAT the Board passed a motion on April 29, 2014 related to elementary music programs, as follows: THAT effective immediately, design considerations for all new schools include an appropriately designed music room with a standard set of Orff instruments, risers and storage capability.**
 - ii) **THAT a supplementary Motion be “THAT the Orff music room initiative applies to any Gr 7-12 school that delivers an elementary music program for grades 7 and 8”.**

2) BUSINESS ARISING FROM THE MINUTES OF THE PREVIOUS MEETING:

- a) St. Jean de Brebeuf – Cosmetology Classroom: Project Update
- b) Follow-up Question regarding Bid 2025-90-P Supply and Delivery of Chromebooks

3) SUB-COMMITTEE REPORT: Nil

4) STAFF PRESENTATION:

5) OUTSIDE PRESENTATION(S): Nil

6) DISCUSSION ITEMS: Nil

7) INFORMATION ITEMS:

The Committee processed the following:

- a) Minutes of the May 6, 2025 meeting were approved.
- b) Capital Projects Progress and 2025-2026 Renewal and Accessibility Plan
- c) Classroom Technology Equity Committee Phase 2 Implementation
- d) Purchasing Bid Activity Report
- e) Insurance Reports: Property Claims

8) NOTICE(S) OF MOTION: Nil

9) FUTURE ITEMS: Nil

ADJOURNMENT: 7:02 p.m.

On Motion: Saggese/Grella and CARRIED

York Catholic District School Board

REPORT NO. 2025:04

STUDENT SUCCESS & PATHWAYS COMMITTEE

To: Regular Board Meeting

October 28, 2025

A meeting of the Student Success & Pathways Committee was held on Monday, October 27, 2025, at the Catholic Education Centre, starting at 2:00 pm.

PRESENT:

Trustee Committee Members:	In Person:	M. Iafrate, A. Saggese
	Virtual:	F. Alexander, M. Barbieri, T. McNicol
Other Trustees:	In Person:	E. Crowe
Absent with Notice:		All Present.
Administration:	In Person:	J. Sarna, A. Arcadi
		A. Pasquini, D. Pimentel, T. Giovinazzo
	Virtual:	A. Iafrate
Recording:		L. Coquim
Presiding Chair:		A. Saggese, Committee Chair

1. ACTION ITEM(S): NIL

2. DISCUSSION / INFORMATION ITEMS:

- a) Religion Department Updates
- b) Continuing Education
- c) Diploma in French Language Studies (DELF)

3. FUTURE MEETING DATE: February 23, 2026

4. ADJOURNMENT: 2:45 pm

Angela Saggese, Committee Chair



MATH ACHIEVEMENT ACTION PLAN (Yr 3)

October 28, 2025

Curriculum Department

Mathematics Strategy 2025-2026 (Yr 3)

Math Achievement Action Plan (Yr 3)

Goal:

- Continue supporting student achievement and results in math to meet provincial standards.

Roles:

- Board Math Leads: inform, monitor, and report progress towards math achievement and improvement targets as well as lead board-wide actions to meet these targets.
Work directly with the school math facilitator to support progress.
- School Math Facilitator: work in Grades 3, 6, and 9 classrooms of priority schools to support math academic achievement efforts in alignment with the YCDSB Math Achievement Action Plan.

Focus:

- High-impact instructional practices to improve math performance.



Ministry Funding and Support Structure

Math Recovery Plan:

The 2025-2026 Priorities and Partnership Fund investment includes:

- Hiring of Board Math Leads (Elementary and Secondary)
- Hiring School Math Facilitators (1.0 Elementary and 0.4 Secondary)
- Procuring Digital Math Tools
- Subsidizing Additional Qualifications Courses in Mathematics

Result:

Professional Learning opportunities that are job-embedded and/or after school.



YCDSB Math Achievement Action Plan

Taking Action in Mathematics Framework:

At various times during the school year, YCDSB is responsible for reporting:

- Board-wide improvement efforts and results in mathematics from all schools.
- Intensive improvement efforts from priority schools.
- Intentional monitoring of student achievement KPIs (common to all priority schools across the district).



