

YORK CATHOLIC DISTRICT SCHOOL BOARD
POLICY REVIEW COMMITTEE - AGENDA
Catholic Education Centre, Board Room
November 23, 2017, 7:30 P.M.

Revised
November 21, 2017

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.

	Page
1. OPENING PRAYER (see below)	
2. ROLL CALL	
3. APPROVAL OF THE AGENDA	
4. APPROVAL OF THE PREVIOUS MINUTES – September 19, 2017	
5. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING	
6. OUTSIDE PRESENTATIONS: N/A	
7. STAFF PRESENTATION(S):	
8. ACTION ITEM(S)/DISCUSSION:	
<u>ACTION:</u>	
Policy 110 Communication: Trustee/Administration (S. Gallo)	2
Policy 606 Catholic School Councils (S. Gallo)	8
Policy 203 Student Transportation Services (E. Crowe)	16
Policy 320 Regional French Immersion Program (D. Murgaski)	22
<u>DISCUSSION:</u>	
Policy 809 Staff Use of External Legal Resources (M. Marchese)	35
9. <u>INFORMATION ITEM(S):</u>	
Memo: Re: Before and After School Child Care Program Enrolment Summary (F. Bagley)	37
Policy 201B Healthy Schools – Physical Activity/MOE PPM138 (F. Bagley)	41
Feedback from Policy 219A Elementary Student Dress Code Consultation (F. Bagley)	48
Ministry of Education: Legalization of Cannabis Update (F. Bagley)	83
10. NOTICES OF MOTION: N/A	
11. <u>FUTURE ITEM(S):</u>	
Policy 105 Trustee Professional Development	
Policy 107 Student Trustees	
Policy 111 Trustee Services and Expenditures	
Policy 119 Disposition of Complaints against Trustees	
Policy 205 Student Government	
Policy 312A Pupil Texts, School Supplies & Supplementary Students Fees – Elementary	
Policy 312B Pupil Texts, School Supplies & Supplementary Students Fees - Secondary	
Policy 317 Electronic Communications & Social Media	
Policy 406 Performance Appraisal of Academic Staff	
Policy 410 Principal & Vice Principal Performance Appraisal	
Policy 411 Workplace Accommodation	
Policy 703 Community Use of Schools	
Policy 801 Use of Board Funds for Recognition/Acknowledgement Purposes	
12. <u>PROPOSED FUTURE MEETING DATES:</u>	
Jan. 16, 2018, Apr. 10, 2018 – 6:30pm	

O God, the Maker and
Redeemer of all believers:
Grant to the faithful departed
the unsearchable benefits of
the passion of your Son; that
on the day of his appearing
they may be manifested as
your children; through Jesus
Christ our Lord, who lives
and reigns with you and the
Holy Spirit, one God, now
and forever. Amen

ADJOURNMENT

IMPORTANT NOTICE

There is an expectation that trustees and all committee members will have read/reviewed reports included in Board/Committee agendas and that they will endeavour, where possible, to seek clarification of questions/concerns with the board/staff resource person prior to the meeting.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Governance/Board	<i>Policy Number</i> 110
<i>Former Policy #</i> 812	<i>Page</i> 1 of 6
<i>Original Approved Date</i> January 26th, 1993	<i>Subsequent Approval Dates</i> November 12th 2002 February 3rd, 2009 October 28, 2014

POLICY TITLE COMMUNICATION: TRUSTEE/ADMINISTRATION

SECTION A

1. PURPOSE

The York Catholic District School Board is a Catholic Learning Community of collaborative partners. An integral component of collaboration is effective interaction characterized by timely and appropriate communication between Trustees, Senior Administration and School Administration about issues relating to or impacting on staff, schools and the community.

Timely and regular communication between Senior Administration and/or School Administration and Trustees upholds the Board's vision of collaboration and shared leadership. Ongoing and respectful communication between Senior Administration and/or School Administration and Trustees shall serve to establish and maintain positive relationships enabling all partners of the Board to be proactive when promoting programs, services, activities and initiatives of the Board and schools or when addressing issues, concerns and/or matters that may impact the Board or schools.

The purpose of the Communication: Trustee/Administration policy is to provide direction to Trustees and Administration for maintaining effective interaction in order to avoid confusion, miscommunication or lack of awareness, and to provide guidance for responding to issues and matters of concern in a consistent, fair and reasonable manner.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that an efficient communication policy be implemented and maintained among Trustees, Senior Administrators and School Administration to ensure mutual awareness of important matters.

3. PARAMETERS

- 3.1 Communication between Senior Administration and/or School Administration and Trustees shall contain accurate and up-to-date information that is accessible, timely, clear and transparent.
- 3.2 In the event of urgent matters, Communication between Senior Administration and/or School Administration and Trustees shall occur prior to communication with stakeholders, in electronic format preceded by a telephone call. Such timely notice will enable Trustees to respond accurately to matters of concern. Information related to school activities and/or events shall occur in a timely manner.
- 3.3 On an annual basis, the Superintendent of Education: School Leadership will meet with the Trustee(s) to discuss individual Trustee(s) needs, establish preferred communication methods and ensure compliance of such methods.
- 3.4 The local Trustee shall be notified of school related activities, events or communications including, but not limited to:
 - 3.4.1 School/Student Achievements;
 - 3.4.2 School/Student Celebrations and or Special Events;
 - 3.4.3 Injuries requiring medical services;
 - 3.4.4 Safety issues, i.e., bomb threats, health issues, evacuations, facility concerns/hazards;
 - 3.4.5 Bereavements of staff, students or parents;
 - 3.4.6 Safe school concerns, e.g., bullying, violent acts, police involvement;
 - 3.4.7 Unresolved school issue(s) e.g., a parental concern(s);
 - 3.4.8 Catholic School Council concerns;
 - 3.4.9 Community concerns, e.g., busing, boundaries;
 - 3.4.10 Suspensions over 5 days (Elementary);
 - 3.4.11 Operational matter(s) that may have a considerable impact on a school community; and,
 - 3.4.12 Any communication sent to parents/guardians.

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To seek information from the Director of Education or appropriate Superintendent on matters related to a school or school community.
- 4.1.2 To communicate with Superintendents on a regular basis.
- 4.1.3 To respond to invitations from a school to special events.

4.2 Director of Education

- 4.2.1 To oversee compliance with the Communication: Trustee/Administration policy.
- 4.2.2 To advise the Board on matters requiring the attention, understanding and sensitivity of the Board.

4.3 Superintendents of Education

- 4.3.1 To maintain ongoing communication with Trustees.

- 4.3.2 To meet with Trustees on an annual basis to discuss individual Trustee(s) needs, establish preferred communication methods and ensure compliance of such methods.
- 4.3.3 To ensure the local trustee is notified of school matters as per this policy.
- 4.3.4 To address conduct contrary to the parameters, responsibilities and guidelines stated in this policy, as outlined in the Board's Progressive Discipline Policy.

4.4. School Administration

- 4.4.1 To comply with the parameters and guidelines of this policy.
- 4.4.2 To maintain ongoing communication with their Superintendent and School Trustee(s) on matters which impact the school and/or the community. School Superintendent will relay information to School Administration regarding local Trustee(s) preferred communication methods. School Administration will ensure compliance of such methods.
- 4.4.3 To inform the appropriate Superintendent of Schools in a timely manner on issues which impact the school and/or community.
- 4.4.4 To provide the Trustee(s) with copies (preferably electronically) of newsletters, Catholic School Council (CSC) minutes, community letters, etc. on an ongoing basis and in a timely manner.
- 4.4.5 To inform and invite the local Trustee(s) to all events at the school which are open to parents/community, including communicating dates for Catholic School Council (CSC) Meetings.
- 4.4.6 To extend an invitation to the Director of Education and local Trustee(s) when there is an opportunity for the inclusion of a message and/or letter of congratulations in a school program/publication.

5. DEFINITIONS

5.1 School Administration

For the purpose of this policy, School Administration refers to Principals and Vice Principals who have direct supervisory responsibilities for a group of employees.

5.2 Senior Administration

For the purpose of this policy Senior Administration refers to all Superintendents, Senior Managers and Managers who have direct supervisory responsibilities for a group of employees.

6. CROSS REFERENCES

YCDSB Policy 103	Communication
YCDSB Policy 119	Disposition of Complaints against Trustees
YCDSB Policy 424	Disposition of Complaints about Staff

Approval by Board

February 3, 2009

Date

Effective Date

February 3, 2009

Date

Revision Date

October 28, 2014

Date

Review Date

October 2019

Date

DRAFT

POLICY TITLE: COMMUNICATION: TRUSTEE/ADMINISTRATION

SECTION B: GUIDELINES

1. York Catholic District School Board recognizes the key role of effective communication in supporting the Board's mission to educate and inspire all students to reach their full potential in a safe and caring environment. The following guidelines will support Trustees, Senior Administration and School Administrators in their efforts to have concerns addressed and resolved.

1. TRUSTEE

- 1.1 When a concern is received from a parent the Trustee **may**:
 - 1.1.1 Invite the parent/guardian to define the issue and express their concerns.
 - 1.1.2 Inquire if the parent/guardian has discussed the issue with School or Board Personnel (Teacher and/or Administration), depending on the nature of the issue.
 - i) If the parent/guardian has not contacted School or Board personnel, provide the appropriate contact.
 - ii) Contact the Superintendent of Education and/or other Board personnel, to apprise them of the parent/guardian's issue, where possible.
- 1.2 If the issue is not resolved, the Trustee will bring the matter to the appropriate Superintendent on behalf of the Parent, who will oversee the resolution of the issue and report back to the Trustee.
- 1.3 At any time in the process, the Trustee may consult with the Director of Education regarding the resolution of an issue.
- 1.4 When a concern is received about a policy or procedure, Trustees may refer the concern to the Director of Education and/or the Executive Committee of the Board for appropriate action. If the matter has Board-wide implications, the Trustee may ask that the matter be put on the **appropriate** Committee agenda for discussion.

2. SENIOR ADMINISTRATION

- 2.1 Senior Administration will address and subsequently update the local Trustee(s), in a timely manner, about any matter that has been brought to their attention by the Trustee(s).
- 2.2 Senior Administration will advise the Director and Trustee(s), in a timely manner, of any matter having an impact on the Board, on local schools or on the school community.

3. SCHOOL ADMINISTRATORS

- 3.1 School Administrators will advise the appropriate Superintendent, in a timely manner, of any matter having an impact on the local school or school community.
- 3.2 School Administrators will communicate with the Trustee prior to communication with stakeholders, in electronic format or by telephone call. School Administrators will copy the local Trustee(s) on any written communication (i.e., letters, emails, etc.) sent to parents/guardians outlined within the parameters of this policy, if written communication is the vehicle utilized to disseminate the information. This includes, but is not limited to, synrevoice messages, newsletters and school calendars, invitations to attend school events and/or activities, CSC agendas and minutes, letters related to safety issues, bereavements, transportation, etc. In instances where the school situation is urgent or time sensitive, school administrators will call the local Trustee(s) in advance of disseminating any communication.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Community	<i>Policy Number</i> 606
<i>Former Policy #</i> 706	<i>Page</i> 1 of 8
<i>Original Approved Date</i> December 19, 1995	<i>Subsequent Approval Dates</i> January, 1997 February 12, 2002 June 4, 2013 June 21, 2016

POLICY TITLE: CATHOLIC SCHOOL COUNCILS

SECTION A

1. PURPOSE

The York Catholic District School Board, as per the Education Act, Ontario Regulation 612/00, School Councils, requires that a Catholic School Council will assist the school in engaging parents, developing positive communication links with home, church and the broader community. The Catholic School Council will also assist the school in realizing its goals and mission as well as the Board's vision.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that each school will establish a Catholic School Council.

3. PARAMETERS

- 3.1 Catholic School Councils are advisory bodies to the school Principal and Board.
- 3.2 The Catholic School Council shall provide advice to the school Principal, and where appropriate, to the school board on any matters that the Catholic School Council has identified as priorities. *(this language is consistent with the legislation)*
- 3.3 The school board shall solicit the views of the Catholic School Council with respect to Board matters as outlined in the Education Act, Ontario Regulation 612/00.
- 3.4 Catholic School Councils shall ensure that Catholic School Council funds and school resources are not used to promote a particular viewpoint; and that staff, students and parents are not exposed to partisan information and that any such information is not distributed on school premises.
- 3.5 The Catholic School Council shall establish goals, priorities and procedures

(operating by-laws/constitution).

- 3.6 The YCDSB reserves the right to disband a Catholic School Council should the responsibilities and guidelines outlined for Catholic School Council Members **are not being** adhered to.
- 3.7 The Catholic School Council shall hold a minimum of four meetings per year.
- 3.8 That the Catholic School Council makes a reasonable effort to avoid scheduling CSC meetings on Tuesday evenings to enable Trustees the opportunity to visit.
- 3.9 All Catholic School Council meetings, Executive meetings and Subcommittee meetings shall be open to all members of the school community.
- 3.10 All Catholic School Council members are mandated to keep student information confidential.
- 3.11 All Catholic School Council members, who have direct and regular contact with students and/or direct and regular handling of Catholic School Council finances shall provide proof of Vulnerable Sector Screening obtainable from the York Regional Police at www.yrp.ca.
- 3.12 There will be no honorarium paid to members of the Catholic School Council.
- 3.13 Principals shall seek advice from the Catholic School Council as part of the process of making decisions.
- 3.14 Where appropriate opportunities are determined, Senior Administration and Trustees may seek advice from Catholic School Council as part of the process of making decisions.
- 3.15 Establishing By-Laws/ Review Constitution
 - 3.15.1 Catholic School Councils must review the **constitution** and by-laws on an annual basis, as soon as possible after the Catholic School Council meets for the first time address the following areas:
 - Election procedures
 - Filling vacancies
 - Conflict of interest and conflict resolution procedures
 - 3.15.2 By-laws governing other areas of operation may also be developed but must be in accordance with any applicable Board policies and Ontario Regulation 612/00.
 - 3.15.3 In the event of a consolidation of schools as a result of a Pupil Accommodation Review, the first order of business for the newly elected Executive shall be to review/draft the constitution.**
- 3.16 Fundraising
 - 3.16.1 All fundraising activities shall be conducted in accordance with Board Policies and Guidelines (Policy 603A School Fundraising and Policy 603B Fundraising for External Charitable Purposes).
 - 3.16.2 Funds raised are to be used for a purpose approved by the Board and/or Principal.
 - 3.16.3 Any funds and assets generated through fundraising activities assisted by the Catholic School Council are the property of the Board.

- 3.16.4 In the event of a school consolidation/closure, the following will be adhered to as outlined in the Procedure: *Transition Process for School Consolidation/Closure, Addendum to Policy 713 Pupil Accommodation Review of Schools*:
- 3.16.4.1 Any residual fundraising monies shall be proportionately distributed, based on student enrolment, to the affected schools; and,
- 3.16.4.2 All school assets purchased through fundraising or General School Budget (GSB), shall be distributed equitably based on a needs assessment completed by Board staff, in consultation with the appropriate School Superintendent(s) and Principals of the affected schools.
- i) First, to the affected schools; and,
- ii) Second, to other schools as identified by Board Staff.
- 3.16.5 All fundraising activities conducted by the Catholic School Council shall be included in the Annual Year-End Report prepared by the Catholic School Council.

