

**YORK CATHOLIC DISTRICT SCHOOL BOARD  
AGENDA  
REGULAR BOARD MEETING  
Monday, October 30, 2023  
7:30 P.M.**

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

**LAND ACKNOWLEDGEMENT**

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

<b>1. OPENING PRAYER / LAND ACKNOWLEDGEMENT</b>	Religious Education Department	
<b>2. ROLL CALL</b>	D. Scuglia	
<b>3. APPROVAL OF NEW MATERIAL</b>	F. Alexander	
<b>4. APPROVAL OF THE AGENDA</b>	F. Alexander	
<b>5. DECLARATIONS OF CONFLICT OF INTEREST FOR CURRENT MEETING</b>	F. Alexander	
<b>6. DECLARATIONS OF CONFLICT OF INTEREST FROM PREVIOUS MEETING</b>	F. Alexander	
<b>7. APPROVAL OF THE PREVIOUS MINUTES</b>	F. Alexander	
a) Regular Board Meeting of September 26, 2023		
b) Special Board Meeting of October 17, 2023		
<b>8. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING</b>	F. Alexander	
<b>9. CHAIR'S REPORT / UPDATE / INSPIRATIONAL MESSAGES</b>	F. Alexander	<b>3</b>
a) Newcomer Orientation Week Program (Video)		
b) Acceptance of Petition from Trustee Wigston		
<b>10. OCSTA BOARD OF DIRECTOR'S UPDATE</b>	J. Wigston	<b>6</b>
<b>11. DIRECTOR'S REPORT / UPDATE</b>	D. Scuglia	<b>8</b>
<b>12. STUDENT TRUSTEES' REPORT</b>	J. James / A. Zamanifar / M. Galstyan	
<b>13. RECOGNITIONS / OUTSIDE PRESENTATIONS</b>		
<b>14. DELEGATIONS</b>		
a) St. Cecilia CES & Feeder Schools	Patrizia Tempio	<b>14</b>
b) St. Cecilia CES Student Feeding into St. Joan of Arc CHS	Annette Badali-Santilli	<b>15</b>
<b>15. JOURNEY TOWARDS OUR VISION – STAFF PRESENTATIONS</b>		
a) Math Achievement Action Plan	A. Arcadi, M.R. Schniering, R. Ball	<b>16</b>
<b>16. ACTION ITEM(S) (including Committee Reports)</b>		
a) Receipt of Math Achievement Action Plan	A. Arcadi	<b>32</b>
b) St. Cecilia CES Secondary Boundary Review – Final Report	T. Pechkovsky	<b>34</b>
c) Expansion of the Secondary Gifted Program for Academic and Creative Extension (PACE)	D. Candido	<b>70</b>
d) Approval of Report No. 2023:24 Committee of the Whole (Oct 30)	M. Iafrate	
e) Approval of Report No. 2023:03 Executive Committee (Oct 24)	M. Iafrate	<b>79</b>
f) Approval of Report No.2023:04 Policy Review Committee (Oct 2)	M. Iafrate	<b>80</b>
g) Receipt of Report No. 2023:09 Special Education Advisory Committee (Oct 17)	J. Wigston	<b>236</b>
h) Receipt of Report No. 2023:03 Joint Board Consortium Committee (Oct 18)	J. DiMeo	<b>237</b>

## **ACTION ITEM(S) (including Committee Reports)**

i) Receipt of Report No. 2023:03 Ad-Hoc International Language Extended Day (Oct 19)	A. Saggese	<b>238</b>
j) Receipt of Report No. 2023:03 Student Success & Pathways Committee (Oct 23)	A. Saggese	<b>239</b>
k) Approval of Report No. 2023:04 Corporate Services Committee (Oct 24)	J. Wigston	<b>240</b>
l) Approval of Trustee Appointment to YCDSB Charitable Foundation	F. Alexander	<b>241</b>
m) Policy 106 Delegations to the Board	J. Sarna	<b>242</b>