YCDSB Math Achievement Action Plan

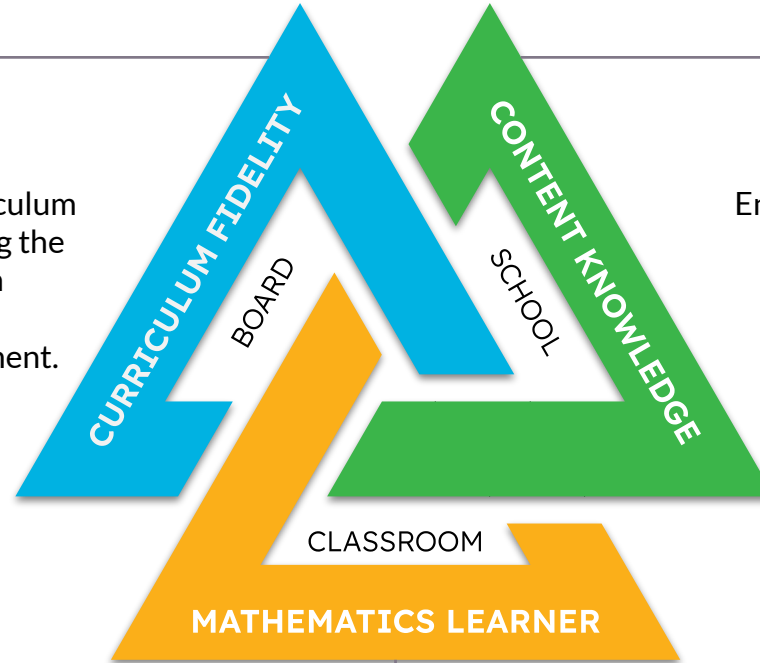


1

Ensuring fidelity of curriculum implementation including the intentional use of proven strategies that support academic math achievement.

2

Engaging in ongoing learning on mathematics content knowledge for teaching.

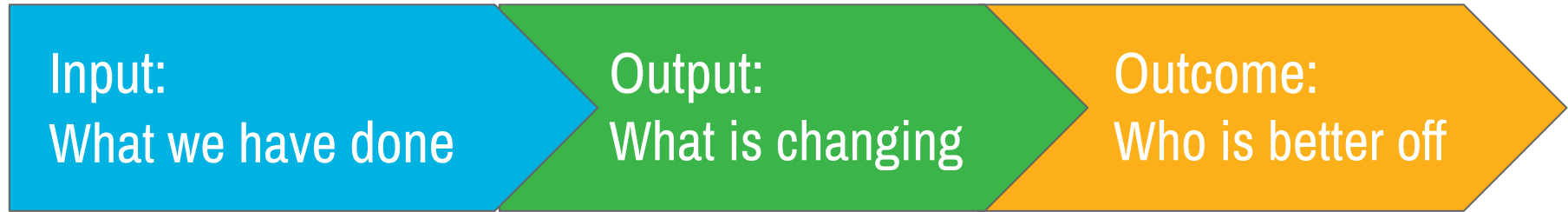


3
89

Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.

Continuing to Build Capacity

Key Performance Indicator Framework:



Digital Tool Procurement:

Edwin (1-12)

Knowledgehook (K-10)

Gizmos (7-12)

Providing job-embedded inservices, support videos, curriculum specific activities, long range plans, etc.

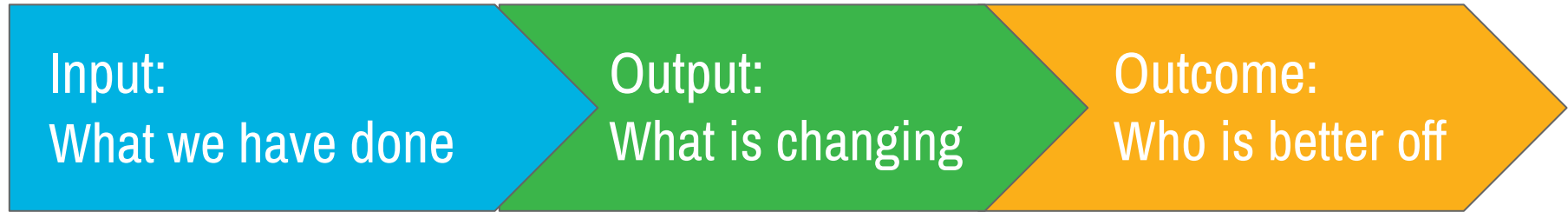
Continued increase in classes created, student usage (including login counts), missions assigned,
System wide implementation of the tool(s)

All stakeholders:

- Increased teacher support
- Access for students
- Increased parent/guardian support at home



Key Performance Indicator Framework:



Math Specific Website:

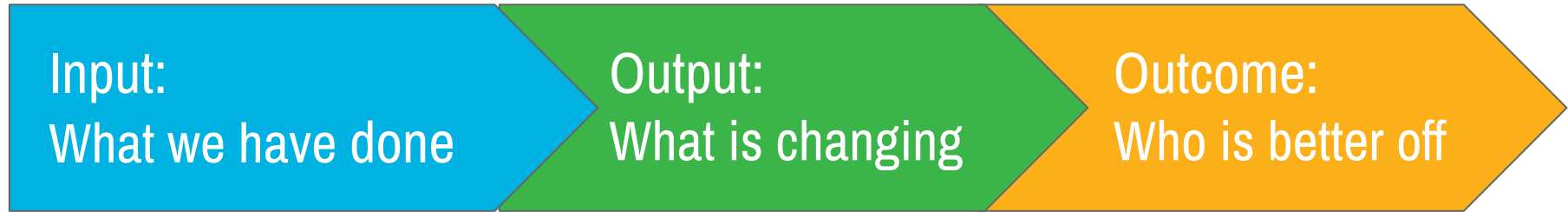
Launch of mathematics website to complement Curriculum website (e.g., tools, vidoes, slide decks, cross-curricular connections) QR Code shared with system

Streamlined access to mathematics resources for teachers to use when program planning for students and supporting parents/guardians at home.