4. MEMBERSHIP

- 4.1 Membership of a Catholic School Council shall include but not be limited to:
- 4.1.1 All parents/guardians who have children enrolled in the school. Where there is an excess number of persons running for a position on Catholic School Council, than positions available, that only one person per household shall hold a position. Where there is less than 21 persons running for a position on Catholic School Council, of which parents of the same household wish to run and hold a position, then each may exercise their right to vote as an elected member of Catholic School Council.
- 4.1.2 Community representative(s);(not an employee at that school);
- 4.1.3 Student(s) (mandatory in secondary schools; optional in elementary schools);
- 4.1.4 School Principal and/or Designate;
- 4.1.5 Teacher assigned to the school;
- 4.1.6 Non-teaching employee assigned to the school;
- 4.1.7 Pastor(s) or other member of the Parish (In a situation where a school is affiliated with more than one parish, representation must be sought from all parishes concerned);
- 4.1.8. A person appointed by an association that is a member of the Ontario Association of Parents in Catholic Education (must be a parent /guardian of a student currently enrolled in the school).
- 4.2 Parents/guardians shall form the majority on the Catholic School Council.
- 4.3 All members on the Catholic School Council are **valued** and equal partners, **who each receive a vote.**
- 4.4 Schools will make every attempt to reflect the diversity of the school community within the membership of the Catholic School Council (*Section 3.1, School Councils: A Guide for Members, Ministry of Education*)
- 4.5 Membership on the Catholic School Council shall be determined in the following manner:
- 4.5.1 Parents/guardians shall be elected by parents and guardians of students enrolled in the school;

- 4.5.2 Student representatives shall be elected by students enrolled in the school;
 - 4.5.3 Teacher representatives shall be elected by members of the teaching staff assigned to the school;
 - 4.5.4 Non-teaching employee shall be elected by non-teaching employees assigned to the school;
 - 4.5.5 The school Principal shall be a designated member;
 - 4.5.6 Community representatives shall be appointed by the Catholic School Council;
 - 4.5.7 The Chair of the Catholic School Council shall be a member who is a parent/guardian of a student enrolled at the school, and shall be elected by the Catholic School Council;
- 4.6 The term of office for elected and appointed positions on the Catholic School Council shall not exceed one year. Elected and appointed members may seek additional terms.
- 4.7 It is recommended that the size of the Catholic School Council not exceed 21.
- 4.8 A person is not qualified to be a parent member of the Catholic School Council if he or she is employed at the school his or her child attends but may be elected as either the teaching or non-teaching staff representative. (i.e. An office support worker is a YCDSB employee, part of a Union and has a permanent position; therefore, this parent would qualify only as a non-teaching representative on the CSC. A person who fulfill a staff's absence on an emergency basis, is classified as a non-employee, is not part of a Union, nor has a permanent position; therefore, can be on the CSC as a parent member).
- 4.9 A parent, who is employed by the board but does not work at the school their children attend, may be elected as a parent member as long as they declare to other parents that they are employed by the school board prior to their election. This information shall be recorded in the minutes of the first Catholic School Council meeting.

5. RESPONSIBILITIES

- 5.1 **Director of Education**
 - 5.1 To oversee compliance with the Catholic School Council's policy and guidelines.
- 5.2 **Senior Administration**
 - 5.2 To support the implementation and compliance with the Catholic School Council policy and related guidelines and procedures.
- 5.3 **Principal**
 - 5.3.1 To make every effort to engage parents who reflect the diversity and community of the school to be members of the Catholic School Council.
 - 5.3.2 Facilitate the establishment of the Catholic School Council and assist in its operation.
 - 5.3.3 To attend Catholic School Council meetings.
 - 5.3.3 To support and promote Catholic School Council's activities that are consistent with the board's policy statement dealing with Catholic School Councils.

- 5.3.4 To seek input from the Catholic School Council in areas for which it has been assigned advisory responsibility.
- 5.3.5 To consult with the Catholic School Council on fundraising expenditures.
- 5.3.6 Act as a resource on laws, regulations, board policies, and collective agreements.
- 5.3.7 To obtain and provide information required by the Catholic School Council to enable it to make informed decision.
- 5.3.8 To communicate with the Chair of the Catholic School Council, as required;
- 5.3.9 To ensure that all Catholic School Council meeting dates are posted on the Catholic School Council section of the School Website and in the School Calendar, and that all agendas and minutes are posted on the school website in a timely manner.
- 5.3.10 To ensure that the Catholic School Council's Annual Year-End Report is posted to the Catholic School Council section of the School Website in a timely manner.
- 5.3.11 To ensure that copies of the agenda and minutes of all Catholic School Council meetings including Executive and Subcommittees are kept at the school for a minimum of 10 years.
- 5.3.12 To ensure that copies of all Catholic School Council, Executive and any Subcommittee agendas, minutes and Annual Year-End Report are shared with the Area Trustee(s) and Area Superintendent.
- 5.3.13 To assist the Catholic School Council in communicating with the school community.
- 5.3.14 To contact the wider school community and local Trustee(s) and Area Superintendent to notify of any change or cancellation of Catholic School Council meetings.
- 5.3.15 To encourage the participation of all parents/guardians and of other people within the community.
- 5.3.16 To assist the Chair in developing and communicating the Catholic School Council and Subcommittee agendas as well as minutes to Catholic School Council Members, parents, Area Trustee(s) and the Area Superintendent, electronically, if possible, and in a timely manner.
- 5.3.17 To present to the Catholic School Council the General School Budget and the School Bank Account allocations as well as all fundraising expenditures on an annual basis.
- 5.3.18 To perform the duties as outlined in Ontario Regulation 612 – School Councils and Ontario Regulation 613 – Operation of Schools.

5.4 Catholic School Council

To fulfill the role of an advisory body to the school and board as follows:

- 5.4.1 To respect the confidentiality of all information that may be received regarding any pupils or staff while a volunteer/ Catholic School Council member and refrain from releasing that information to any person in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*.
- 5.4.2 To coordinate the election procedures for Catholic School Councils; (elections to be held within the first thirty calendar days of the start of the school year);
- 5.4.3 To promote the best interests of the school community;
- 5.4.4 To communicate regularly with parents and other members of the community seeking their views and preferences with regard to matters being addressed by the Catholic School Council;

- 5.4.5 To report on the activities of the Catholic School Council to the school community;
- 5.4.6 Catholic School Council members are to maintain a school-wide focus on all issues. Catholic School Council meetings are not a forum of discussion about individual parents, students, staff, trustees or other Catholic School Council members.
- 5.4.7 Recommendations generated by the Catholic School Council which are broader in scope than the local school may be referred either to the school Principal for direction or to the appropriate Board official or to a Board committee through the Director's Office;
- 5.4.8 To organize information and training sessions to enable members of the Catholic School Council to develop their skills as Catholic School Council members;
- 5.4.9 The community may be invited to provide input to the Catholic School Council. It is the responsibility of the (elected/appointed) members of Catholic School Council to come to a final decision/position with respect to the issue/topic being dealt with.

6. DEFINITIONS

6.1 Advisory Body

A group established to provide advice and recommendations. An advisory body does not have final decision-making powers.

6.2 By-laws

The rules adopted by an organization for the regulation of its operation and proceedings. Bylaws must not conflict with the statute or charter by which the organization is created.

7. CROSS REFERENCES

YCDSB Policy 603A School Fundraising
 YCDSB Policy 603B Fundraising for External Charitable Purposes
 YCDSB Policy 708 Volunteers in Schools
 YCDSB Policy 803 Funds Generated in Elementary and Secondary Schools
 Ontario Regulation 612 – School Councils
 Ontario Regulation 613 – Operation of Schools
 Ontario Ministry of Education School Councils: A Guide for Members, 2001, Revised 2002
 School Generated Funds Administrative Procedures
 Parent Engagement Policy – Section A 1. – *Ontario Ministry of Education – Parents in Partnership – A Parent Engagement Policy for Ontario Schools.*
 Municipal Freedom of Information and Protection of Privacy Act
 Procedure: Transition Process for School Consolidation/Closure (Addendum to Policy 713: Pupil Accommodation Review of Schools, June 2016)

Approval by Board

June 21, 2016

Date

Effective Date

June 22, 2016

Date

Revision Date

June 21, 2016

Date

Review Date

June 2021

Date

DRAFT

POLICY TITLE: CATHOLIC SCHOOL COUNCILS

SECTION B: GUIDELINES

1. Role of Catholic School Council Chair/Co Chair

- 1.1 Call Catholic School Council meetings; (minimum of four per year – first meeting to be held within 35 days of the start of the school year).
- 1.2 New members to the Catholic School Council Executive **should** attend the Catholic School Council Orientation Workshop offered by the York Catholic Parent Involvement Committee held annually in the Fall.
- 1.3 Prepare in concert with the Principal the agenda for Catholic School Council, Executive or Subcommittee meetings.
- 1.4 Chair Catholic School Council meetings.
- 1.5 Ensure that the minutes of Catholic School Council, Executive or Subcommittee meetings are recorded, maintained and kept for 10 years.
- 1.6 Participate in information and training programs.
- 1.7 Communicate with the school Principal as required.
- 1.8 Ensure that there is regular communication with the school community.
- 1.9 Consult with senior board staff and Trustees, as required, and submit annually a written report of the Catholic School Council activities to the Principal and the Board. This Year-End Report will be posted on the school website.
- 1.10 Respect the confidentiality of all information that may be received regarding any pupils or staff while a volunteer/ Catholic School Council member and refrain from releasing that information to any person in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*.

2. Role of Catholic School Council Members

- 2.1 Provide informed advice to the school principal on matters related to student achievement, well-being and continuous school improvement.
- 2.2 Maintain a school-wide perspective on issues.
- 2.3 Participate in Catholic School Council meetings. **Members who miss three consecutive meetings may have their membership revoked.**
- 2.4 Participate in information and training programs.
- 2.5 Act as a link between the Catholic School Council and the community.
- 2.6 Encourage the participation of all parents/guardians and of other people within the community.
- 2.7 Respect the confidentiality of all information that may be received regarding any pupils or staff while a volunteer/Catholic School Council member and refrain from releasing that information to any person in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Students	<i>Policy Number</i> 203
<i>Former Policy #</i> 203	<i>Page</i> 1 of 5
<i>Original Approved Date</i> June 1989	<i>Subsequent Approval Dates</i> December 1993 October 1995 July 2000, June 2003 March 2004, May 2005 June 4, 2013 June 20, 2017

POLICY TITLE: STUDENT TRANSPORTATION SERVICES

SECTION A

1. PURPOSE

In accordance with the Education Act, this policy has been developed to support and regulate the efficient provision of Transportation Services to eligible students of York Catholic District School Board.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board to supply transportation services to and from school to the students enrolled in its schools in accordance with the parameters outlined in this policy and the Student Transportation Services Procedure Manual as endorsed by the Joint Board Consortium.

Student Transportation Services (STS) is a joint venture between the Catholic and public school boards in York Region. The mandate of STS is to provide safe, efficient and on time transportation for all eligible students.

Transportation for students is a privilege. The Board reserves the right to withdraw transportation services at any time.

3. PARAMETERS

- 3.1 Non-Transportation zone measurements may include a .1 km range on either side of the non-transportation distance for students to allow for logical break points in service levels.

NON-TRANSPORTATION ZONES: DISTANCES FROM SCHOOL

JK/SK - 3	1.2 km
GR 4 - 8	1.6 km
GR 9 -12	4.8 km * OR 3.2*

*Grades 9-12, students living within 4.8 km without access to municipal transit, shall have their non-transportation zone reduced to 3.2 kms.

*Grades 9-12, students living within 4.8 km with access to municipal transit shall have a non-transportation zone of 4.8 kms.

*All students within 3.2 km of the nearest York Catholic District School Board secondary school shall not be entitled to transportation, apart from exceptions identified in the Student Transportation Services Procedure Manual.

- 3.2 While a student's home or caregiver address may be used to determine bus eligibility, the address must be used consistently and be within the school attendance area.
- 3.3 Children attending school outside the Board's jurisdiction shall not be entitled to transportation services.
- 3.4 Students attending a school and/or program outside their school attendance area are not entitled to transportation services.
- 3.5 Transportation may be provided for:
- 3.5.1 Physically challenged pupils;
 - 3.5.2 Pupils requiring a special education program as identified by the Superintendent of Student Services or the Director of Education;
 - 3.5.3 Medical reasons as certified by a doctor and approved by the Senior Manager of Administrative Services or the Director of Education, in accordance with the procedures manual and appropriate documentation supportive of such request(s).
- 3.6 Section 23 pupils who are not resident pupils of the Board may be offered transportation to a Section 23 program within the region in accordance with the funding that is received from the Ministry of Education or other Ministry or as the Superintendent of Student Services or the Director of Education deems appropriate.
- Attempts will be made to accommodate service level requests in the most cost efficient manner.
- 3.7 Transportation may be provided to programs and/or facilities outside the Region of York in accordance with the funding that is received from the Ministry of Education or other Ministry or as the Superintendent of Student Services or the Director of Education deems appropriate.
- 3.8 Transportation to a Provincial School shall be provided in accordance with the documented request from a provincial school in accordance with the funding that is received from the Ministry of Education or other Ministry.

3.9 Temporary Transportation

- 3.9.1 Requests for temporary transportation may be *approved* for a temporary period due to illness, injury or medical procedures to the student's home school, if such service is available and has space. Requests for temporary transportation shall be made on an S9 form accompanied by an S9A form via their school administration to the Senior Manager of Administrative Services.
- 3.9.2 Other temporary transportation for care or treatment outside the home school boundary shall be provided in accordance with the funding that is received from the Ministry of Education or other Ministry or as the Superintendent of Student Services or Director of Education deems appropriate.
- 3.9.3 A request for emergency transportation by a parent due to an extenuating circumstance may be approved by the principal of the child's school to ensure his/her safe arrival to home/caregiver in accordance with the STS Procedures Manual.

3.10 Walking distances to school bus collector points (bus stops) are targeted at 400 metres for elementary students and 600 metres for secondary students. Walking distances are measured by STS using the most direct walking route (which may include approved walkways) from the edge of a student's residence to the closest collector point.

3.11 Ride time is the time a student spends on a bus from collector points. The walking time to and from collector points is not included. Ride times on Board provided transportation exceeding 60 minutes would be considered exceptional circumstances.

3.12 Optional Programs

- 3.12.1 Students attending optional programs do not receive transportation unless approved by the Board of Trustees or if the program is located at a student's community school. In all cases Non-Transportation Zones apply.
- 3.12.2 Transportation to optional programs is reviewed by the Board of Trustees through the Budgeting process.
 - 3.12.2.1 Elementary French Immersion is an optional Regional program for which the Board of Trustees has approved transportation for those students that reside within the Board approved French Immersion boundary of the school. Non-Transportation Zones apply.

3.13 Concerns regarding bus routes, location of bus stops, consistently late running busses, or driver behavior should be reported to the Principal who will forward concerns to the Senior Manager, Administrative Services.

- 3.13.1 Bus drivers do not have the authority to modify routes or bus stops.

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To ensure Trustee representation on the Joint Board Consortium.
- 4.1.2 To refer operational concerns and eligibility issues to the Senior Manager, Administrative Services.

- 4.1.3 To review the provision of transportation to optional programs through the Board's annual budgeting process.
- 4.2 Director of Education**
 - 4.2.1 To oversee compliance with the Student Transportation policy and guidelines.
 - 4.2.2 To ensure that appropriate decisions are made with respect to new and/or emerging transportation issues.
 - 4.2.3 To authorize and to ensure that unique and extenuating circumstances requiring consideration on compassionate grounds are examined.
- 4.3 Senior Administration**
 - 4.3.1 To support the implementation and compliance with policies and related guidelines and procedures.
- 4.4 Senior Manager, Administrative Services**
 - 4.4.1 To establish the criteria for and manage the procedure for temporary transportation.
 - 4.4.2 To review issues and make just/appropriate decisions regarding safety and non-transportation zones as required in the best interests of the students.
 - 4.4.3 To be the main communicator between and among STS, Principals, Trustees and the community.
 - 4.4.4 To respond to concerns raised by Trustees, parents and community members.
 - 4.4.5 To apply the transportation policy and procedures.
 - 4.4.6 To cancel buses in circumstances of inclement weather in consultation with York Region District School Board (YRDSB) and Student Transportation Services (STS).
- 4.5 Principals**
 - 4.5.1 To address discipline issues on Board-provided transportation services.
 - 4.5.2 To consistently communicate the policy and procedures to students, parents and the community.
 - 4.5.3 To manage the daily school related operational issues and report any concerns to senior staff.
 - 4.5.4 To administer the validation of eligible ridership as provided by the Student Transportation Services.
 - 4.5.5 To notify the Senior Manager, Administrative Services of any concerns regarding a school bus driver.
- 4.6 Student Transportation Services**
 - 4.6.1 To provide safe, efficient and on time transportation for students.
 - 4.6.2 To establish and manage bus routes based on Board criteria.
 - 4.6.3 To ensure the seating capacity of a school vehicle is limited to the manufacturer's rating.
- 4.7 School Bus Drivers**
 - 4.7.1 To adhere to the schedule established for the route, to drive in a safe manner, and to act responsibly and courteously.