## **17. DISCUSSION ITEM(S): N/A**

## **18. INFORMATION ITEM(S)**

a) YCDSB Gender, Sexuality and Catholic Education Committee Terms of Reference 2022	F. Alexander	<b>246</b>
b) OCSTA Resolutions Information Package	F. Alexander	<b>250</b>
c) TRUSTEE MOTION: Advanced Placement/PACE Program	M. Iafrate, J. DiMeo	<b>260</b>
d) TRUSTEE MOTION: Temporary Hiring Freeze	J. DiMeo	<b>261</b>
e) Policy 115 Perquisites – Annual Report	C. McNeil	<b>262</b>
f) Policy 203 Student Transportation Services – Semi Annual Report	T. Pechkovsky	<b>263</b>
g) Trustee Honoraria Term November 15, 2023 to November 14, 2024	C. McNeil	<b>264</b>
h) Finding Transportation Efficiencies Thru School Bell Times Review	T. Pechkovsky	<b>266</b>
i) Update on Stouffville Multi-Use Project	K. Elgharbawy	<b>269</b>
j) Curriculum Department Updates <i>(from Oct 23, Student Success &amp; Pathways Meeting)</i>	A. Arcadi	<b>280</b>
k) Advanced Placement (AP) Multiplier	D. Candido	<b>318</b>
l) Summer School Credit Courses in Italy	A. Arcadi	<b>321</b>
m) November 2023 Calendar		<b>322</b>

## **19. NOTICES OF MOTION**

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

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

## **21. ADJOURNMENT**

### **INAUGURAL BOARD MEETING**

**Monday, November 20, 2023**

**6:30 PM – Mass**

**7:30 PM**

### **NEXT REGULAR BOARD MEETING**

**Tuesday, November 28, 2023**

**7:30 PM**



## York Catholic District School Board

### Chair's Report

**Memo To:** Board of Trustees

**From:** Frank Alexander, Chair of the Board

**Date:** October 30, 2023

**Re:** **Chair's Report**

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As November approaches, it is very important for us to recognize two dates of great significance in the Catholic faith. The first is All Saints' Day on November 1 and the second is All Souls' Day on November 2.

Our school board has been actively highlighting and honouring saints, particularly those who are patrons of our schools and parishes. Saints serve as exemplary figures of faith, virtue and devotion, providing invaluable role models for both students and educators. By delving into the lives of these saints, we not only enrich our knowledge of Catholic history but we also reinforce the belief that God's presence is felt through the actions and virtues of these remarkable individuals who once walked among us. And it reminds us that we are all called to be saints.

On All Souls' Day we honour and pray for the souls of the departed. It serves as a meaningful opportunity to instill the values of compassion, remembrance and gratitude. By reflecting on the lives of those who have passed, the Catholic education system encourages empathy and a deeper understanding of the human experience. All Souls' Day reinforces the notion that faith, respect for the deceased and the power of prayer are integral aspects of a Catholic life, promoting spiritual growth and a greater sense of community.

#### **St. Rene Goupil - St. Luke CES Upper Canada Child Care Centre Grand Opening Ceremony**

On October 27, the York Catholic District School Board (YCDSB) together with Upper Canada Child Care (UCCC) hosted the grand opening of a beautiful new child care facility located at St. Rene Goupil - St. Luke CES. To be good stewards of our financial resources and to better serve the needs of the Thornhill community, the YCDSB converted an underutilized portion of the school into a child care centre that UCCC is leasing. The ceremony included a beautiful prayer and blessing from Fr. Mark Van Patten as well as several congratulatory messages from local politicians, including the Minister of Education, Hon. Stephen Lecce, YCDSB Trustee Carol Cotton and Markham Councillor Keith Irish, along with Director of Education, Domenic Scuglia, and many others. This ribbon cutting ceremony was an exciting time for our Board and this community, which was evident by the excellent turnout for this event. Thank you to everyone who dedicated so much time into this project. This child care facility is an excellent addition to the wonderful community of St. Rene Goupil - St. Luke CES and we look forward to welcoming many of these preschoolers into a YCDSB kindergarten class shortly.

#### **Blessed Ozanam Parish Fundraising Gala**

On Saturday, October 21, YCDSB Principals, Sr. Admin. Trustee Elizabeth Crowe and I attended the Blessed Ozanam Parish Fundraising Gala, which financially supported the building of a brand new Catholic church in Markham East. The patron saint of the parish, Blessed Frederic Ozanam, was the founder of the St. Vincent De Paul Society, an organization that many Catholics recognize from the life-changing work it does everyday.