All stakeholders (teachers/students/parents/guardians)



Key Performance Indicator Framework:



Input:
What we have done

Output:
What is changing

Outcome:
Who is better off

Identified Student Supports:

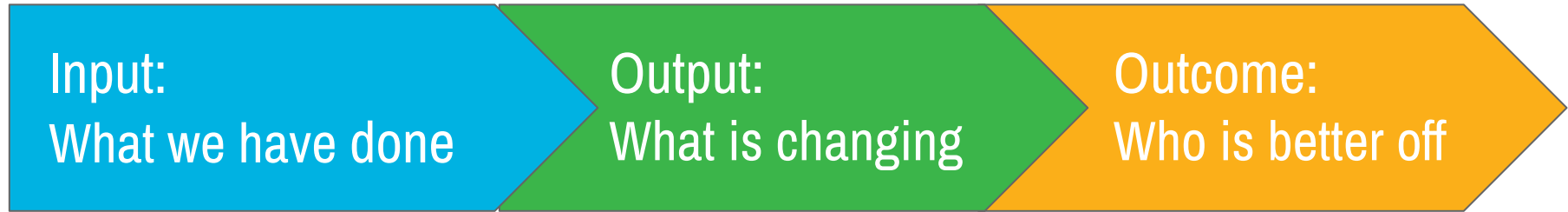
Offering professional learning, access to digital tools, curated gap closing material, pathway supports, intervention strategy suggestions.

Alignment of supports and resources (including engagement with the endorsed digital tools) for classroom teacher and special education staff; ensuring consistency for students.

All stakeholders (teachers/students/parents/guardians)



Key Performance Indicator Framework:



Community:

Supporting the Math Journey parent/guardian session(s) & bi-annual parent newsletter

Resources, pathways information, digital tool access, growth mindset, addressing math anxiety, gap closing material, etc.

Access to resources for parents/guardians to support the classroom to home discussion

Increased conversations among staff and parents
Math anxiety relief

Parents/guardians receive direct access to math supports
Students build home-school connections
Staff & administration provided with access to the same resources



Spotlight: Supporting the Math Journey Information Sessions

- 6 in-person sessions offered in October at the CEC
 - 3 sessions (Kindergarten - Grade 6)
 - 3 sessions (Grade 7 - 12)
- Attended by hundreds of parents/guardians from our YCDSB community
- Resources and supports offered were shared with
 - YCDSB parents/guardians in attendance & the broader YCDSB parent/guardian community
 - YCDSB staff and administrators



School Math Facilitators & the Implementation Strategy

Priority Schools

Elementary:

- St. Bernadette CES - Grade 6
- Immaculate Conception CES Grades 3 & 6
- Light of Christ - Grade 3
- St. Peter CES - Grade 6

Secondary:

- St. Jean de Brebeuf - Grade 9
- St. Joan of Arc CHS - Grade 9



School Math Facilitators

Continue working with Grade 3, 6, and 9 teachers and students at priority schools:

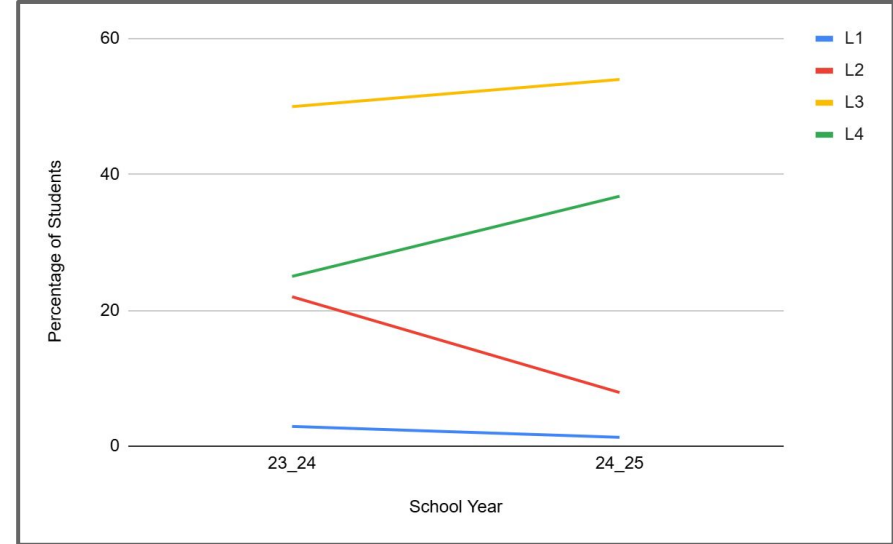
- Support math academic achievement efforts in alignment with the school and board improvement goals and actions.
- Implement instructional and assessment practices to enhance student academic achievements.
- Provide in-class facilitation to strengthen math knowledge and pedagogy and share resources and effective practices.
- Collaborate with classroom educators to identify students' strengths, needs and determine appropriate interventions
- Work directly with students who require additional support by using high-impact and early intervention strategies.
- Monitor progress towards improvement targets.