- 4.7.2 To be responsible to the Principal for maintaining proper conduct on a school bus at all times and reporting to the Principal any problems of discipline on the bus.
 - 4.7.3 To ensure that all students are seated while on the bus and that all students have exited by the end of the bus route.
 - 4.7.4 To let students off the bus only when the situation is considered safe. If the driver considers the situation at a bus stop to be unsafe or unusual the child, the school will be notified and the child shall be returned to the school, at the end of the route, under the Principal's care.
 - 4.7.5 To promptly notify the bus operator when a bus is involved in an accident or when a child is injured while boarding or riding the bus.
- 4.6 Parents/Guardians**
- 4.6.1 To ensure their child(ren) arrive at the collector points on time for pick up.
 - 4.6.2 To transport their child(ren) who, by choice, attend a school other than their community school unless attending a transportation approved optional program.
 - 4.6.3 To ensure the safety and behaviour of their child(ren) prior to pick-up and following drop-off at the end of the school day.
- 4.7 Students**
- 4.7.1 To behave appropriately while riding the school bus in accordance with Board policies and procedures and their school's Code of Conduct.
 - 4.7.2 To ride a school bus only when eligible under the Board policy or when permission has been approved.

5. DEFINITIONS

5.1 Collector Points (bus stops)

Collector points are centralized designated locations for the pick-up and drop-off of students. The factors to determine collector points are student safety, bus route efficiency and economy.

5.2 Inclement Weather

Inclement weather is defined as road or weather conditions which make it impossible to operate a bus safely.

5.3 Joint Board Consortium

The Joint Board Consortium consists of representatives from the York Region District School Board, York Catholic District School Board and Student Transportation Services who are responsible for overseeing the transportation of school children in York Region.

5.4 Non-Transportation Zone

An area designated by the Board as an area where pupils are not eligible to receive home to school transportation.

5.5 School Attendance Area

Refers to the Catholic school that is located in the same Board defined boundaries as the residential address of the Parent or Guardian of the student.

5.6 Transportation Zone

An area designated by the Board where pupils are eligible to receive home to school transportation.

5.7 School Bus Operators

School bus operators are private companies who have been contracted by STS through an RFP process to provide busing to students in York Region. School bus operators provide the equipment, maintenance and drivers and operate on routes designed and supervised by STS.

6. CROSS REFERENCES

YCDSB Policy 202 Safe Schools (Student Discipline)

YCDSB Policy 218 Code of Conduct

Education Act

Student Transportation Services (STS) Procedures, www.schoolbuscity.com

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

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Curriculum	<i>Policy Number</i> 320
<i>Former Policy #:</i>	<i>Page</i> 1 of 7
<i>Original Approved Date:</i>	<i>Subsequent Approval Dates:</i>
xxx 2017	

POLICY TITLE: REGIONAL FRENCH IMMERSION PROGRAM

SECTION A

1. PURPOSE

French is one of Canada's two official languages and one of Ontario's two official languages of instruction. Research shows that knowledge of a second language strengthens first-language skills and that the ability to speak two or more languages generally enhances reasoning, problem-solving, as well as creative-thinking skills. For these reasons, the York Catholic District School Board offers, along with the Core French program currently provided in our schools, French Immersion as a regional program of choice in which students receive instruction in French for a variety of subjects.

French Immersion programs are designed to provide non-francophone students with a high degree of proficiency in the French language. There is no expectation that the Parents/Guardians of a French Immersion student read or write French. While the Board recognizes that any exposure to a second language is beneficial, French Immersion broadens and deepens that exposure.

2. POLICY STATEMENT

In keeping with the Mission, Vision, Core Values and Strategic Commitments of the York Catholic District School Board, it is the policy of the Board to offer French Immersion as a regional program of choice, based on grade appropriate Ontario Curriculum expectations, for students beginning in Grade 1 and extending to Grade 12, effective September 2020.

3. PARAMETERS

- 3.1 Participation in the Regional French Immersion program shall be open to all eligible students as per Board procedures outlined in the addendum to this policy
 - 3.1.1 Admission into the Regional French Immersion program for Grade 1 shall be by a **three (3) tiered** lottery, as outlined in the procedures, an addendum to this policy. Acceptance into the program through the lottery is a family acceptance, which entitles younger siblings the option of attending a Regional French

Immersion program, **providing application timelines have been met**, when age appropriate for Grade 1. **(Moved from 3.20)**

- 3.2 The elementary Regional French Immersion program shall be available to students beginning in Grade 1 at selected school locations approved by the Board **and as posted on the Board's website.**
- 3.3 French shall be the language of instruction in Grades 1, 2, and 3 for eighty-five percent (85%) of the instructional day with Religion & Family Life and Physical Education taught in English.
- 3.4 In Regional French Immersion elementary schools where International Language is offered, the instructional minutes **in the school day** are extended to accommodate the International Language program.
- 3.5 In Grades 4-8, French instruction shall average 150 minutes per week. The minutes of instructional time shall be shared between French and English with some subjects including, Religion & Family Life, English Language, Math and Music taught in English.
- 3.6 **Students who have completed a Regional French Immersion program at the Elementary level or equivalent, may access the program at the Secondary level.**
- 3.7 Locations of Secondary School Regional French Immersion programs shall be posted on the Board's website.
- 3.8 French Immersion Certificate Requirements shall include ten (10) core Courses taught in the French language over four (4) years with an option available for French Advanced Placement course credit. At a minimum, these courses shall be offered at all Regional French Immersion Secondary Schools:
Gr. 9 Courses – French Language, **Religion**, Geography
Gr. 10 Courses – French Language, **Religion**, History
Gr. 11 Courses – French Language, **Religion**
Gr. 12 Courses – French Language, **Religion**
- 3.9 **Students enrolled in the Regional French Immersion program at the Secondary level must complete the 10-course package as described in 3.8 to obtain the French Immersion Certificate upon graduation.**
- 3.10 Student enrolment and average class size requirements are determined by the Ministry of Education and local collective agreements. (Moved 3.18 and deleted former 3.8)**
- 3.11 Single Track French Immersion schools shall not offer Kindergarten since the French Immersion program commences in Grade 1.
- 3.12 The Board shall provide English as a Second Language (ESL) direct support to students in the Regional French Immersion program, beginning in Gr. 4, in accordance with Board procedures for ESL support for Elementary students. Therefore, except in special circumstances in the primary grades, the ESL/ELD

teacher monitors students' needs and provides consultative support to the classroom teacher.

- 3.13 The Board shall provide Core Resource support to students in the Regional French Immersion program in English.
- 3.14 The Regional French Immersion program shall be based on *The Ontario Curriculum* expectations.
- 3.15 Students shall be assessed and evaluated against curriculum expectations in accordance with the YCDSB's *Guidelines and Procedures for the Implementation of Ministry Policy: Growing Success Assessment, Evaluation and Reporting in Ontario Schools*, with the exception of **Primary Grades**. In **Primary Grades** students are beginning a second language acquisition program and assessment of literacy-based expectations, will reflect this.
- 3.16 Student participation in standardized assessments [i.e., Canadian Test of Basic Skills (CTBS), Education Quality and Assessment Office (EQAO) or Ontario Secondary School Literacy Test (OSSLT)] shall be determined by the Board upon recommendation from the Director of Education in consultation with the Superintendent of Education overseeing Curriculum and Assessment and the Superintendent of Education overseeing Student Services.
- 3.17 Communication to Parents/Guardians shall be in English, including, but not limited to, report cards, newsletters, parent-teacher interviews and general school communication.
- 3.18 Program locations for the implementation and delivery of the Regional French Immersion program shall be subject to approval by the Board upon recommendation from the Director of Education.
- 3.19 The Board maintains, at all times, the right to manage and make accommodation decisions related to Regional French Immersion program locations and/or relocations based on need, enrolment pressures, small class sizes, boundary reviews and/or pupil accommodation reviews.
- 3.20 Board Staff shall review dual track schools when a significant programming, staffing or accommodation issue affects the Board's ability to effectively **allocate** resources **and/or to offer equitable opportunities for all students**. Such a review may lead to a boundary review (*YCDSB Boundary Review Process*) or a pupil accommodation review (*Policy 713*) which may result in the relocation of either the French or English track to another location.
- 3.21 Provision for transportation of students attending the Regional French Immersion program shall be in accordance with the policies and procedures of the Board's Student Transportation Services Policy.

Note: Home School Advantage – Outcome dependent on a motion to be presented at the Regular Board Meeting of November 28, 2017.

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To receive, review and approve requests for the location and possible relocation of Regional French Immersion school locations.
- 4.1.2 To effectively **allocate** Board resources to approve the location(s) of Regional French Immersion Programs that may be subject to change based on significant programming, staffing or accommodation issues, boundary reviews or pupil accommodation reviews.

4.2 Director of Education

- 4.2.1 To oversee compliance with the Regional French Immersion Program policy and procedures.
- 4.2.2 To recommend regional program locations to the Board for consideration and approval.

4.3 Superintendent of Curriculum and Assessment

- 4.3.1 To review Regional French Immersion attendance areas and recommend regional program locations to the Director of Education.
- 4.3.2 To select and communicate the dates of the Parent/Guardian information sessions and the Regional French Immersion registration period as appropriate.
- 4.3.3 To review subject and/or course designations for Regional French Immersion programs.
- 4.3.4 To allocate resources to support the implementation of elementary and secondary Ontario French Immersion Curriculum.
- 4.3.5 To administer the process for the admission and demission of students from a Regional French Immersion program.

4.4 Coordinating Manager of Planning & Operations

- 4.4.1 To support the Superintendent of Curriculum and Assessment in reviewing and determining Regional French Immersion program locations and associated boundaries.

4.5 Human Resources

- 4.5.1 To recruit and allocate staff to support the Regional French Immersion program in accordance with Board policies and staffing procedures.

4.6 All Principals

- 4.6.1 To adhere to the Board's Regional French Immersion policy and procedures.
- 4.6.2 To ensure that French is the language of instruction in all subjects designated by the Board to be taught in French.
- 4.6.3 To provide leadership and support to teachers in implementing appropriate supports for students.
- 4.6.4 To ensure the Student Record of Accumulated Instruction in French is recorded on an annual basis and filed in the student's Ontario Student Record.

4.7 Secondary Principals

- 4.7.1 To ensure the most appropriate Core French placement for students who graduate from the Grade 8 Regional French Immersion program but do not continue with French Immersion in Secondary School.
- 4.7.2 To ensure that all required courses are available to students enrolled in the

Regional French Immersion program in order to satisfy the requirements of the French Immersion Certificate.

- 4.7.3 To ensure that students who have obtained at least 10 French Immersion credits receive the Certificate of Bilingual Studies in French Immersion upon graduation.

4.8 Teachers

- 4.8.1 To recognize that the Regional French Immersion program operates similarly to the program offered in English, and that all curriculum expectations and relevant Board policies and procedures for the implementation of French Immersion are applied.
- 4.8.2 To apply consistent assessment and evaluation strategies in accordance with YCDSB's *Guidelines and Procedures for the Implementation of Ministry Policy: Growing Success Assessment, Evaluation and reporting in Ontario Schools* (Revised Spring 2017) with particular reference to the section about French Immersion.
- 4.8.3 To use French as the language of instruction for subjects designated to be taught in French.
- 4.8.4 To encourage students use of French at all times in subjects designated to be taught in French.
- 4.8.5 To foster, model and encourage the use of French outside of the classroom.
- 4.8.6 To provide the necessary program accommodations and/or adaptations for English Language Learners and students with identified exceptional learning needs.
- 4.8.7 To record, on an annual basis, the number of instructional hours taught in French on the Student Record of Accumulated Instruction filed in the student's Ontario Student Record.

4.9 Parents/Guardians

- 4.9.1 To register their child for the Regional French Immersion program in accordance with Board policies and procedures.
- 4.9.2 To communicate concerns about their child's progress or any additional information relevant to the student's learning, achievement and well-being with appropriate school staff.
- 4.9.3 To understand that learning materials will be in French, including, but not limited to, homework assignments, assessment criteria and learning goals for the subjects designated to be taught in French.
- 4.9.4 To understand that school boundaries and regional program locations are subject to accommodation and/or boundary reviews, and may be revised or changed subject to approval by the Board upon recommendation from the Director of Education and in consultation with Senior Administration.

4.10 Students

- 4.10.1 To attend school and classes each day, as required.
- 4.10.2 To use French to the best of their abilities in all subjects designated to be taught in French.

5. DEFINITIONS

5.1 Core French

Core French is the study of the subject French. Core French is mandatory for English-language schools from Grades 4-8 at the elementary level. York Catholic District School Board offers Core French commencing in Grade 1. One French as a Second Language (FSL) credit is compulsory for obtaining the high school diploma. **Under special circumstances a Principal may approve a course substitution at the Secondary level.**

5.2 Regional French Immersion Program

An optional second-language program where French is not only taught as a subject but is also the language of instruction in one or more than one other subject. French Immersion replaces the need for Core French instruction for students enrolled in the program.

5.3 Regional French Immersion Program: Dual Track School

A school which offers programming in English as well as the French Immersion and Core French programs.

5.4 Regional French Immersion Program: Single Track School

A school which offers only French Immersion programming, but which includes subjects taught in French and English.

6. CROSS REFERENCES

YCDSB Policy 203 Student Transportation Services
YCDSB Policy 309 Assessment and Evaluation of Student Achievement
YCDSB Policy 713 Pupil Accommodation Review of Schools
YCDSB Boundary Review Procedures
Education Act
Ontario Regulation 298 – Operation of Schools
YCDSB French Immersion Program Procedure: An Addendum to Policy 320 French Immersion Program

7. RELATED FORMS (TBD IF REQUIRED)

Approval by Board

Date

Effective Date

Date

Revision Dates

Date

Review Date

Date

POLICY TITLE: FRENCH IMMERSION PROGRAM

SECTION B: GUIDELINES

The Board's procedures, an addendum to this policy, contain information related to the following components:

1. Admission Process

- 1.1 Eligibility Criteria and Application Process
- 1.2 Lottery Process: Structure, Parameters
- 1.3 Registration Process; General, Internal Applicants, External Applicants, Wait Lists
- 1.4 Request for a Sibling to Attend
- 1.5 Delayed Entry

2. Demission from French Immersion

- 2.1 Elementary School: Re-entry to Regular English Track Program
- 2.2 Secondary: Transition from Elementary French Immersion program to Regular English Track Program



York Catholic District School Board

PROCEDURE:
REGIONAL FRENCH IMMERSION PROGRAM

Addendum to Policy 320: Regional French Immersion Program

Effective: xxx 2017

PURPOSE

The York Catholic District School Board acknowledges that policies and accompanying procedures are necessary for effective management and governance.

These procedures are developed to address the “intent” of the Board, thereby guiding the decisions that are made both at the corporate level and in day-to-day operations as they relate to the establishment of a regional French Immersion program.

RATIONALE

These procedures will guide the development, review, revision and implementation of the regional French Immersion Program.

1. ADMISSION PROCESS

1.1 Eligibility Criteria and Application Process Elementary

- i) Year 2 Kindergarten students (SK), eligible for Catholic education, as per the Board's Admission policy and procedures, can apply.
- ii) The process of entry into the Regional French Immersion program is through an on-line application process.
- iii) A parent information evening precedes the opening of the online application process.
- iv) All students, even those who live in the English home school boundary of the Regional French Immersion Program School **or have siblings in French Immersion**, must apply online. The online application process for the Grade 1 Regional French Immersion Program opens in November of each school year and remains open until the approved application date, as determined annually by Administration and posted on the Board's website.
- v) Following the close of online applications the lottery process will begin at each specific Regional French Immersion location.
- vi) Students who apply after the lottery process has closed are placed on the end of the appropriate “tier” waitlist as defined in Section 1.2.1.

Secondary

- i) Elementary French Immersion program or equivalent prerequisites as itemized on the Application for Admission to the Secondary Regional French Immersion Program using Equivalency Criteria.

1.2 Parameters

1.2.1 Priority Placement candidates

The following students are not included in the lottery:

- Year 2 Kindergarten siblings of current Regional French Immersion students
- Students whose home address is within the home school English boundary **in specific dual track Regional French Immersion schools as determined by the board. (Dependent on the motion to be presented at the Regular Board Meeting of November 28, 2017.)**

1.2.2 Lottery Process

i) Structure

The structure of the lottery process is tiered, with three potential sequenced lotteries at each Regional French Immersion program site, as follows:

- i) **First tier:** Students living within the boundary of the Regional French Immersion site.