Year 3 Data (Yr 1 & 2 Combined)

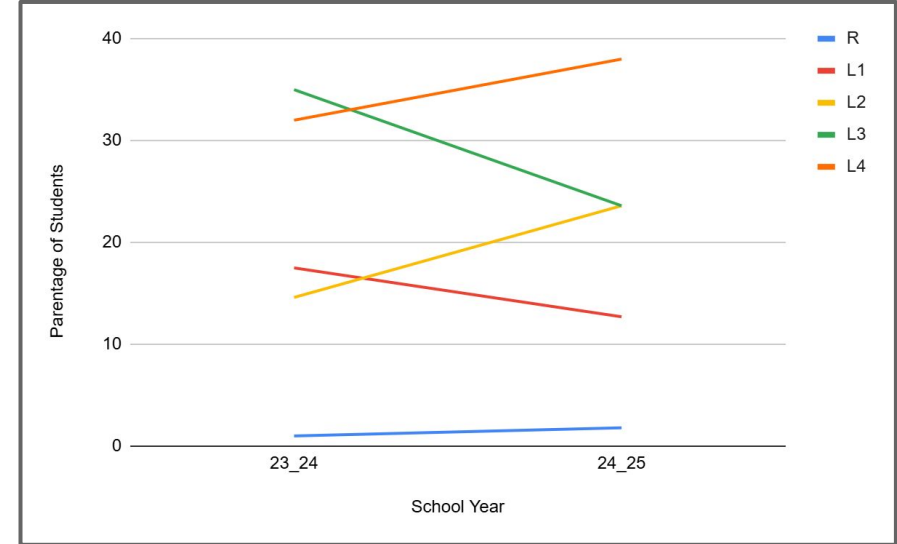
Report Card Data (Gr 3)

Elementary Priority Schools (23_24 & 24_25) Grade 3					
Year	Level of Achievement				
	R	L1	L2	L3	L4
23_24		2.9%	22%	50%	25%
24_25		1.3%	7.9%	54%	36.8%
25_26	...	...	...	...	...
Current		↓ 1.6%	↓ 14.1%	↑ 4%	↑ 11.8%



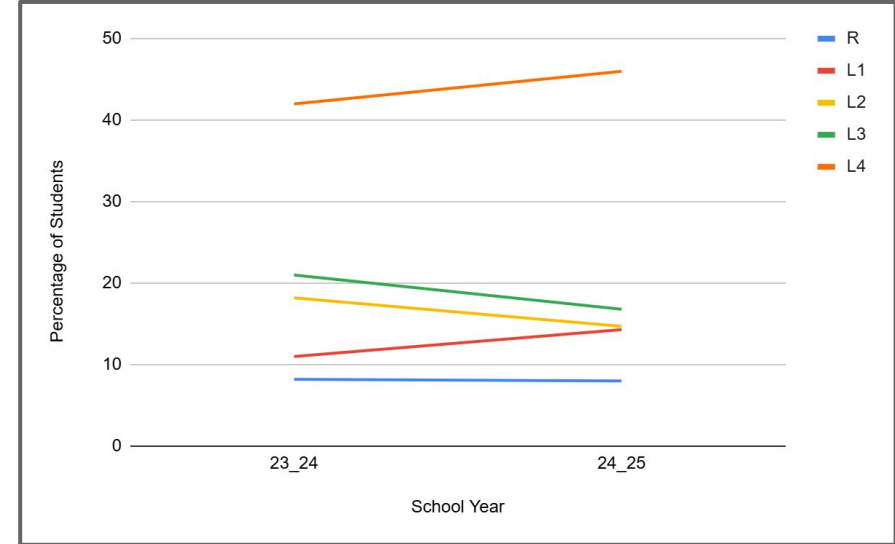
Report Card Data (Gr 6)

Elementary Priority Schools (23_24 & 24_25) Grade 6					
Year	Level of Achievement				
	R	L1	L2	L3	L4
23_24	1%	17.5%	14.6%	35%	32%
24_25	1.8%	12.7%	23.6%	23.6%	38%
25_26	...	...	...	...	...
Current		↓ 4.8%	↑ 9%	↓ 11.4%	↑ 6%



Report Card Data (Gr 9)

Secondary Priority Schools (23_24 & 24_25) Grade 9					
Year	Level of Achievement				
	R	L1	L2	L3	L4
23_24	8.2%	11%	18.2%	21%	42%
24_25	8%	14.3%	14.7%	16.8%	46%
25_26	...	...	...	...	...
Current	↓ 0.2%	↑ 3.3%	↓ 3.5%	↓ 4.2%	↑ 4%



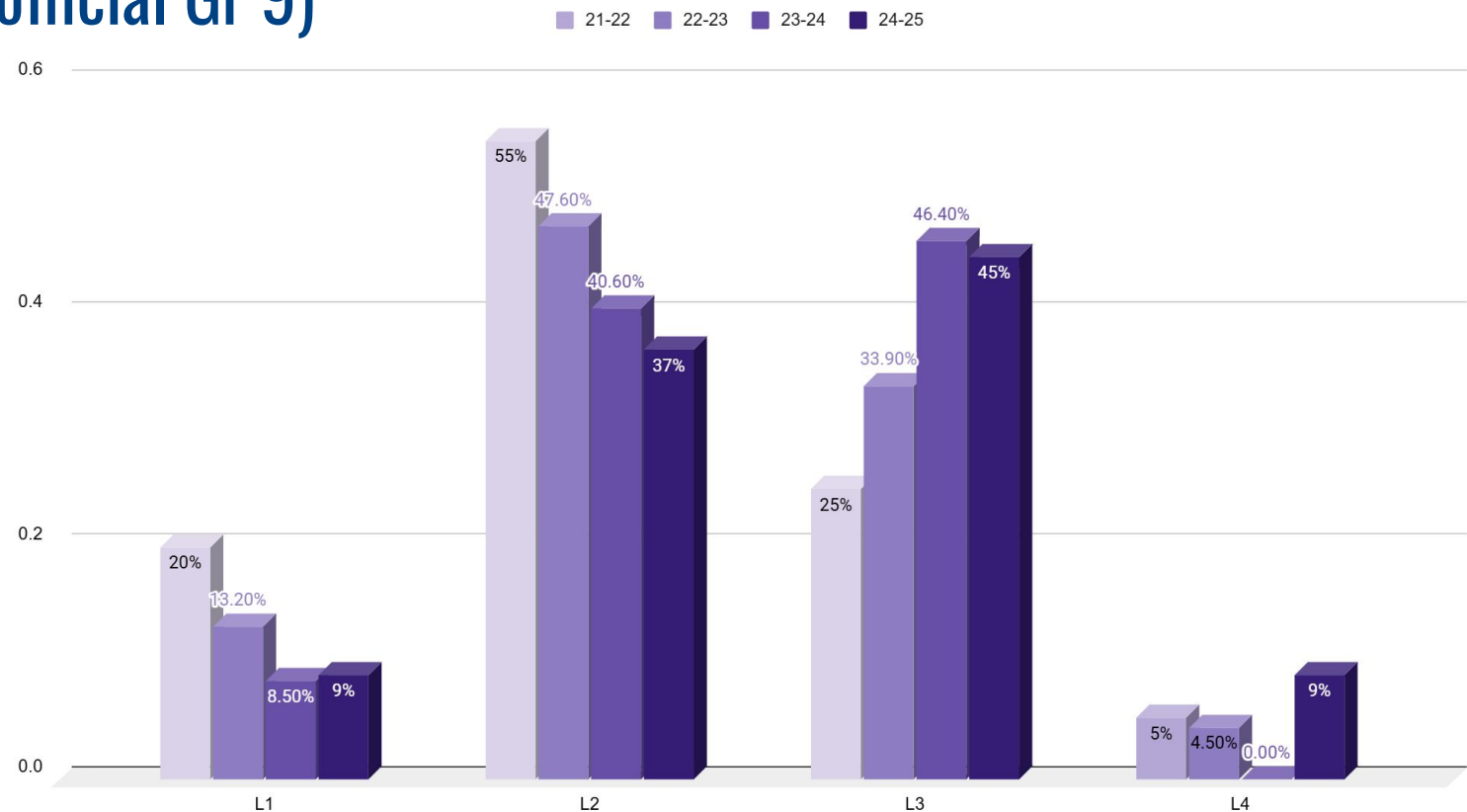
EQAO (unofficial Gr 9)

SJDB Year over Year Comparison



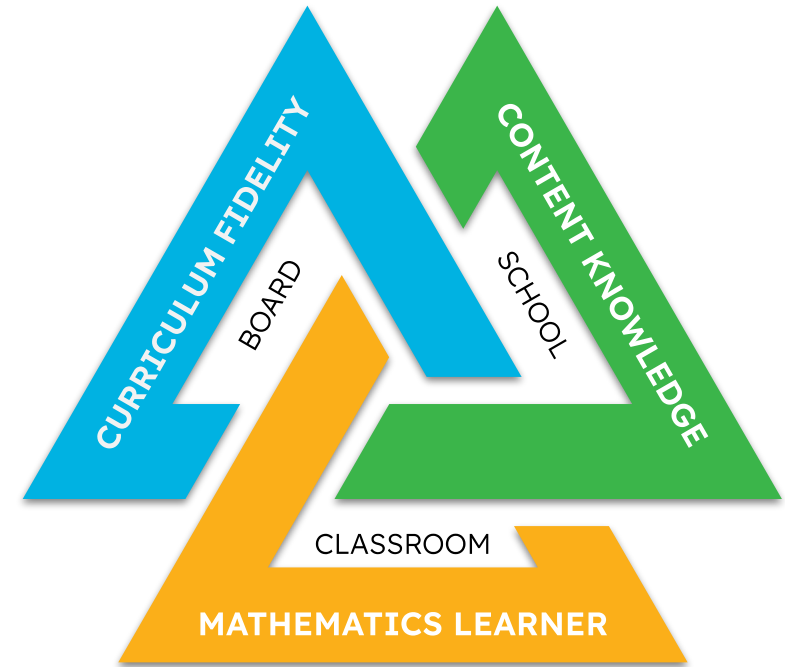
EQAO (unofficial Gr 9)

SJOA Year over Year Comparison



Motion

THAT the YCDSB
Math Achievement Action Plan
be received as presented.