- ii) **Second tier:** Students living in York Region, outside the boundary of Regional French Immersion site.
- iii) **Third tier:** Students living outside of York Region, i.e.: Toronto, Peel, Durham, Simcoe

i) Twins/Triplets

For multiple siblings in the lottery, one ballot per family will be entered. If the ballot is selected through the lottery process it shall ensure placement for the twins/triplets of the specific family.

ii) Outside of the Regional French Immersion Program Boundary

All students, regardless of whether their home or child care address is outside of the Regional French Immersion Program boundary, may apply to any or all Regional French Immersion Program school(s) if they meet the application process timelines. However, it is important to inform these applicants, those defined in Section 2.2.1 (ii) and (iii), that transportation will not be provided.

iii) Day of the Lottery

Regional French Immersion Program Principals are asked to:

- i) Invite participants to the library, gym or other suitable location;
- ii) Welcome all and begin with a prayer;
- iii) Following the guidelines, explain the lottery process to those present;
- iv) Record each applicant's name on a separate piece of paper and place into the relevant "tier" labeled boxes [refer to 2.2.1];
- v) Draw a name, one at a time, from the relevant "tier" labeled box, read the name aloud, and assign a number beginning with #1;
- vi) Request a volunteer to record the number on the piece of paper selected;
- vii) Volunteer will transcribe this number in the "Status" column on the spreadsheet provide;
- viii) Continue the process until all names in the relevant "tier" labeled box have been assigned a number;
- ix) Keep all written lottery entries and spreadsheet for reference.

iv) Following the Lottery

Regional French Immersion Program Principals are asked to:

- i) Ensure that all lottery data is entered electronically into the Regional French Immersion Program database;
- ii) French Immersion classes can be filled to 23 students with the exception of one class being filled initially to 21 students. If the school has only one grade 1 French Immersion class, that class is filled to 21 students. (This enables the school to confirm that no siblings have been missed in the initial process. The last two spots in this class will be filled 3 weeks after the registration process begins)
- iii) Choose the appropriate Synvoice message from the 3 message text that are found in the principal's French Immersion instructions.
- iv) Mail and email (if possible) the appropriate follow-up letter to each applicant:
 - Internal Candidates – Purple Transfer Form and White S2 form
 - External Candidates - a Registration Package
 - Unsuccessful Candidates – a letter with a waitlist number
- v) Review the "Regional French Immersion Program Registration Process" checklist for registration details and waitlist procedures.
- vi) **Continue to add names to the Regional French Immersion program wait list even if classes are full.**

1.3 REGISTRATION PROCESS

1.3.1 General

- i) Families have been notified by the French Immersion School on the status of their application.
- ii) Families will have up to the specified date, designated in their letter.
- iii) Confirmation from the parent/ guardian must be received in writing, indicating acceptance or refusal of the placement prior to the placement being offered to the next waitlisted student.
- iv) Waitlisted students who are offered a spot will have a **5 business day timeline** to register. If they decline, the spot is to be offered to the next child on the waitlist, with a similar timeline for registration.
- v) School continues to accept applications at the school, recording the date and time of application, after the online application has closed.
- vi) School Staff shall:
 - Document the date of the parent's/guardian's acceptance
 - Document the date if parents/guardians decline the spot and record the reason for data collection purposes.
- vii) Maintain and update the database as families register or decline placements.
- viii) When families decline a placement, record the reason/rationale provided for the decline.
- ix) Provide database updates to the board as requested.

1.3.2 Internal Applicants (Currently registered in a YCDSB school within the FI Regional Boundary)

- i) Parents/guardians complete a Purple French Immersion Transfer Form and a White *S2 Emergency Procedures and Consent Form* (Please note that the forms must be colour coded to identify FI process)
- ii) Parents/guardians return completed forms to their **current** home school
- iii) The home school Principal shall:
 1. Sign the transfer form;
 2. Provide a copy to the parent;
 3. File a copy in the OSR and;
 4. Send the original transfer form and S2 to the Regional French Immersion school by the date designated.
- iv) The home school transfers/inactivates the student's information from Maplewood to the Regional French Immersion school.
- v) The Regional French Immersion school sends the OSR transfer request to the home school in June.

1.3.3 Internal Applicants (Currently registered in a YCDSB school living outside regional FI boundary)

- i) Follow all steps above in 1.3.2
- ii) TCH 19 is required
- iii) No Transportation is provided

1.3.4 External Applicants (not registered in YCDSB; **Out-of-Region Residence**)

- i) Parents/guardians complete a full registration package (S1) with original documentation as per admission policy (include TCH19 if applicable)
- ii) The **Regional French Immersion** school shall enter registration information into Maplewood.

- iii) The Regional French Immersion School will send an OSR transfer request to the home school in June.

1.3.5 Waitlists

The School shall:

Please Note: Before offering the placement to the next waitlisted candidate, ensure that the previous candidate's parent has declined.

- i) Contact wait list applicants in numerical order **within the appropriate tier, beginning with tier 1**, until all placements are full.
- ii) Update the Regional French Immersion database as parents/guardians accept or decline.
- iii) Issue wait list letters to internal and external applicants to welcome new registrants.
- iv) Provide external applicants with a full registration package for completion.
- v) Provide external applicants with a transfer form (TCH19) for completion and have forms signed by the home school Principal who then forwards it to the appropriate Regional French Immersion School.
- vi) Continue to add names, with detailed contact information, to the waitlist **within the appropriate tier**, as new applicants call to inquire about the program and new openings may occur prior to November.
- vii) **Enter registration information into Maplewood.**

1.4 Request for a Sibling to attend the Regional French Immersion Program School

1.4.1 Process Steps for Registering Siblings of French Immersion Students presently at YCDSB:

- i) Parent completes a TCH19 application to have the sibling attend the Regional French Immersion Program school.
- ii) If the school accepts the TCH19 application, the student will be transferred.
- iii) The current home school is requested to provide all documentation eg. Birth, Baptismal, certificate, S1 (*Registration Form*), S4 (*Pupil Eligibility for ESL/Literacy Development Funding*) or other immigration documents in the OSR. **No new registration package is required.**

1.4.2 Process Steps for Siblings of French Immersion Students not presently registered in YCDSB:

- i) If a sibling is not registered in the YCDSB, a complete Registration package must be completed at the home school.
- ii) Parent completes a TCH19 application to have the sibling attend the Regional French Immersion Program school.
- iii) If the school accepts the TCH19 application, the student will be transferred.

1.5 Delayed Entry

1.5.1 A late entry to the grade one class of the Regional French Immersion Program will be considered under most circumstances until December 1st. Special circumstances are addressed by the school Principal, Superintendent and Superintendent of Curriculum and Assessment. i.e.; French speaking parent(s) or student.

1.5.2 The following parameters need to be assessed when considering delayed entry:

- i) Child's interest in French Language acquisition.
- ii) Mid-term report checklist of learning skills.
- iii) Parental support for transition to the Regional French Immersion Program.

For entry into grades later than Gr. 1, students must be leaving a French Immersion program in another school or school board, or equivalent French language instruction and be eligible to meet the requirements for the YCDSB FI certificate.

2. DEMISSION FROM A REGIONAL FRENCH IMMERSION PROGRAM

2.1 Re-entry to Regular English Track Program

- i) Prior to consideration of withdrawal, accommodations for learning needs supported by the School Based Resource Team at the Elementary level or the Student Success Team and Guidance Counsellor at the Secondary level, should be developed and implemented in consultation with Administration and the parents/guardians.
- ii) When a student is being considered for withdrawal an appropriate meeting will be arranged between school staff and parents/guardians to discuss the needs of the student.
- iii) When parents/guardians have indicated that they wish to have their child returned to their home school, a re-entry meeting will be held and an appropriate transition plan will be developed and implemented.
- iv) The student will return to their home school unless parents/guardians wish to pursue a TCH 19 application without transportation at the Regional French Immersion program location.
- v) When a parent/guardian of a Gr. 8 FI student is considering attending a program other than the secondary French Immersion program, an appropriate meeting will be arranged between school staff and parents/guardians. The reasons for considering discontinuation of the French Immersion program in secondary and the needs of the student will be discussed. If the final decision is to leave the French Immersion program, the student may apply at the home secondary school or as a TCH 19 applicant to the English track program at the French Immersion secondary school.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Finance	<i>Policy Number</i> 809
<i>Former Policy #</i>	<i>Page</i> 1 of 2
<i>Original Approved Date:</i> May 8, 2012	<i>Last Approval Date:</i> May 8, 2012 June 17, 2014

POLICY TITLE: STAFF USE OF EXTERNAL LEGAL RESOURCES

1. PURPOSE

The York Catholic District School Board acknowledges that there will be occasions when the services of external legal resources may need to be retained by Senior Administration. The purpose of this policy is to clarify the conditions under which external legal services will be acquired.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that legal advice and representation be retained when necessary in the delivery of education services and/or management and/or control of Board resources. Funds shall be allocated in the annual budget for legal expenses.

3. PARAMETERS

- 3.1 Board funds may be allocated for acquiring external legal services related to **routine (standard operational)** matters of the Board including, but not limited to:
 - 3.1.1 Property [Review of Contracts / Purchases / Leases / Education Development Charges (EDC)]
 - 3.1.2 Safe Schools (Suspensions, Expulsions)
 - 3.1.3 Insurance Claims
 - 3.1.4 Procurement of Goods and Services for the Board (Bids, Contracts, Claims, Statutory Compliance requirements)
- 3.2 Board funds may be allocated for acquiring external legal services related to Labour matters such as Grievances, Human Rights and Bargaining as directed by and reported to the Labour Relations Committee of the Board.

- 3.3 Board funds may be allocated, with **prior** Board approval, for acquiring external legal services related to **non-routine** matters which could set a significant precedent in policy and/or procedure.
- 3.4 The Director of Education shall be responsible for the acquisition of external legal services.
- 3.5 The Director of Education shall report to the Board of Trustees in private session, no less than semi-annually, the status of all legal matters and associated legal costs.
- 3.6 Invoices for all external legal services shall be approved by the appropriate Senior Administrator whose department initiated the request for service.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance of the Staff Use of External Legal Resources Policy.
- 4.2.1 To present to the Board matters requiring approval.

4.2 Senior Administration

- 4.2.1 To acquire external legal resources for routine (standard operational) matters as required or directed.
- 4.2.2 To provide information or prepare reports as requested by the Director of Education in a timely manner.

5. DEFINITIONS

5.1 Senior Administration

For the purpose of this policy Senior Administration refers to the Director of Education, the Associate Director, **Strategic Leadership, Chief Financial Officer, Chief Information Officer**, Supervisory Officers **Coordinating Managers**, and/or Senior Managers whose department initiates a request for external legal resources, provides information and/or prepares reports as requested by the Director of Education.

6. CROSS REFERENCES

N/A

Approval by Board	<u>May 8th, 2012</u> Date
Effective Date	<u>May 8th, 2012</u> Date
Revision Dates	<u>June 17, 2014</u> Date
Review Date	<u>June 2019</u> Date



York Catholic District School Board

MEMO

To: Policy Review Committee

From: Fran Zeppieri, Manager of Child Care Services

Date: November 23, 2017

Report: Before and After School Child Care Program Enrolment Summary

Further to the Policy Review Committee meeting held on January 21, 2015, the Policy Review Committee requested the information attached to be presented on an annual basis.

This memo is intended to provide information related to the number of children enrolled in child care programs, specifically Before and After School child care programs as is listed as:

Child Care / School Age Enrolment (by Trustee)

Childcare / School Age Enrolment

2017-2018

Sorted by Trustee

Elementary Schools	Trustee	School Enrolment (TCH8 Report - period ending Sep 29, 2017) 2017-2018				Child Care / Before & After Care		Total FDK Percentage of Children in Child Care / Before & After Care	Total Grades 1-6 Percentage of Children in Before & After Care
		FT		FDK	Grade 1 - 6	FDK	Grade 1 - 6	%	%
		J.K.	S.K.	TOTALS	TOTALS	TOTALS	TOTALS		
Christ the King	Ann Stong/Domenic Mazzotta	27	45	72	459	26	120	36%	26%
Corpus Christi	Ann Stong/Domenic Mazzotta	12	12	24	129	8	32	33%	25%
Father Frederick McGinn	Ann Stong/Domenic Mazzotta	53	46	99	330	28	73	28%	22%
Father Henri Nouwen	Ann Stong/Domenic Mazzotta	16	16	32	152	11	31	34%	20%
Our Lady Help of Christians	Ann Stong/Domenic Mazzotta	18	28	46	249	6	33	13%	13%
Our Lady of Hope	Ann Stong/Domenic Mazzotta	29	23	52	305	15	35	29%	11%
Our Lady of the Annunciation	Ann Stong/Domenic Mazzotta	20	22	42	188	25	31	60%	16%
St. Anne	Ann Stong/Domenic Mazzotta	29	20	49	181	10	15	20%	8%
St. Charles Garnier	Ann Stong/Domenic Mazzotta	28	36	64	210	15	20	23%	10%
St. John Paul II	Ann Stong/Domenic Mazzotta	24	29	53	163	19	39	36%	24%
St. Joseph, Richmond Hill	Ann Stong/Domenic Mazzotta	21	28	49	189	12	30	24%	16%
St. Marguerite D'Youville	Ann Stong/Domenic Mazzotta	28	28	56	288	20	57	36%	20%
St. Mary Immaculate	Ann Stong/Domenic Mazzotta	25	21	46	173	21	39	46%	23%
All Saints	Carol Cotton	18	31	49	256	14	45	29%	18%
St. Anthony	Carol Cotton	15	27	42	207	11	42	26%	20%
St. John XXIII	Carol Cotton	16	20	36	137	8	26	22%	19%
St. Justin Martyr	Carol Cotton	32	33	65	402	12	60	18%	15%
St. Matthew	Carol Cotton	10	15	25	101	0	15	0%	15%
St. Michael Academy	Carol Cotton	22	26	48	226	9	53	19%	23%
St. Monica	Carol Cotton	39	47	86	253	26	45	30%	18%
St. Rene Goupil	Carol Cotton	23	40	63	147	29	45	46%	31%
Blessed Scalabrini	Cathy Ferlisi	15	22	37	135	22	50	59%	37%
Our Lady of the Rosary	Cathy Ferlisi	30	29	59	187	6	18	10%	10%
St. Cecilia	Cathy Ferlisi	73	69	142	460	52	135	37%	29%
St. Joseph the Worker	Cathy Ferlisi	39	49	88	258	12	35	14%	14%
Our Lady of Fatima	Dino Giuliani	41	47	88	337	25	29	28%	9%
San Marco	Dino Giuliani	22	25	47	154	14	22	30%	14%
St. Andrew	Dino Giuliani	18	42	60	242	11	38	18%	16%
St. Angela Merici	Dino Giuliani	20	32	52	197	15	52	29%	26%
St. Catherine of Siena	Dino Giuliani	18	23	41	160	8	26	20%	16%
St. Clement	Dino Giuliani	35	37	72	229	34	53	47%	23%
St. Margaret Mary	Dino Giuliani	31	36	67	230	26	30	39%	13%
St. Padre Pio	Dino Giuliani	45	53	98	364	26	72	27%	20%
St. Peter	Dino Giuliani	19	32	51	171	15	20	29%	12%
St. Stephen	Dino Giuliani	28	26	54	327	18	67	33%	38 20%

Elementary Schools	Trustee	School Enrolment (TCH8 Report - period ending Sep 29, 2017) 2017-2018				Child Care / Before & After Care		Total FDK Percentage of Children in Child Care / Before & After Care	Total Grades 1-6 Percentage of Children in Before & After Care
		FT		FDK	Grade 1 - 6	FDK	Grade 1 - 6		
		J.K.	S.K.	TOTALS	TOTALS	TOTALS	TOTALS	%	%
Holy Name	Elizabeth Crowe	51	54	105	354	20	48	19%	14%
Holy Spirit	Elizabeth Crowe	24	27	51	186	17	33	33%	18%
Light of Christ	Elizabeth Crowe	25	36	61	163	13	35	21%	21%
Our Lady of Grace	Elizabeth Crowe	16	27	43	146	13	24	30%	16%
St. Brendan	Elizabeth Crowe	70	99	169	477	45	103	27%	22%
St. Brigid	Elizabeth Crowe	54	43	97	269	31	38	32%	14%
St. Jerome	Elizabeth Crowe	31	36	67	342	34	53	51%	15%
St. Joseph, Aurora	Elizabeth Crowe	0	0	0	301	0	45	0%	15%
St. Mark	Elizabeth Crowe	33	68	101	287	29	42	29%	15%
St. Mary	Elizabeth Crowe	47	45	92	380	18	42	20%	11%
St. Patrick, Schomberg	Elizabeth Crowe	39	34	73	200	24	30	33%	15%
Guardian Angels	Maria Marchese	65	60	125	315	55	95	44%	30%
Immaculate Conception	Maria Marchese	52	48	100	281	36	77	36%	27%
St. Agnes of Assisi	Maria Marchese	25	30	55	267	9	45	16%	17%
St. Clare	Maria Marchese	23	14	37	192	5	5	14%	3%
St. Emily	Maria Marchese	54	51	105	423	29	50	28%	12%
St. Gabriel the Archangel	Maria Marchese	31	49	80	300	26	77	33%	26%
St. Gregory the Great Academy	Maria Marchese	22	21	43	228	7	44	16%	19%
St. John Bosco	Maria Marchese	0	0	0	322	0	58	0%	18%
St. Mary of the Angels	Maria Marchese	87	81	168	499	44	122	26%	24%
St. Michael the Archangel	Maria Marchese	50	67	117	473	26	105	22%	22%
St. Veronica	Maria Marchese	57	65	122	465	26	74	21%	16%
San Lorenzo Ruiz	Marlene Mogado	42	37	79	349	32	87	41%	25%
Sir Richard W. Scott	Marlene Mogado	20	33	53	196	13	28	25%	14%
St. Benedict	Marlene Mogado	20	23	43	143	5	16	12%	11%
St. Edward	Marlene Mogado	0	0	0	343	0	62	0%	18%
St. Francis Xavier	Marlene Mogado	30	34	64	212	10	23	16%	11%
St. Joseph, Markham	Marlene Mogado	65	59	124	279	43	50	35%	18%
St. Julia Billiart	Marlene Mogado	41	50	91	372	26	61	29%	16%
St. Kateri Tekakwitha	Marlene Mogado	29	37	66	225	13	63	20%	28%
St. Patrick, Markham	Marlene Mogado	28	31	59	207	17	29	29%	14%
St. Vincent de Paul	Marlene Mogado	15	6	21	75	5	21	24%	28%
Blessed Trinity	Teresa Ciaravella	48	57	105	493	26	80	25%	16%
Divine Mercy	Teresa Ciaravella	16	20	36	214	12	38	33%	18%
Father John Kelly	Teresa Ciaravella	33	37	70	230	26	75	37%	33%
Holy Jubilee	Teresa Ciaravella	42	44	86	348	35	85	41%	24%
Pope Francis	Teresa Ciaravella	51	57	108	201	40	50	37%	25%

Elementary Schools	Trustee	School Enrolment (TCH8 Report - period ending Sep 29, 2017) 2017-2018				Child Care / Before & After Care		Total FDK Percentage of Children in Child Care / Before & After Care	Total Grades 1-6 Percentage of Children in Before & After Care
		FT	FDK	Grade 1 - 6		FDK	Grade 1 - 6		
		J.K.	S.K.	TOTALS	TOTALS	TOTALS	TOTALS	%	%
St. David	Teresa Ciaravella	21	24	45	197	8	30	18%	15%
St. James	Teresa Ciaravella	31	44	75	245	16	30	21%	12%
St. Raphael the Archangel	Teresa Ciaravella	38	34	72	299	20	60	28%	20%
Canadian Martyrs	Theresa McNicol	54	54	108	329	21	46	19%	14%
Good Shepherd	Theresa McNicol	24	21	45	115	12	11	27%	10%
Notre Dame	Theresa McNicol	55	42	97	279	31	48	32%	17%
Our Lady of Good Counsel	Theresa McNicol	28	31	59	166	11	12	19%	7%
Prince of Peace	Theresa McNicol	34	33	67	187	22	28	33%	15%
St. Bernadette	Theresa McNicol	37	31	68	149	21	24	31%	16%
St. Elizabeth Seton	Theresa McNicol	30	44	74	386	20	42	27%	11%
St. John Chrysostom	Theresa McNicol	26	23	49	166	13	23	27%	14%
St. Nicholas	Theresa McNicol	36	39	75	150	26	30	35%	20%
St. Thomas Aquinas	Theresa McNicol	31	38	69	185	13	30	19%	16%
TOTAL ELEMENTARY		2,720	3,053	5,773	21,806	1,653	3,960	29%	18%
						TOTAL			
						5,613			

Notes: Excludes St. Paul and Mother Teresa

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Students	<i>Policy Number</i> 201B
<i>Former Policy #</i>	<i>Page</i> 1 of 4
<i>Original Approved Date</i>	<i>Last Approved Date</i>
June 21, 2011	March 5th, 2013 June 20, 2017

POLICY: HEALTHY SCHOOLS - PHYSICAL ACTIVITY

SECTION A

1. PURPOSE

The YCDSB recognizes that education is about the whole child and that physically active students are better prepared to learn. By promoting healthy physical activity through its practices, programs and curriculum, the York Catholic District School Board supports Ministry Provincial Policy Memorandum PPM 138 and provides a consistent message regarding physical activity to all staff, students and school volunteers. By creating a Healthy Physically Active Environment, schools will be supporting a Christ-centred learning philosophy.

2. POLICY

It is the policy of the York Catholic District School Board to promote and sustain healthy physically active environments which will help students optimize their learning potential. All schools will develop strategies to support these goals through their Healthy School Committee in alignment with the Board's Healthy Schools Framework.

3. PARAMETERS

- 3.1 All schools in the York Catholic DSB comply with the Ontario Ministry of Education's Daily Physical Activity Policy Act.
- 3.2 All Principals, in consultation with staff, the Catholic School Council, students and the local Healthy Schools Committee, shall be responsible for implementing and monitoring this policy and developing local strategies that align with the Board's Healthy Schools Framework.
- 3.3 Elementary timetables must include two 40 minute physical education classes per week. As well as a **minimum of twenty minutes of moderate to vigorous physical activity each school day during instructional time. The minimum requirement may be completed in a single block of time in the instructional day or in multiple, smaller blocks of time throughout the instructional day.** On days when there is not a physical

education class, students will have at least 20 minutes of physical activity daily. Daily Physical Activity (DPA) will be included in the instructional day, using one of the following strategies: integrated into other curriculum areas; timetabled or a combination of these strategies.

- 3.4 In elementary schools all students will receive physical activity education via the Active Living Component from the Ontario Health and Physical Education Curriculum (Grades 1-8), Healthy Living Strand. Ontario Health and Physical Education Association (OPHEA) supports will also be available for K-8.
- 3.5 In secondary schools, diverse forms of physical health education courses (e.g. dance, girls-only pool time, yoga, weight training) will be provided where numbers warrant. A variety of creative options that encourage students to participate, develop confidence and skill building will be considered.
- 3.6 In secondary schools all students will receive physical activity education via the Active Living Component from the Ontario Health and Physical Education Curriculum (Grades 9-12), Healthy Living Strand. Ontario Health and Physical Education Association (OPHEA) supports will also be available for Grades 9-12.
- 3.7 Secondary School Administration will work with their School Councils to develop strategies that promote student physical activity.
- 3.8 Intramural sports shall be encouraged in schools wherever scheduling is possible.
- 3.9 **Integration of Physical Activity Education for Students:** In elementary and secondary schools, physical activity should be incorporated into appropriate areas of the curriculum (e.g., drama, dance) to help develop a healthier attitude and a focus on lifetime physical activities that youth can see themselves doing after graduation.
- 3.10 **Staff Training on Physical Activity:** All staff will be encouraged to participate in regular physical activity training sessions. The YCDSB will provide opportunities for professional development and encourage staff to have adequate physical activity knowledge (e.g., workshops, Health & Physical Education website, Curriculum conference, subject council meetings, athletic association, current curriculum supports and resources).
- 3.11 **Physical Activity Education and Religious Education Programs:** Physical Activity should also be integrated with religious education teachings, to affirm our belief that we are called to educate the whole person as a physical, spiritual and intellectual being.
- 3.12 Administration will work with school board personnel to plan school grounds which provide opportunities that encourage physical activity.
- 3.13 Planning for walkers and bikers within the safe arrival area must be considered to encourage safe walking routes and bike parking.
- 3.14 **Discipline:** Daily Physical Activity/Physical Education class/intramurals/sport teams will not be withheld as discipline for individuals or a class. Teachers or staff supervising **physical activity** may utilize a time out or an alternative activity if

student's behavior is creating a safety issue within the context of the supervised activity.

- 3.15 **Community Partnerships:** Every effort will be made to promote strategies to involve students, families, parish and the community (e.g., Institute for Catholic Education, York Region Community and Health Services, Ontario Health and Physical Education Association) in physical activity education, and promote and maintain a Healthy Physical Activity Environment.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Healthy Schools – Physical Activity policy.

4.2 Superintendent of Education overseeing Healthy Schools

- 4.2.1 To oversee the Board's processes for Healthy Schools - Physical Activity.
4.2.2 To support and act as a resource to the Health and Physical Education Consultant.

4.3 Superintendents of Education

- 4.3.1 To assist the school in promoting and supporting physical activity for students.
4.3.2 To share successful practices and develop future directions.

4.4 Principals and Vice-principals

- 4.4.1 To support school participation in promoting physical activity through both words and actions.
4.4.2 To provide leadership and learning opportunities to teachers, students, staff, parents, school councils and community members to implement and sustain healthy physical activity in school;
4.4.3 To work with the Healthy School Committee to provide information on physical activity.

4.5 School Staff

- 4.5.1 To provide opportunities for students to increase their knowledge, skills, and attitudes with regards to physical activity;
4.5.2 To integrate healthy physical activity into daily practices;
4.5.3 To model healthy behaviours;

4.6 School Councils

- 4.6.1 To support school participation efforts in promoting and supporting healthy physical activity.

4.7 Students, Parents, Community Members

- 4.7.1 To take opportunities to acquire and apply knowledge and skills that develop and sustain positive healthy physical activity in their home environments and school communities;

5. DEFINITIONS

5.1 Active Tools for Schools (ATS)

A free resource developed by YR Public Health to support elementary schools in creating a healthy, active environment by using the Comprehensive School Health

approach (**Five** Foundations for a Healthy School). ATS was developed to gather, organize and describe programs and resources that support Healthy Schools. There are nine *Essential Elements for Active Schools*: enhancing DPA; active fundraisers; active celebrations and rewards; positive staff role modeling and reinforcement; physical curriculum **in the curriculum**; active opportunities **beyond the classroom**; **active school travel, safety, equipment and space; supportive guidelines and policies.**

5.2 Daily Physical Activity (P/PM) 138

~~In October 2005,~~ The Ontario Ministry of Education released a policy that stated that every elementary student will take part in a minimum of 20 minutes of **sustained** moderate to vigorous daily physical activity as part of the government's Healthy Schools Program.

6. CROSS REFERENCES

YCDSB Policy 201 Healthy Schools

YCDSB Policy 603A School Fundraising

The Ontario Curriculum, Grades 9 and 10; 11 and 12, Health and Physical Education, 1999
<http://www.edu.gov.on.ca/eng/curriculum/secondary/health.html>

The Public Health Agency of Canada, ParticipACTION and the Canadian Society for Exercise Physiology (CSEP) developed new physical activity guidelines.

The Canadian Society for Exercise Physiology (CSEP) released the Canadian Sedentary Behaviour Guidelines for Children and Youth.

<http://www.csep.ca/english/view.asp?x=587>

Ontario Health and Physical Education Association for Educators K-12.

<http://www.ophea.net/>

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

Date of Issue: October 5, 2017**Effective:** Until revoked or modified**Subject:** DAILY PHYSICAL ACTIVITY IN ELEMENTARY SCHOOLS,
GRADES 1–8**Application:** Directors of Education
Supervisory Officers and Secretary-Treasurers of School Authorities
Principals of Elementary Schools**Reference:** This memorandum replaces Policy/Program Memorandum No. 138,
October 6, 2005.

INTRODUCTION

The purpose of this memorandum is to ensure that all elementary school students¹ have the opportunity to be physically active during the school day. Physical activity is essential for the healthy growth and development of children and youth. It can have a positive impact on their physical fitness and help lay the foundation for healthy, productive lives. Participating in physical activity and reducing sedentary behaviour is known to enhance well-being, which is an important element of academic achievement and overall student success. Providing elementary students with opportunities to be physically active supports two of the goals for education in Ontario – promoting well-being and achieving excellence – as outlined in *Achieving Excellence: A Renewed Vision for Education in Ontario, 2014*. Engaging students in daily physical activity also helps build a culture of physical activity in schools, which can instil the value of physical activity for life and help to improve health and learning outcomes for all children and youth.

THE REQUIREMENT

School boards² must ensure that all elementary school students, including students with special education needs, have a minimum of twenty minutes of moderate to vigorous physical activity each school day during instructional time.

The minimum requirement of twenty minutes of moderate to vigorous daily physical activity may be completed in a single block of time in the instructional day or in multiple, smaller blocks of time throughout the instructional day.

1. For the purposes of this memorandum only, *elementary school students* refers to students in Grades 1 to 8 in publicly funded schools.

2. In this document, *school board(s)* and *board(s)* refer to district school boards and school authorities.

PRACTICES FOR CONSIDERATION

The *Canadian 24-Hour Movement Guidelines*, a document based on recent research, recommends that, “for optimal health benefits, children and youth (aged 5–17 years) should achieve high levels of physical activity, low levels of sedentary behaviour, and sufficient sleep each day.”³ These guidelines also recommend “trading indoor time for outdoor time”, and encourage children and youth to participate in a variety of physical activities, performed in various environments and contexts.

To enhance their well-being and achievement, all students should strive to achieve high levels of physical activity and limit sedentary behaviour every day. To support them in reaching this goal, educators may want to consider breaking up longer periods of sedentary time during the school day by building movement opportunities into instructional time.

IMPLEMENTATION

School boards are responsible for the implementation of this policy and for related training. It is the collective responsibility of principals and other education professionals to ensure that students receive at least twenty minutes of moderate to vigorous physical activity during instructional time every school day.

All activities must be adapted, as appropriate, to ensure that all students, including students with special education needs, can participate in them. Such adaptations must be consistent with the accommodations and/or modifications outlined in a student’s Individual Education Plan.

Daily physical activity may be incorporated into the instructional day in a variety of ways. For instance, integrating physical activity across various curriculum areas in individual blocks of five, ten, or fifteen minutes of moderate to vigorous activity would be an effective way of meeting the total minimum daily requirement of twenty minutes, and also of creating a culture of physical activity in the school. Twenty minutes or more of moderate to vigorous physical activity during a scheduled health and physical education class would also meet the daily physical activity requirement. Since physical activity is only one component of a comprehensive health and physical education program, there will be days when a health and physical education class does not include at least twenty minutes of moderate to vigorous physical activity. On these days and on days when no health and physical education class is scheduled, other opportunities for accumulating at least twenty minutes of moderate to vigorous physical activity during the instructional day must be provided.

3. *Canadian 24-Hour Movement Guidelines: An Integration of Physical Activity, Sedentary Behaviour, and Sleep* (Toronto: Canadian Society for Exercise Physiology, 2016).

SAFETY

As indicated in *The Ontario Curriculum, Grades 1–8: Health and Physical Education, 2015*, attention to safety, including physical and emotional safety, is an integral part of instructional planning and implementation.

The primary responsibility for ensuring safe practices rests with the school board and its employees. The principal is responsible for ensuring that all students, including students with special education needs, have the opportunity to participate in daily physical activity in a safe manner. Potential risks must be identified and procedures developed to prevent or minimize, and respond to, incidents and injuries.

As noted in the *Health and Physical Education* curriculum document (p. 15), “It is also critical to student success to create an atmosphere in which students of all body shapes and sizes, abilities, gender identities and sexual orientations, and ethnocultural, racial, and religious backgrounds feel accepted, comfortable, and free from harassment.”

REPORTING AND ACCOUNTABILITY

School boards will develop and apply a process to monitor the implementation at the school level of the requirement outlined in this memorandum. School boards and principals should also take appropriate action to ensure that parents are kept informed of their children’s participation in daily physical activity.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Students/Admissions	<i>Policy Number</i> 219A
<i>Former Policy #</i> 219	<i>Page</i> 1 of 7
<i>Original Approved Date</i> January 29, 2002	<i>Last Approved Date</i> January 22, 2008 February 3rd, 2009 September 1st, 2009 March 5, 2013 September 26, 2017

POLICY TITLE ELEMENTARY STUDENT DRESS CODE

SECTION A

1. PURPOSE

In keeping with the distinctiveness of our Catholic schools, the York Catholic District School Board believes that a student Dress Code fosters:

- 1.1 A sense of belonging and pride;
- 1.2 A safe and respectful **environment for learning and teaching**; and
- 1.3 A confident and positive sense of self and respect for the dignity and welfare of others.