York Catholic District School Board

Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1
Tel: 905-713-1211, 416-221-5051, 1-800-363-2711, Voice Mail Box: 17123
Fax: 905-713-1272 • www.ycdsb.ca

September 30, 2025

LEGAL COSTS

- Whereas** the Board needs to be transparent with the costs regarding:
- Gillian Tuck, Bruce Best, Jennifer MacKenzie, McCarthy Tretrault, Michael Maynard the Integrity Commissioner, BLG, the Judicial Review, covering all legal fees with one grand total;
- Whereas** the Catholic ratepayers of York Region are demanding this information.

LET IT BE RESOLVED:

THAT the YCDSB release the total cost spent on all these investigations to be accountable to the Catholic ratepayers.

Respectfully submitted,
Theresa McNicol

Reference No. 2025:12:0930:TM



York Catholic District School Board

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



October 21, 2025

NOTICE OF MOTION

EXPLORATION OF MOBILE STREAM CENTRES

- Whereas** the YCDSB recognizes the value of STREAM (Science, Technology, Religion, Engineering, Arts and Math) education for students;
- Whereas** the YCDSB is committed to the equitable delivery of STREAM learning opportunities to students;
- Whereas** ensuring that exceptional students have appropriate supports for off-site learning, including familiar surroundings and routines, may inadvertently create barriers for some classes and/or schools to fully participate in STREAM education experiences;
- Whereas** timing constraints on STREAM visits are a natural result of transportation scheduling limitations;
- Whereas** the cost of transportation for students to attend STREAM centres is funded centrally.

LET IT BE RESOLVED:

THAT staff investigate whether there may be efficiencies in transitioning to mobile STREAM centres where teachers are itinerant and hard goods are transported to the host school;

THAT the report includes recommendations on increasing access to STREAM learning for exceptional students.

Respectfully Submitted,

Jennifer Wigston
Trustee

REFERENCE No. 2025:13:1021:JW

York Catholic District School Board

REPORT

Report to: Board of Trustees
From: Administration
Date: October 28, 2025
Report: **Multi-Year Financial Recovery Plan (MYFRP) update**

EXECUTIVE SUMMARY

To ensure transparency and good governance over the Multi-Year Financial Recovery Plan (MYFRP), administration will provide monthly updates to the Board. This report presents the unaudited year-end position for 2024/25. Since the 2025/26 Revised Estimates cycle is underway further details on the 2025/26 projection will be provided in November.

BACKGROUND INFORMATION

On July 23, 2025, at the Ministry's request, the Board of Trustees submitted a revised MYFRP. This version excluded committed capital projects while still achieving elimination of the accumulated deficit by 2030/31. The revised submission incorporated updated 2024/25 projections and was reported to the Board on August 26. As of today, the Ministry has not yet approved the revised plan.

MYFRP UPDATE – 2024/25

The unaudited financial position (excluding the impact of our POD approval) is an in-year deficit of **\$9.5M**. This compares with:

- \$10.5M deficit projected in the original MYFRP (January)
- \$6.3M deficit in the revised MYFRP (June)
- \$10.3M deficit in the resubmission (August)
- \$10.3M in the last report to Board (September)

The main drivers of these significant swings were two one-time Bill 124–related adjustments:

1. Increased revenue of \$2.9M from the issuance of additional T4s.
2. Funding clawback of \$2.7M from the Ministry.

These offsetting impacts caused the apparent volatility in projections. Other budget variances will be included as part of the normal year-end reporting cycle once the audit is complete.

MYFRP UPDATE – 2025/26 AND BEYOND.

We remain on track with the MYFRP submitted for approval. The first monthly Ministry report for 2025/26, covering results to September, was due October 20 where we provided a projection equal to the 2025-26 Estimates. Since the 2025/26 Revised Estimates require enrolment and staffing indicators as of October 31, we will provide further details in November.

Submitted by: Calum McNeil, Chief Financial Officer & Treasurer of the Board
Endorsed by: John De Faveri, Director of Education, Foundation Chair and Secretary of the Board

Ministry of Education

Minister

315 Front Street West
Toronto ON M7A 0B8

Ministère de l'Éducation

Ministre

315, rue Front Ouest
Toronto ON M7A 0B8



October 9, 2025

John De Faveri
Director of Education
York Catholic District School Board
320 Bloomington Rd W
Aurora, ON L4G 0M1

Dear Mr. De Faveri,

The ministry is following up on a letter sent to the school board on January 2, 2024, regarding the request to tender the construction of the cafeteria addition at St. Theresa of Lisieux Catholic High School, in the amount of \$2,069,568. This request included an exemption to *Ontario Regulation 193/10 Restricted Purpose Revenues* to allow the use of \$1,699,418 from the board's Proceeds of Disposition funding to cover the higher costs.

On January 2, 2024, the ministry decided to defer an approval pending the external financial and expenditure review conducted by KPMG. After a thorough review of the request and the final KPMG audit report, the ministry has decided not to approve the exemption of \$1,699,418 of Proceeds of Disposition funding for this project.

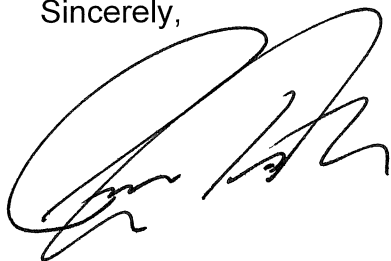
Regarding this request, the ministry would like to note the auditor's recommendation to prioritize using Proceeds of Disposition funding for capital projects aligned with provincial policy. Specifically, the school board should focus on renewal needs, such as remediation to reinforced autoclaved aerated concrete, improving accessibility, upgrading ventilation systems, installing air conditioning and other eligible needs under the School Condition Improvement program before addressing other capital priorities.

Another key finding relevant to this request mentions how the school board should manage future Proceeds of Disposition funding requests. The report recommends the school board develop internal controls for the use of these funds, taking into account the capital budget.

The school board is directed to review the design of the cafeteria and consider modifications to ensure the project remains within the approved funding allocation of \$370,150.

Should you have any questions regarding this project, please contact your Capital Analyst Kristin Grunenko at 647-278-1827 or kristin.grunenko@ontario.ca.

Sincerely,

A handwritten signature in black ink, appearing to read 'Paul Calandra', with a large, stylized initial 'P'.

Paul Calandra
The Honorable Minister of Education

c: Didem Proulx, Assistant Deputy Minister, Capital and Business Support Division
Teuta Dodbiba, Director, Capital Program Branch
Andrea Dutton, Director, Capital Policy Branch
Calum McNeil, Chief Financial Officer & Treasurer, YCDSB
Khaled Elgharbawy, Superintendent of Facility Services and Plant, YCDSB



York Catholic District School Board

REPORT

Report To: Board of Trustees

From: Administration

Date: October 28, 2025

Report: **Trustee Honoraria Term November 15, 2025 to November 14, 2026**

EXECUTIVE SUMMARY

The purpose of this report is to provide the trustee honoraria rates for the term November 15, 2025 to November 14, 2026 in accordance with the Board's Policy #114 Trustee Honorarium.

BACKGROUND INFORMATION

Pursuant to O. Reg. 357/06, trustee honoraria are established using a formula, which includes a base amount and an amount based on pupil population. The regulation also includes additional amounts for the Chair and Vice Chair of the Board.

O. Reg. 357/06 initially identified that on December 1, 2018 the base amount would be increased from \$5900 to \$6300. But, pursuant to O. Reg. 436/18, the provincial government amended O. Reg. 357/06 and removed the increase that was anticipated on December 1, 2018 and the base amount has remained \$5900.

Since December 1, 2018 the base amount of the honorarium is restricted to \$5900, but there continues to be an amount allocated in accordance with a school board's pupil population. Therefore, the total honorarium paid to trustees may increase or decrease depending on pupil population growth or decrease.

Per O. Reg. 292/18, the year of a member's term of office begins on November 15 and ends on the following November 14 beginning in 2022.

CURRENT STATUS

Enrolment ADE Determination:

For the Trustee Honorarium enrolment calculation, the enrolment used is the regular day school average daily enrolment (ADE) of pupils of the board based on the previous school year's (2024-25) estimates which was 48,318.

The 2024-25 estimated ADE of 48,318 represents a decrease of 755 pupils from the 2023-24 estimated ADE of 49,073. Accordingly, the following trustee honorarium determination will show a decrease for the period November 15, 2025 to November 14, 2026.



York Catholic District School Board

Trustee Honorarium Determination:

Based on the 2024-25 estimates ADE of 48,318 the following is the resulting trustee honoraria:

TRUSTEE HONORARIA				
Term of Office November 15, 2025 - November 14, 2026				
	TRUSTEE	VICE-CHAIR	CHAIR	
Honorarium				
Nov 15/25 to Nov 14/26	\$ 14,356	\$ 18,064	\$ 21,772	
Honorarium				
Nov 15/24 to Nov 14/25	\$ 14,488	\$ 18,215	\$ 21,942	
Honorarium Change	\$ (132)	\$ (151)	\$ (170)	

Prepared by:	Kim Scanlon, Budget Manager
Submitted by:	Calum McNeil, Chief Financial Officer and Treasurer of the Board
Endorsed by:	John De Faveri, Director of Education, Foundation Chair and Secretary of the Board



York Catholic District School Board

REPORT

Report To: Board of Trustees
From: Administration
Date: October 28, 2025
Report: **Policy 115 - Perquisites**

EXECUTIVE SUMMARY:

The York Catholic District School Board is guided by the BPS Perquisite Directive which sets out provisions for perks under the Broader Public Sector Accountability Act. The purpose of *Policy 115, Perquisites* is to establish the guiding rules and principles for perquisites and to ensure the prudent, responsible, transparent and accountable use of public funds.