The purpose of this policy is to provide guidance to school Administrators and Catholic School Councils with respect to student Dress Code.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that all schools shall have a **defined** Dress Code, **namely, Appropriate, Standardized or Full Uniform**.

3. PARAMETERS

- 3.1 In Elementary schools with an Appropriate Dress Code, the Principal, in conjunction with the Catholic School Council, will **review issues related to student** assess the adherence to the code annually.
- 3.2 In Elementary schools with a Standardized Dress Code, the Principal, in conjunction with the Catholic School Council, will assess both the efficacy of the approved clothing items and **review issues related to student** adherence to the code annually.

- 3.3 In Elementary schools with a Full Uniform Dress Code, efficacy of the approved clothing items, the level of satisfaction with the current supplier, as well as adherence to the code will be reviewed annually by the Principal in conjunction with the Catholic School Council.
- 3.4 A formal Request for Proposal (RFP) process facilitated by the York Catholic DSB Purchasing Department results in the selection of an approved Uniform Vendor. Vendor proposal submissions are evaluated by a committee comprised of Trustees, Superintendents and Principals. This body is intended to present the needs of school communities.
- 3.5 No suspensions or expulsions for dress infractions will occur at the Elementary level. A list of progressive discipline strategies to address non-compliance is included in the Policy Guidelines, Section B (5).
- 3.6 Compliance with the school Dress Code for students assigned to holding schools, for students transitioning to a new school or as the result of a Pupil Accommodation Review decision, will be for a period of one year maximum. During this transition period more latitude will be exercised for students to comply with the school's Dress Code.
- 3.7 New schools shall implement the Dress Code policy in accordance with the timelines outlined within the procedures, an addendum to this policy, once the transition to the new school has occurred.
- 3.8 Schools affected by a Pupil Accommodation Review shall discuss Dress Code as part of each school's Transition Plan. Schools will commence the Dress Code review in accordance with the timelines outlined in the procedures, an addendum to this policy, once the transition to the new school has occurred.
- 3.9 No decision-making process shall be repeated for 5 full school years with the exception of schools affected by a Pupil Accommodation Review. The decision-making process will be initiated in year six (6) of the school's current Dress Code enforcement.
- 3.10 No decision-making process shall be implemented unless a request is initiated by the Catholic School Council and communicated to the Principal, as outlined in the procedures, an addendum to this policy.
- 3.11 Results from the decision-making process will be stored at the school for five (5) full years and only destroyed when the decision-making process has been completed in year six (6).

4. RESPONSIBILITIES

4.1 Principals

- 4.1.1 To provide leadership and support to the school community with respect to Dress Code implementation and the application of the Elementary Dress Code policy and procedures.
- 4.1.2 To exercise discretion in allowing exceptions to the Dress Code.

4.1.3 To review issues relating to student adherence to the Dress Code with the Catholic School Council on an annual basis.

4.1.4 To liaise with Purchasing Services on issues related to Dress Code, where applicable.

4.2 School Staff

4.2.1 To support school community initiatives which promote compliance with the Dress Code.

4.3 Catholic School Councils

4.3.1 To collaborate with the Principal with regards to Dress Code.

4.3.2 To advise the Principal if a request to change the existing school Dress Code has been received by the parents/guardians.

4.3.3 To have representation on the Dress Code Advisory Committee assisting with the decision-making process as outlined within the procedures of this policy.

4.3.4 To support and promote the ongoing implementation of the school's Dress Code.

4.4 Parents/Students

4.4.1 To abide by the approved Dress Code.

5. DEFINITIONS

5.1 Dress Code

5.1.1 Appropriate - Students dressed in clothes that are respectful, neat and clean.

5.1.2 Standardized - Students dressed in clothes of common colour and style.

5.1.3 Full Uniform - Students dressed in approved clothing items **branded with the school insignia** purchased from an authorized Board supplier.

5.2 Families eligible to participate in the decision-making process

All registered families, except for families with children in Grade 8 only (or children in Grade 6 only in the Georgina schools) will be eligible to participate in the process and vote accordingly throughout the decision making process.

6. CROSS REFERENCES

YCDSB Policy 202 Safe Schools (Student Discipline)

YCDSB Policy 802 Purchasing, Lease and Rental of Products and Services

YCDSB Policy 812 Fair Labour Practices

YCDSB Procedure Elementary Student Dress Code (Addendum to Policy 219A Elementary Dress Code)

YCDSB Procedure Transition Process for School Consolidation/Closure (Addendum to Policy 713: Pupil Accommodation Review of Schools)

Approval by Board	September 26, 2017 <i>Date</i>
Effective Date	September 27, 2017 <i>Date</i>
Revision Dates	September 26, 2017 <i>Date</i>
Review Date	September 2022 <i>Date</i>

POLICY TITLE: ELEMENTARY STUDENT DRESS CODE

SECTION B: GUIDELINES

1. PARAMETERS FOR THE APPROPRIATE DRESS CODE.

All student attire must be in keeping with our Catholic teachings and beliefs, and reflect principles of modesty and **shall not** include the following:

- 1.1 Halter tops, tank tops, spaghetti strap tops (narrower in width than 3 centimeters) or tube tops;
- 1.2 Half t-shirts, tops with cut-outs, tops made of mesh or netting type material;
- 1.3 Short shorts or skirts;
- 1.4 Low necklines, front or back;
- 1.5 Language and/or representation (pictures) on attire that indicates gang affiliation and/or depicts violence, profanity or discrimination of any kind whatsoever or that otherwise demeans an identifiable individual or group;
- 1.6 Accessories not in keeping with the spirit of the Dress Code as determined by the local school;
- 1.7 Tops, pants, shorts and skirts **must** cover the entire midriff.

Appropriate Dress Code enforcement is the responsibility of the Principal and school staff are expected to support its consistent implementation.

The Appropriate Dress Code will permit the Principal to exercise discretion to allow exceptions to the Dress Code or exceptions regarding compliance.

2. PARAMETERS FOR THE STANDARDIZED DRESS CODE

Each school **must** take into consideration the following when developing their standardized Dress Code options:

- 2.1 Affordability;
- 2.2 Ease of purchase; ~~from local vendors;~~
- 2.3 Practicality and respect for the age, growth, specific individual needs and developmental stages of children within the elementary school community (i.e., stretchy bottoms that provide for ease of wear, comfort and foster independence);
- 2.4 Durability and ease of care;
- 2.5 Respect for cultural norms within the school community;
- 2.6 Alternative options for top-wear with at least two colour options (not white only);
- 2.7 Inclusion of skirts, shorts and dresses;
- 2.8 Seasonal temperature changes;
- 2.9 Neatness and cleanliness;
- 2.10 No restrictions regarding footwear;
- 2.11 "Spirit Wear" will be acceptable as Dress Code options;
- 2.12 **JEANS OF ANY KIND WILL NOT FORM PART OF THE STANDARDIZED DRESS CODE.**

All Elementary school Standardized Dress Codes will permit the Principal to exercise discretion to allow exceptions to the Dress Code or exceptions regarding compliance.

3. PARAMETERS FOR THE FULL UNIFORM DRESS CODE

A full Uniform Dress Code requires all clothing items to be purchased from a Board approved supplier. The selection of items to be included in a school Dress Code shall be made by the Principal in collaboration with the Catholic School Council with consideration of the parameters listed above in #2.

4. PROCESS TO IMPLEMENT A DRESS CODE IN A NEW SCHOOL OR TO CHANGE AN EXISTING SCHOOL DRESS CODE

To implement a Standardized Dress Code for the first time, or to move from the Standardized Dress Code to a Full Uniform Dress Code, or back to the Appropriate Dress Code, or to move from a Full Uniform Dress Code to a Standardized Dress Code, the following steps shall be taken:

- 4.1 Where a Principal and/or Catholic School Council has been approached with a request to change the existing school Dress Code, **the date of such request being no later than November 1st in the school's sixth year of implementation**, a survey process will be implemented to determine if there is sufficient interest amongst the school community to proceed with a formal voting process as outlined in the procedures, an addendum to this policy.
- 4.2 If the results of the Dress Code: Preliminary Survey ARE greater than 30% of the total (eligible) number of families in the school community being in favour of the change, the full decision-making process will be initiated as outlined in the procedures, an addendum to this policy.
- 4.3 The decision-making process will enable all registered families (eligible to participate) to be involved in selecting the form of Dress Code to be implemented in their elementary school. The process should commence in the fall of the school year, no later than November 1st, and must be completed by March 31st for implementation in September of the next school year.
- 4.4 No decision-making process shall be repeated for 5 full school years with the exception of new schools or schools affected by a Pupil Accommodation Review decision related to a school closure/consolidation.

5. COMPLIANCE / NON-COMPLIANCE

Schools may wish to consider holding “Spirit/Theme Days” or “Civvies Days” to promote compliance with the Dress Code expectations. Such initiatives will be developed at the local level by the Principal in consultation with the school staff and the Catholic School Council. If any funds are collected through these initiatives, they shall be used to support Social Justice causes.

Examples of a progressive discipline approach for non-compliance include but are not limited to:

- 5.1 Verbal reminders of expectations;
- 5.2 Communication with parent / guardian;
- 5.3 Written notification to parent / guardian by the Principal or designate outlining THE Dress Code expectations.

Any action taken to implement the requirements of this Policy, including the application of supports and consequences to students, must be consistent with the YCDSB Safe Schools (Student Discipline) Policy 202.

No elementary school student shall be suspended / expelled for non-compliance with this policy.

6. COMMUNICATION

Dress Code expectations will be clearly stated in the following:

- 6.1 Y.C.D.S.B. Student/Parent Handbook;
- 6.2 Student Agenda;
- 6.3 School Website;
- 6.4 Kindergarten and New Registration Packages; and,
- 6.5 September and May/June School Newsletters.

7. REVIEW / ASSESSMENT

Where a Standardized/Full Uniform Dress Code has been implemented, the Principal, in consultation with the Catholic School Council will assess both the efficacy of the clothing items, and adherence to the code annually. Amendments, i.e. clothing item addition, to the approved clothing items **may** be made at this time (no formal voting process is required). All other proposed amendments to the school's current dress code, i.e. colour change and/or addition or change to current dress code, shall only be considered during the school's review of the Dress Code as outlined in section 4.4.



York Catholic District School Board

PROCEDURE:

ELEMENTARY STUDENT DRESS CODE

Addendum to Policy 219A Elementary Student Dress Code

September 2017

INTRODUCTION

The following procedures will be used to inform the decision-making process during the time period from November 1st to March 31st when a change to a Dress Code is being considered by:

- i) New schools once the transition to the new school has occurred.
- ii) Schools affected by a Pupil Accommodation Review once the transition to the new school has occurred.
- iii) All other elementary schools no earlier than the fall of year six of the school's current Dress Code enforcement.

The following procedures will be used to inform the decision-making process:

INITIAL STEPS

1. The Principal, after consultation with the Catholic School Council, will communicate with the school community that the school:
 - i) Will commence the process to implement a Standardized Dress Code in the case of a new school opening; or,
 - ii) Will commence the process to review or reconsider the school's current Dress Code in schools affected by a Pupil Accommodation Review decision after the transition to the receiving school has occurred; or,
 - iii) Has completed five (5) full years of dress code enforcement and may, as outlined in the Guidelines: Section 5 of Policy 219A consider a change to the existing school dress code or indicate continued support for the school's current dress code.

The Principal will distribute the Elementary Dress Code: Preliminary Survey (**Appendix A**) to all registered, eligible families with students in JK-Grade 7 (JK-Grade 5 in Georgina schools), to confirm if **more than 30%** of the total eligible number of families in the school community indicate a preference to move forward with a formal voting process.

The Principal will also seek membership for establishment of a school Dress Code Advisory Committee, if required, through the dissemination of the Elementary Dress Code: Preliminary Survey.

2. The Principal will communicate to the school community results of the Elementary Dress Code: Preliminary Survey no later than mid-December of the current school year.
 - i) If **30% or less** of the total eligible number of families in the school community indicate a preference to implement a Standardized or Full Uniform Dress Code for the first time in the case of a new school, or change the school's current dress code, this process ends and the results of the preliminary survey will be communicated to Parents/Guardians.
 - ii) If **more than 30%** of the total eligible number of families in the school community indicate a preference to implement a Standardized or Full Uniform Dress Code in the case of new school openings or to change the school's current dress code, the process will continue as outlined in:
Appendix B for New Schools;
Appendix C for Appropriate Dress Code Schools;
Appendix D for Standardized Dress Code Schools; or,
Appendix E for Full Uniform Dress Code Schools.

Schools affected by a decision related to a Pupil Accommodation Review will utilize information outlined in the applicable Appendix, which is dependent upon the Dress Code currently enforced in the receiving school.

3. The Principal, after consultation with the Catholic School Council, will establish the school's Dress Code Advisory Committee no later than mid-December of the current school year if **more than 30%** of the total eligible number of families in the school indicate a preference to move forward with a formal voting process.

The Principal will communicate the membership of the school's Dress Code Advisory Committee to the school community upon its establishment.

4. The Principal, in consultation with the school's Dress Code Advisory Committee, will hold a meeting prior to the public Parent/Guardian Information Session in order to:
 - i) Review the parameters and guidelines prescribed within Policy 219A, and;
 - ii) Prepare a selection of proposed clothing items to present at a public Parent/Guardian information meeting.

PUBLIC INFORMATION SESSION

1. A public Parent/Guardian Information Session shall be organized for the school community no later than the end of February of the current school year. The session will be organized and led by the Principal. Notification will be provided well ahead of time and each family will be invited to attend (refer to **Appendix B(i)** for new schools, **Appendix C(i)** for schools enforcing the Appropriate Dress Code; **Appendix D(i)** for schools enforcing the Standardized Dress Code; **Appendix E(i)** for schools enforcing the Full Uniform Dress Code).
2. The primary focus of the public information session will be to inform the Parent/Guardian community of the work of the school's Dress Code Advisory Committee. Samples of the proposed Dress Code options in a variety of styles, including information related to the possible location of retailers with associated costing, will be prominently displayed. Those that attend will be provided an opportunity to provide input regarding the proposed selection.
3. The Principal will present an overview of the voting process and the timelines for implementation.

VOTING PROCESS IF REQUIRED

1. If the **more than 30%** from the results of the Elementary Dress Code: Preliminary Survey is confirmed, the initiation of the vote process will commence during the month of March in the current school year with a completion date of March 31st.
2. Registered families eligible to participate will receive a letter which will include highlights of the suggested Dress Code along with a numbered Vote Ballot [refer to **Appendices B(ii)** and **B(iii)** for new schools; **Appendices C(ii)** and **C(iii)** for schools enforcing the Appropriate Dress Code; or **D(ii)** and **D(iii)** for schools enforcing the Standardized Dress Code; or **E(ii)** and **E(iii)** for schools enforcing the Full Uniform Dress Code]. Parents may forward questions and/or comments to the attention of the Chair of the school's Dress Code Advisory Committee.
3. The voting process will be completed by March 31st of the current school year. Schools will make every effort to ensure that votes are received from every registered (eligible) family in the school, save and except the registered families who only have a Grade 8 student, or in the case of the Georgina schools, registered families who only have a Grade 6 student.

4. **Parents who do not return the ballot will be considered an affirmative vote for the continued implementation of the school's current Dress Code.**
5. It is important that samples of suggested Dress Code clothing options be on display at the school throughout the entire decision-making process.
6. **If the vote is a 50% +1 “no” result** then the process stops and the school opts out of the Dress Code process **[Vote Results Parent Letter: Appendix B(iv), C(iv), D(iv) or E(iv)].**
7. **If the vote is a 50% +1 “yes” result** then the school will proceed with the implementation process for the upcoming September **[Vote Results Parent Letter: Appendix B(v), C(v), D(v) or E(v)].**
8. Where the Parent/Guardian community approves a new Dress Code the Principal will clearly outline the Dress Code expectations for the school community, provide information about purchasing the new Dress Code articles of clothing and clarify implementation timelines.
9. The school community must be informed of this decision in a timely manner, but no later than the end of April in the current school year, through various means of communication some of which may include but not be limited to, letters, synrevoice, school website, council/school newsletter and assemblies.
10. All survey and vote results will be stored at the school for a minimum of **five (5) full school years and destroyed only when the six (6) year review process has been completed.**

(School Letterhead)

(Date)

Elementary Dress Code: Preliminary Survey

Dear Parents/Guardians:

As per Policy 219A: *Elementary Dress Code*, school communities may indicate a preference to:

- i) Implement a Standardized Dress Code in a new school; or,
- ii) Change the existing school dress code after a decision is made as a result of a Pupil Accommodation Review; or,
- iii) Change the existing school dress code after the completion of five (5) full school years.