Policy 115, Perquisites, under Parameters Item 3.5, directs that an annual summary report be made publicly available on the Boards website, reflective of any allowable perquisites (if any) which have been granted.

No perquisites were requested or granted during 2024-25 school year.

Prepared and Submitted by: Calum McNeil, Chief Financial Officer & Treasurer of the Board
Endorsed by: John De Faveri, Director of Education, Foundation Chair and Secretary of the Board

REPORT

York Catholic District School Board

Report To: Board of Trustees
From: Administration
Date: October 28, 2025
Re: Social Media Class Action Lawsuit

EXECUTIVE SUMMARY:

This report is to provide an update (as requested by Trustees) on the proceedings with respect to the Social Media Tort Claim being represented by Neinstein LLP.

SUMMARY:

The latest information was obtained by email on September 30, 2025. (see below)

From: Morsal Moeen Sep 30, 2025, 1:41 PM

To: John De Faveri

Good Afternoon John,

Hope you are well. We continue to wait on the Divisional Court's decision with respect to the Defendants' motion for leave to Appeal. The motion was scheduled to be heard in writing last Monday, September 22nd and will decide if the motion to dismiss will be allowed to proceed to Appeal. We expect having a result any day following which we will circulate to all clients a fulsome update, including an outline of next steps.

Best,

The Boards that are involved in this mass tort claim are Toronto Public, Toronto Catholic, Peel, Ottawa Carleton, Dufferin Peel, York Catholic, Trillium Lakelands, Ottawa Catholic, Niagara Public, Simcoe Public, Kawartha Pine Ridge, Rainy River and Holy Name of Mary and Eitz Chaim Private.

Prepared and Submitted by: John De Faveri, Director of Education, Foundation Chair & Secretary of the Board

REPORT

York Catholic District School Board

Report To: Regular Board Meeting
From: Administration
Date: October 28, 2025
Re: Update on G.S.C.E. Committee

EXECUTIVE SUMMARY:

This report is to provide an update on the Gender, Sexuality and Catholic Education Committee (GSCE).

BACKGROUND INFORMATION:

During the 2024-2025 academic year, the Terms of Reference for the Gender, Sexuality and Catholic Education (GSCE) Committee, were re-drafted and presented to the existing Committee members. Several revisions were presented and discussed.

It was decided that a feedback form would be created and distributed to the Committee members and submitted for compilation and brought back to the Committee for finalization. Feedback forms were due to the Director's Office by October 24, 2025.

NEXT STEPS:

1. The feedback forms will be reviewed, and summarized by November 7, 2025.
2. The Director of Education will consider the input gathered through the feedback forms and re-draft the Terms of Reference by November 21, 2025.
3. The Director of Education will re-convene the existing committee to review and receive the revisions. The meeting date will be determined based on the availability of the Bishop.
4. An action plan will be developed and implemented based on the revised Terms of Reference prior to December 18, 2025.

Prepared and Submitted by: John De Faveri, Director of Education, Foundation Chair & Secretary of the Board

NOVEMBER 2025

TRUSTEE SERVICES



NOVEMBER
THE MONTH OF ALL SOULS

Monthly Virtue: Justice

December 2025

Dec 1—Policy Review 6:30 pm
Dec 3—Directors Council (Mass 9am)
Dec 9—Executive 3pm (Public)
Dec 9—Executive 4pm (Private)
Dec 9—Corporate Services Public 6:30pm
Dec 9—Corporate Services Private 7:30pm
Dec 10—HRC 5pm
Dec 15—SEAC 6:30pm
Dec 16—Committee of the Whole 6:30 pm
Dec 16—Regular Board 7:30 pm
Dec 22 to Jan 2 —Christmas Holidays

January 2026

Jan 7—Director's Council
Jan 12—SEAC 6:30 pm
Jan 16—PA Day Elementary Only
Jan 16-17—OCSTA Trustee Seminar
Jan 19—YCPIC 6:30 pm
Jan 20—Executive 3:00 pm (Public)
Jan 20—Executive 4:00 pm (Private)
Jan 27 —Committee of the Whole 6:30 pm
Jan 27—Regular Board 7:30 pm
Jan 30—PA Day—Elem & Sec

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
						1 
2 	3	4	5 Take Our Kids To Work 2025 6pm Cardinal's Dinner	6	7	8
9	10 6:30 pm SEAC	11  6:30 pm Audit (Private) 7:00 pm Audit (Public) 8:00 pm Special Board	12 Directors Council P	13	14	15
16	17 6:00 pm Inaugural Mass 7:00 pm Inaugural Board Meeting	18 3pm Executive (Public) 4pm Executive (Private)	19	20	21 PA Day: E/S	22
23	24 6:30 pm YCPIC	25 6:30 pm CTW 7:30 pm Regular Board	26	27	28	29
30						