Policy 219A further states:

To implement a Standardized or Full Uniform Dress Code for the first time; or to move from the Standardized Dress Code to a Full Uniform Dress Code or back to the Appropriate Dress Code; or, to move from a Full Uniform Dress Code to a Standardized Dress Code, a preliminary survey must be distributed to all registered (eligible) families in the school community who have students in JK-Grade 7 (JK-Grade 5 in the Georgina schools). Interest for Parent/Guardian membership on the school's Dress Code Advisory Committee will also be collected through the preliminary survey.

I ask that you complete the attached preliminary survey and return it to the school by **(date)** so that the school's Dress Code Advisory Committee can determine overall interest from the school community.

Please note that this **Preliminary Feedback Survey** is **not** the **official ballot/vote** but the first step in the process. To assist you in making your decision, the following information is provided:

What is required to implement a Dress Code in a new school or to change the existing Dress Code?

If the results of the preliminary survey confirm **more than 30%** of the total eligible number of families in the school community being in favour of a change to the existing dress code, then the following process will take place:

- A Parent/Guardian information session will be held at the school.
- Samples of the **standardized or full uniform dress** clothing articles will be displayed at the school throughout the next few months.
- An official vote will be held with the following requirements:
 - Must occur in a timely manner (following the preliminary survey results);
 - Every family, with children up to and including Grade 7 (Grade 5 in Georgina schools) is required to vote – one ballot per family.
 - There must be at least **50% +1 majority** in favour to implement a Standardized Dress Code in a new school, or to change the school's existing dress code.
 - Upon obtaining **50% +1** approval in the official vote, the implementation of the dress code would be implemented in the following September.

Your feedback is vital to ensure that:

- ✓ You have input into the school's dress code.
- ✓ We establish a dress code that meets with the approval of our school community.
- ✓ If officially voted on by the community, we attain a high level of success in implementing the new dress code.

What are the associated parameters for school Dress Codes?

PARAMETERS FOR THE APPROPRIATE DRESS CODE

All student attire must be in keeping with our Catholic teachings and beliefs, and reflect principles of modesty and **shall not** include the following:

- i) Halter tops, tank tops, spaghetti strap tops (narrower in width than 3 centimeters) or tube tops;
- ii) Half t-shirts, tops with cut-outs, tops made of mesh or netting type material;
- iii) Short shorts or skirts;
- iv) Low necklines, front or back;
- v) Language and/or representation (pictures) on attire that indicates gang affiliation and/or depicts violence, profanity or discrimination of any kind whatsoever or that otherwise demeans an identifiable individual or group;
- vi) Accessories not in keeping with the spirit of the Dress Code as determined by the local school;
- vii) Tops, pants, shorts and skirts **must** cover the entire midriff.

Appropriate Dress Code enforcement is the responsibility of the Principal and school staff are expected to support its consistent implementation.

The Appropriate Dress Code will permit the Principal to exercise discretion to allow exceptions to the Dress Code or exceptions regarding compliance.

PARAMETERS FOR THE STANDARDIZED DRESS CODE

Each school **must** take into consideration the following when developing their standardized Dress Code options:

- i) Affordability;
- ii) Ease of purchase from local vendors;
- iii) Practicality and respect for the age, growth, specific individual needs and developmental stages of children within the elementary school community (i.e., stretchy bottoms that provide for ease of wear, comfort and foster independence);
- iv) Durability and ease of care;
- v) Respect for cultural norms within the school community;
- vi) Alternative options for top-wear with at least two colour options (not white only);
- vii) Inclusion of skirts, shorts and dresses;
- viii) Seasonal temperature changes;
- ix) Neatness and cleanliness;
- x) No restrictions regarding footwear;
- xi) "Spirit Wear" will be acceptable as Dress Code options;

JEANS OF ANY KIND WILL NOT FORM PART OF THE STANDARDIZED DRESS CODE

All Elementary school Standardized Dress Codes will permit the Principal to exercise discretion to allow exceptions to the Dress Code or exceptions regarding compliance.

PARAMETERS FOR THE FULL UNIFORM DRESS CODE

A full Uniform Dress Code requires all clothing items to be purchased from a Board approved supplier. The selection of items to be included in a school Dress Code shall be made by the Principal in collaboration with the Catholic School Council with consideration of the parameters listed in the policy guidelines.

PROCESS TO IMPLEMENT A DRESS CODE IN A NEW SCHOOL OR CHANGE AN EXISTING SCHOOL DRESS CODE

To implement a Standardized Dress Code for the first time, or to move from the Standardized Dress Code to a Full Uniform Dress Code, or back to the Appropriate Dress Code, or to move from a Full Uniform Dress Code to a Standardized Dress Code, the following steps shall be taken:

- i) Where a Principal and/or Catholic School Council has been approached with a request to change the existing school Dress Code by November 1st, a survey process may be implemented to determine if there is sufficient interest amongst the school community to proceed with a formal voting process as outlined in the procedures, an addendum to this policy.
- ii) If the Elementary Dress Code: Preliminary Survey results ARE greater than 30% of the total (eligible) number of families in the school community being in favour of the change, the full decision-making process will be initiated as outlined in the procedures, an addendum to this policy.
- iii) The decision-making process will enable all registered families (eligible to participate) to be involved in selecting the form of Dress Code to be implemented in their elementary school. The process should commence in the fall of the school year, no later than November 1st, and must be completed by March 31st for implementation in September of the next school year.
- iv) No decision-making process shall be repeated for 5 full school years with the exception of schools affected by a Pupil Accommodation Review decision related to a school closure/consolidation.

Thank you for your support in this initiative. We again ask that you complete the attached preliminary survey and return to the school by **(date)**.

Yours in Catholic Education,

Principal

Catholic School Council Chair

Insert School Name

Elementary Dress Code: Preliminary Survey

APPENDIX A
Elementary Dress Code:
Preliminary Survey
For use in ALL schools

You must return this Preliminary Survey by **(insert date)** to your child's teacher.

This preliminary survey is not a vote.

It is part of the decision-making process as per Policy 219A: Elementary Dress Code whereby school communities may indicate a preference to implement a Standardized Dress Code in new schools, or change the existing school dress code as a result of a Pupil Accommodation Review or after the completion of five (5) full school years.

Families who do not return this survey are assumed to support the school's current dress code and will be considered to favour a "no" response.

To implement a Standardized Dress Code for the first time; or to move from the Standardized Dress Code to a Full Uniform Dress Code, or back to the Appropriate Dress Code; or, to move from a Full Uniform Dress Code to a Standardized Dress Code, the following steps shall be taken:

1. Where a Principal has communicated with the school community that the school will commence the decision-making process to establish a Dress Code in a new school or a school affected by a Pupil Accommodation Review,

OR

Where the Principal and/or Catholic School Council have been approached with a request to change the existing school Dress Code, the survey process may be implemented to determine if there is sufficient interest amongst the school community to proceed with a formal voting process (Appendix A: Elementary Dress Code: Preliminary Survey).

2. If this survey results in **greater than 30%** of the total (eligible) number of families in the school community being in favour of the change, the full decision-making process will be initiated. (Appendix B: New Schools; Appendix C: Appropriate Dress Code Schools; Appendix D: Standardized Dress Code Schools; Appendix E: Full Uniform Dress Code Schools).
3. The decision-making process will enable all registered families (eligible to participate) in selecting the form of Dress Code to be implemented in their elementary school. The process should commence in the fall of the school year, no later than November 1st and must be completed by March 31st for implementation in September of the next school year.
4. **The decision-making process will NOT be repeated prior to the completion of five (5) full years of dress code enforcement. The decision-making process will be initiated in year six (6) of the school's current Dress Code enforcement, with the exception of a school affected by a decision related to a Pupil Accommodation Review.**

Elementary Dress Code: Preliminary Survey

Do you support the idea of changing the school's current Dress Code to _____ **YES** **NO**
(Principal inserts proposed new Dress Code)

Parent/Guardian: _____
(Please print your name)

Child's(ren's) Name(s): _____ Grade: _____

Do you wish to be a member of the school's Dress Code Advisory Committee? **Yes** **No**

(Insert School Name/Letterhead)

Insert Date

Dear Parents / Guardians:

I am writing to inform you that **more than 30%** of the total (eligible) number of families in the school community has indicated, through their submission of the Elementary Dress Code: Preliminary Survey, they are in favour of implementing a Standardized Dress Code.

As per Policy 219A *Elementary Dress Code* new schools may implement a Standardized Dress Code if **50% + 1** of the total (eligible) number of families with students in JK – Grade 7 (JK-Grade 5 in Georgina schools) vote to move forward.

Presently, the school is enforcing the ***Appropriate Dress Code*** defined in Policy 219A *Elementary Dress Code* as “students dressed in clothes that are respectful, neat and clean” (Parameter 2.1).

As we move forward with the possibility of implementing a ***Standardized Dress Code*** for this coming fall, I wish to inform you that we have set a date for a public information session for our Parent/Guardian community.

You are invited to attend a Parent/Guardian Information Session on (insert date) at (insert time) at our school. There will be a short presentation to parents from the school’s *Dress Code Advisory Committee* on the timelines for implementation.

The meeting will also provide Parents/Guardians with an opportunity to:

- Receive an update on the work that has been completed to date by the school’s *Dress Code Advisory Committee*;
- View samples of the proposed Standardized Dress Code options in a variety of styles and offer input on a proposed selection; and,
- Learn about the location of possible retailers and approximate cost.

I look forward to seeing you all soon.

Sincerely,

Principal

(Insert School Name/Letterhead)

Insert Date

Dear Parents / Guardians:

I wish to thank the Parents/Guardians who attended the Parent/Guardian Information Session on (insert date) at (insert time) at our school to view the proposed *Standardized Dress Code* options for our school.

I wish to communicate that the *Standardized Dress Code* options include:

(Insert a description of all proposed *Standardized Dress Code* clothing options, suggested location(s) of purchase and costs)

In order to move forward with this process each family eligible to vote (JK–Grade 7; with the exception for our Georgina schools who will distribute information to JK–Grade 5) is receiving a numbered Ballot with this letter.

Please indicate your preference by marking **only one** “x” on the ballot, and return to the school no later than insert date.

Ballots not returned will be considered an affirmative vote for the continued implementation of the school’s current Appropriate Dress Code.

A letter informing Parents/Guardians of the outcome of the ballot will go home on insert date.

Sincerely,

Principal

(Insert School Name/Letterhead)

No. XXXX

ELEMENTARY DRESS CODE POLICY IMPLEMENTATION BALLOT

BALLOTS NOT RETURNED WILL BE CONSIDERED
AN AFFIRMATIVE VOTE FOR THE CONTINUED IMPLEMENTATION OF THE SCHOOL'S CURRENT
DRESS CODE

PLEASE CHECK ONLY ONE

☐

I support the continued implementation of the school's current Appropriate Dress Code for September xxxx.

☐

I support the implementation of a Standardized Dress Code for September xxxx.

Name of Parent: _____

Current Grade(s) of Child(ren): _____

Signature: _____

**PLEASE RETURN THIS BALLOT TO YOUR SCHOOL OFFICE
NO LATER THAN (INSERT DATE), AT 4:00 p.m.**

(Insert School Letterhead)

(Insert Date)

Dear Parents / Guardians:

I am writing to inform you about the outcome of the voting process commenced on (insert date) to determine whether or not we will be instituting a *Standardized Dress Code* at (Name of school). Out of a total of (Insert Number) registered families eligible to vote (Insert total number of not in favour votes & %) **do not** support the implementation of a *Standardized Dress Code*.

The voting results are that **50% + 1** of the registered families eligible to vote **are not in favour** of the implementation of a *Standardized Dress Code*.

Therefore, the implementation of any change to the school's current Appropriate Dress Code will **not** proceed. The school's Advisory Dress Code Committee for the implementation of a change to the school's current Dress Code also ceases to exist effective immediately.

As per Policy 219A: *Elementary Dress Code*, no decision-making process will be repeated prior to the completion of five (5) full years of dress code enforcement, with the exception of schools affected by a decision as the result of a Pupil Accommodation Review.

I would like to thank Parents/Guardians for taking the time to express their views on this issue.

Sincerely,

Principal

(Insert School Letterhead)

(Insert Date)

Dear Parents / Guardians:

I am writing to inform you about the outcome of the voting process commenced on (insert date) to determine whether or not we will be instituting a *Standardized Dress Code* for (Name of school). Out of a total (Insert Number) registered families eligible to vote (Insert total number of votes in favour & %) support the implementation of a *Standardized Dress Code*.

The voting results are that **50% + 1** of the registered families eligible to vote **are in favour** of the implementation of a *Standardized Dress Code*.

Please find attached a report from the school's Dress Code Advisory Committee for the implementation on the colour scheme of the proposed standardized dress, the Dress Code expectations and the compliance / non-compliance expectations to be implemented in September, (Insert year).

I would like to thank (Name of Dress Code Advisory Committee Chair) who assisted with ensuring that the process and vote was transparent and efficient.

As per Policy 219A: *Elementary Dress Code*, no decision-making process will be repeated prior to the completion of five (5) full years of dress code enforcement, with the exception of schools affected by a decision as the result of a Pupil Accommodation Review^w.

If you have any questions please contact the school.

Sincerely,

Principal

(Insert School Name/Letterhead)

Insert Date

Dear Parents / Guardians:

I am writing to inform you that **more than 30%** of the total (eligible) number of families in the school community has indicated, through their submission of the Elementary Dress Code: Preliminary Survey, they are in favour of implementing a Standardized Dress Code.

As per Policy 219A *Elementary Dress Code* schools currently enforcing the *Appropriate Dress Code* may, after the completion of five (5) full years of dress code enforcement, implement a Standardized Dress Code if **50% + 1** of the total (eligible) number of families with students in JK – Grade 7 (JK-Grade 5 in Georgina schools) vote to move forward with this change.

Presently, the school is enforcing the ***Appropriate Dress Code*** defined in Policy 219A *Elementary Dress Code* as “students dressed in clothes that are respectful, neat and clean” (Parameter 2.1).

As we move forward with the possibility of implementing a ***Standardized Dress Code*** for this coming fall, I wish to inform you that we have set a date for a public information session for our Parent/Guardian community.

You are invited to attend a Parent/Guardian Information Session on (insert date) at (insert time) at our school. There will be a short presentation to parents from the school’s *Dress Code Advisory Committee* on the timelines for implementation.

The meeting will also provide Parents/Guardians with an opportunity to:

- Receive an update on the work that has been completed to date by the school’s *Dress Code Advisory Committee*;
- View samples of the proposed Standardized Dress Code options in a variety of styles and offer input on a proposed selection; and,
- Learn about the location of possible retailers and approximate cost.

I look forward to seeing you all soon.

Sincerely,

Principal

(Insert School Name/Letterhead)

Insert Date

Dear Parents / Guardians:

I wish to thank the Parents/Guardians who attended the Parent/Guardian Information Session on (insert date) at (insert time) at our school to view the proposed *Standardized Dress Code* options for our school.

I wish to communicate that the *Standardized Dress Code* options include:

(Insert a description of all proposed Standardized Dress Code clothing options, suggested location(s) of purchase and costs)

In order to move forward with this process each family eligible to vote (JK–Grade 7; with the exception for our Georgina schools who will distribute information to JK–Grade 5) is receiving a numbered Ballot with this letter.

Please indicate your preference by marking **only one** “x” on the ballot, and return to the school no later than insert date.

Ballots not returned will be considered an affirmative vote for the continued implementation of the school’s current Appropriate Dress Code.

A letter informing Parents/Guardians of the outcome of the ballot will go home on insert date.

Sincerely,

Principal

(Insert School Name/Letterhead)

No. XXXX

ELEMENTARY DRESS CODE POLICY IMPLEMENTATION BALLOT

BALLOTS NOT RETURNED WILL BE CONSIDERED
AN AFFIRMATIVE VOTE FOR THE CONTINUED IMPLEMENTATION OF THE SCHOOL'S CURRENT
DRESS CODE

PLEASE CHECK ONLY ONE

☐

I support the continued implementation of the school's current Appropriate Dress Code for September xxxx.

☐

I support the implementation of a Standardized Dress Code for September xxxx.

Name of Parent: _____

Current Grade(s) of Child(ren): _____

Signature: _____

PLEASE RETURN THIS BALLOT TO YOUR SCHOOL OFFICE
NO LATER THAN (INSERT DATE), AT 4:00 p.m.

(Insert School Letterhead)

(Insert Date)

Dear Parents / Guardians:

I am writing to inform you about the outcome of the voting process commenced on (insert date) to determine whether or not we will be instituting a *Standardized Dress Code* at (Name of school). Out of a total of (Insert Number) registered families eligible to vote (Insert total number of not in favour votes & %) **do not** support the implementation of a *Standardized Dress Code*.

The voting results are that **50% + 1** of the registered families eligible to vote **are not in favour** of the implementation of a *Standardized Dress Code*.

Therefore, the implementation of any change to the school's current Appropriate Dress Code will **not** proceed. The school's Advisory Dress Code Committee for the implementation of a change to the school's current Dress Code also ceases to exist effective immediately.

As per Policy 219A: *Elementary Dress Code*, no decision-making process will be repeated prior to the completion of five (5) full years of dress code enforcement, with the exception of schools affected by a decision as the result of a Pupil Accommodation Review.

I would like to thank Parents/Guardians for taking the time to express their views on this issue.

Sincerely,

Principal

(Insert School Letterhead)

(Insert Date)

Dear Parents / Guardians:

I am writing to inform you about the outcome of the voting process commenced on (insert date) to determine whether or not we will be instituting a *Standardized Dress Code* for (Name of school). Out of a total (Insert Number) registered families eligible to vote (Insert total number of votes in favour & %) support the implementation of a *Standardized Dress Code*.

The voting results are that **50% + 1** of the registered families eligible to vote **are in favour** of the implementation of a *Standardized Dress Code*.

Please find attached a report from the school's Dress Code Advisory Committee for the implementation on the colour scheme of the proposed standardized dress, the Dress Code expectations and the compliance / non-compliance expectations to be implemented in September, (Insert year).

I would like to thank (Name of Dress Code Advisory Committee Chair) who assisted with ensuring that the process and vote was transparent and efficient.

As per Policy 219A: *Elementary Dress Code*, no decision-making process will be repeated prior to the completion of five (5) full years of dress code enforcement, with the exception of schools affected by a decision as the result of a Pupil Accommodation Review.

If you have any questions please contact the school.

Sincerely,

Principal

(Insert School Name/Letterhead)

Insert Date

Dear Parents / Guardians:

I am writing to inform you that **more than 30%** of the total (eligible) number of families in the school community has indicated, through their submission of the Dress Code: Preliminary Survey, they are in favour of a change to _____ (Principal inserts proposed new dress code) dress code. As per Policy 219A *Elementary Dress Code*, schools currently enforcing the *Standardized Dress Code* may, after the completion of five (5) full years of dress code enforcement, implement a change to either *Full Uniform Dress Code* or back to *Appropriate Dress Code* if **50% + 1** of the total (eligible) number of families with students in JK – Grade 7 (JK-Grade 5 in Georgina schools) vote to move forward with this change.

Presently, the school is enforcing the **Standardized Dress Code** defined in Policy 219A *Elementary Dress Code* as “students dressed in clothes of common colour and style” (Parameter 2.2).

As we move forward with the possibility of implementing _____ (Principal inserts proposed new dress code) for this fall, I wish to inform you that a date for a public information session for our parent community has been confirmed.

You are invited to attend a Parent/Guardian Information Session on (insert date) at (insert time) at our school. There will be a short presentation to parents from the school’s *Dress Code Advisory Committee* on the timelines for implementation.

The meeting will also provide Parents/Guardians with an opportunity to receive an update on the work that has been completed to date by the school’s *Dress Code Advisory Committee* and to discuss the parameters for _____ (Principal to insert proposed dress code) Dress Code.

I look forward to seeing you all soon.

Sincerely,

Principal

(Insert School Name/Letterhead)

Insert Date

Dear Parents / Guardians:

I wish to thank the Parents/Guardians who attended the Parent/Guardian Information Session on (insert date) at (insert time) at our school to view the proposed Dress Code options for our school.

Principal to select the appropriate dress code information from the two options below:

I am pleased to confirm that Appropriate Dress Code has been selected as a consideration. Appropriate Dress Code is defined in Policy 219A as, “students dressed in clothes that are respectful, neat and clean.”

OR

I am pleased to confirm that Full Uniform Dress Code has been selected as a consideration. The Full Uniform Dress Code options include:

(Insert a description of all proposed Full Uniform Dress Code clothing options, suggested location(s) of purchase and costs)

In order to move forward with this process each family eligible to vote (JK – Grade 7 with the exception of Georgina who will distribute information to JK – Grade 5) is receiving a numbered Ballot with this letter.

Please indicate your preference by marking **only one** “x” on the ballot, and return to the school no later than insert date.

Ballots not returned will be considered an affirmative vote for the continued implementation of the school’s current Standardized Dress Code.

A letter informing Parents/Guardians of the outcome of the ballot will go home on insert date.

Sincerely,

Principal

(Insert School Name/Letterhead)

No. XXXX

ELEMENTARY DRESS CODE POLICY IMPLEMENTATION BALLOT

BALLOTS NOT RETURNED WILL BE CONSIDERED
AN AFFIRMATIVE VOTE FOR THE CONTINUED IMPLEMENTATION OF THE
SCHOOL'S CURRENT DRESS CODE.

PLEASE CHECK ONLY ONE

☐

I support the continued implementation of the school's current
Standardized Dress Code for September, insert year.

☐

I support the Implementation of (Principal to insert Appropriate Dress Code OR Full
Uniform Dress Code) for September, insert year.

Name of Parent: _____

Current Grade(s) of Child(ren): _____

Signature: _____

PLEASE RETURN THIS BALLOT TO YOUR SCHOOL OFFICE
NO LATER THAN (INSERT DATE), AT 4:00 p.m.

(Insert School Letterhead)

(Insert Date)

Dear Parents / Guardians:

I am writing to inform you about the outcome of the vote commenced on (insert date) to determine whether or not we will be instituting a _____ (Principal to insert proposed dress code) dress code or continuing with the implementation of the school's current *Standardized Dress Code* at (Name of school). Out of a total (Insert Number) registered families eligible to vote (Insert total number of not in favour votes & %) do not support the implementation of a _____ (Principal to insert proposed dress code) dress code.

The voting results are that **50% + 1** of the registered families eligible to vote **are not in favour** of the implementation of a _____ (Principal to insert proposed dress code) dress code.

Therefore, the implementation of any change to the school's current *Standardized Dress Code* will **not** proceed. The school's Advisory Dress Code Committee for the implementation of a change to the school's current Dress Code also ceases to exist effective immediately.

As per Policy 219A: *Elementary Dress Code*, no decision-making process will be repeated prior to the completion of five (5) full years of dress code enforcement, with the exception of schools affected by a decision as the result of a Pupil Accommodation Review.

I would like to thank Parents/Guardians for taking the time to express their views on this issue.

Sincerely,

Principal

(Insert School Letterhead)

**APPENDIX D(v)
Standardized Dress
Code Schools:
50% + 1 “Yes” Vote**

(Insert Date)

Dear Parents / Guardians:

I am writing to inform you about the outcome of the vote commenced on (insert date) to determine whether or not we will be instituting an *Appropriate* Dress Code or *Full Uniform* Dress Code for (Name of school).

Out of a total of (Insert Number) registered families eligible to vote, (Insert total number of votes in favour & %) support the implementation of a (Insert Appropriate or Full Uniform) Dress Code.

The voting results are that **50% + 1** of the registered families eligible to vote **are in favour** of the implementation of a (Insert Appropriate or Full Uniform) Dress Code.

Please find attached a report from the school's Dress Code Advisory Committee for the implementation of the proposed (Insert Appropriate or Full Uniform) dress, the Dress Code expectations and the compliance / non-compliance expectations to be implemented in September, (insert year).

I would like to thank (Name of Dress Code Advisory Committee Chair) who helped with ensuring that the process and vote was transparent and efficient.

As per Policy 219A: *Elementary Dress Code*, no decision-making process will be repeated prior to the completion of five (5) full years of dress code enforcement, with the exception of schools affected by a decision as the result of a Pupil Accommodation Review.

If you have any questions please contact the school.

Sincerely,

Principal

(Insert School Name/Letterhead)

Insert Date

Dear Parents / Guardians:

I am writing to inform you that **more than 30%** of the total (eligible) number of families in the school community has indicated, through their submission of the Elementary Dress Code: Preliminary Survey, they are in favour of a change to the school's current dress code. As per Policy 219A *Elementary Dress Code*, schools currently enforcing the *Full Uniform Dress Code* may, at the 5-year review date, implement a *Standardized Dress Code* if **50% + 1** of the total (eligible) number of families with students in JK – Grade 7 (JK-Grade 5 in the Georgina schools) vote to move forward with this change.

Presently, the school is enforcing the *Full Uniform Dress Code* defined in Policy 219A *Elementary Dress Code* as “students dressed in approved clothing items purchased from an approved Board supplier” (Parameter 2.3).

As we move forward with the possibility of implementing a *Standardized Dress Code* for this coming fall, I wish to inform you that we have set a date for a public information session for our Parent/Guardian community.

You are invited to attend a Parent/Guardian Information Session on (insert date) at (insert time) at our school. There will be a short presentation to parents from the school's Dress Code Advisory Committee on the timelines for implementation.

The meeting will also provide Parents/Guardians with an opportunity to:

- Receive an update on the work that has been completed to date by the school's Dress Code Advisory Committee;
- View samples of the proposed *Standardized Dress Code* options in a variety of styles and offer input on a proposed selection; and,
- Learn about the location of possible retailers and approximate cost.

I look forward to seeing you all soon.

Sincerely,

Principal

(Insert School Name/Letterhead)

Insert Date

Dear Parents / Guardians:

I wish to thank the Parents/Guardians who attended the Parent/Guardian Information Session on (insert date) at (insert time) at our school to view the proposed *Standardized Dress Code* options for our school.

I wish to communicate that the *Standardized Dress Code* options include:

(Insert a description of all proposed *Standardized Dress Code* clothing options, suggested location(s) of purchase and costs)

In order to move forward with this process each family eligible to vote (JK–Grade 7; with the exception for our Georgina schools who will distribute information to JK–Grade 5) is receiving a numbered Ballot with this letter.

Please indicate your preference by marking **only one** “x” on the ballot, and return to the school no later than insert date.

Ballots not returned will be considered an affirmative vote for the continued implementation of the school’s current Full Uniform Dress Code.

A letter informing Parents/Guardians of the outcome of the ballot will go home on insert date.

Sincerely,

Principal

(Insert School Name/Letterhead)

No. XXXX

ELEMENTARY DRESS CODE POLICY IMPLEMENTATION BALLOT

BALLOTS NOT RETURNED WILL BE CONSIDERED
AN AFFIRMATIVE VOTE FOR THE SCHOOL'S CURRENT FULL UNIFORM DRESS CODE

PLEASE CHECK ONLY ONE

☐

I support the continued implementation of the school's current Full Uniform Dress Code for September, **(insert year)**.

☐

I support the implementation of a Standardized Dress Code for September, **(insert year)**.

Name of Parent: _____

Current Grade(s) of Child(ren): _____

Signature: _____

**PLEASE RETURN THIS BALLOT TO YOUR SCHOOL OFFICE
NO LATER THAN **(INSERT DATE)**, AT 4:00 p.m.**

(Insert School Letterhead)

(Insert Date)

Dear Parents / Guardians:

I am writing to inform you about the outcome of the voting process commenced on (insert date) to determine whether or not we will be instituting a *Standardized Dress Code* at (Name of school). Out of a total of (Insert Number) registered families eligible to vote (Insert total number of not in favour votes & %) support the vote to opt out of the implementation of a *Standardized Dress Code*.

The voting results are that **50% + 1** of the registered families eligible to vote **are not in favour** of the implementation of a *Standardized Dress Code*.

Therefore, the implementation of any change to the school's current Full Uniform Dress Code will **not** proceed. The school's Advisory Dress Code Committee for the implementation of a change to the school's current Dress Code also ceases to exist effective immediately.

As per Policy 219A: *Elementary Dress Code*, no decision-making process will be repeated prior to the completion of five (5) full years of dress code enforcement, with the exception of schools affected by a decision as the result of a Pupil Accommodation Review.

I would like to thank Parents/Guardians for taking the time to express their views on this issue.

Sincerely,

Principal

(Insert School Letterhead)

(Insert Date)

Dear Parents / Guardians:

I am writing to inform you about the outcome of the voting process commenced on (insert date) to determine whether or not we will be instituting a *Standardized Dress Code* for (Name of school). Out of a total (Insert Number) registered families eligible to vote (Insert total number of votes in favour & %) support the implementation of a *Standardized Dress Code*.

The voting results are that **50% + 1** of the registered families eligible to vote **are in favour** of the implementation of a *Standardized Dress Code*.

Please find attached a report from the school's Dress Code Advisory Committee for the implementation on the colour scheme of the proposed standardized dress, the Dress Code expectations and the compliance / non-compliance expectations to be implemented in September, (insert year).

I would like to thank (Name of Dress Code Advisory Committee Chair) who helped with ensuring that the process and vote was transparent and efficient.

As per Policy 219A: *Elementary Dress Code*, no decision-making process will be repeated prior to the completion of five (5) full years of dress code enforcement, with the exception of schools affected by a decision as the result of a Pupil Accommodation Review.

If you have any questions the school.

Sincerely,

Principal

Ministry of Education

Office of the Assistant Deputy Minister
Indigenous Education and Well Being
Division

13 Floor, Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Bureau de la Sous-ministre adjointe
Division de l'éducation autochtone et
du bien-être

13^e étage, édifice Mowat
Queen's Park
Toronto ON M7A 1L2



Memorandum to: Directors of Education

From: Denise Dwyer
Assistant Deputy Minister
Indigenous Education and Well-Being Division

Date: November 06, 2017

Subject Legalization of Cannabis Update

I am writing to provide you with an update on the proposed legislative changes regarding cannabis for non-medical purposes and how this legislation would, if passed, impact school boards and schools across Ontario.

On November 1st, 2017, the provincial government introduced legislation setting out the legislative and regulatory framework for possession, sale and use of cannabis for non-medical purposes in Ontario. This legislation would provide a framework for the province, in response to the federal government's April 13, 2017 announcement to legalize cannabis for non-medical purposes by July 1, 2018. The [news release](#) is included here for your reference. Please note that the government remains committed to ensuring that retail stores are located away from schools.

Under the proposed legislation, cannabis use by students at any age on school grounds and during school-related activities would remain an activity that could lead to suspension (except for cannabis used for medical purposes). The proposed legislation would amend the *Education Act*, as follows:

- suspension would be considered for a student under the influence or in possession of cannabis;
- suspension would be required and expulsion would be considered if a student shares cannabis with anyone under the age of 19 years old; and
- the provincial code of conduct would be updated to discourage the use of cannabis.

.../2

With these changes, cannabis for non-medical purposes would be treated in the same manner as the *Education Act* currently treats alcohol. As a result, the ministry and school board policies would need to be updated to align with the legislative changes.

To support the education sector, the ministry is planning to provide resources that are linked to the Ontario curriculum, mental health supports, and the government's approach to well-being.

Additionally, the ministry will continue to engage education and community stakeholders throughout the fall 2017 and spring 2018 to obtain input in the design of additional supports/resources that the education sector requires to prevent and/or delay cannabis use among youth, promote healthy decision-making, and student safety.

This input will inform the development and/or adaptation of evidence-based materials throughout 2018 to promote education and awareness among students, parents and the broader education sector both in advance and post cannabis legalization.

We remain committed to working collaboratively with school boards and educational partners to provide support in preparation for federal legalization by July 2018. To that end, the Ministry of Education will continue to work in partnership with other ministries across government to ensure that well-being, safety and an emphasis on the whole learner continue to inform our approach and collective efforts as we prepare for the legalization of cannabis for non-medical purposes in Ontario.

Recognizing that school board policies will require timely revisions to reflect the proposed legislative changes outlined above, we will continue to engage with you and keep you apprised of developments on this important file.

In closing, I am providing the link to my April 19, 2017 [memo](#), Q&As and resources to assist you in answering questions from educators, parents, students, and other members of the school community.

Sincerely,

Original signed by

Denise Dwyer
Assistant Deputy Minister
Indigenous Education and Well-Being Division

c: Council of Ontario Directors of Education