The YCDSB has a special relationship with all our parishes, and we are especially happy to host Blessed Ozanam Parish at Saint Brother Andre Catholic High School until their church building is ready. We are filled with great excitement about a new church in York Region and we are happy to support this holy endeavour.

### **Father Patrick Fogarty Awards**

On Saturday, October 28, the Catholic Education Foundation of Ontario hosted the 37th Annual Fr. Patrick Fogarty Award Dinner. YCDSB Associate Director, Jennifer Sarna, and I attended this special evening that recognizes so many outstanding contributions to Catholic education in Ontario. We enjoyed a faith-filled evening alongside many fellow Catholic students and educators. Congratulations to the winners of the 2023 Michael Carty Award and the 2023 Michael Monk Award recipients, especially Prince of Peace CES in Keswick. The Sisters of the Institute of the Blessed Virgin Mary (Loretto Sisters) presented the 2023 Medal of Honour. Lastly, the evening honoured one student from each of Ontario Catholic secondary schools with the 2023 Catholic Student of the Year Award. Congratulations to all those who were recognized.

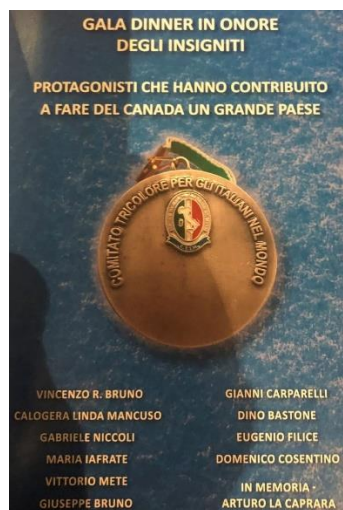
### **YCDSB Board Retirement**

On Wednesday, October 4, 48 of the Board's newest retirees attended the annual YCDSB retirement celebration. We recognize that retirement is a significant milestone in a person's life, and celebrating it is a thoughtful way to acknowledge their years of dedication and hard work. As a Catholic school board, we ask God to continue to watch over and bless all our YCDSB community, both our current staff and those who are retired. May each of our retiring staff members enjoy a well-deserved and meaningful retirement, filled with God's love, happiness and good health, and may they cherish all their years at YCDSB as they begin this new chapter in their lives. Thank you and God bless the next chapter of your journey.

### **YCDSB Interview on OMNI News**

Ad-Hoc International Language Extended Day Committee Chair, Angela Saggese was recently interviewed by OMNI News. Committee Chair Saggese noted that based on the numbers, the International Language Extended Day program is flourishing at YCDSB and that we are very pleased with how the program is running and that many families want to learn a third language. If you would like to see the news story, you can find it [here](#). The interview will be uploaded onto the Board site in the coming days.

OMNI news reporter GianPiero Nagliati reached out to Vice Chair Maria Iafrate to discuss international language in our board. Vice Chair Iafrate has been a major contributor within the Italian community was recently the recipient of a special award for her tremendous efforts.



### **Vice Chair Maria Iafrate's Award**



### **November Religious Observances and Feast Days:**

York Catholic schools are named after incredible personifications of our faith. These saints, faithful people, angels and remarkable events all serve as constant inspirations for our community as we do our best to journey toward sainthood ourselves. In November, we will celebrate the feast days of a number our schools' patrons, including:

November 1 - Solemnity of All Saints Day & Feast Day for All Saints CES

November 2 - All Souls Day

November 5 - Feast Day for St. Elizabeth CES

November 16 - Feast Day for St. Agnes of Assisi CES

November 22 - Feast Day for St. Cecilia CES

November 23 - Feast Day for St. Clement CES

November 25 - *Feast Day for St. Catherine of Alexandria*

November 26 - Feast Day for Christ The King CES

November 30 - Feast Day for St. Andrew CES



## York Catholic District School Board

**Memo To:** Board of Trustees

**From:** Jennifer Wigston, Trustee (Vaughan Area 3), OCSTA Regional Director

**Date:** October 30 2023

**Re:** **O.C.S.T.A. Report**

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### **ADVOCACY:**

OCSTA submitted the 2023-2024 Finance Brief to the Ministry of Education on October 10. A copy of the brief can be found on the OCSTA website by clicking on the advocacy tab, then selecting "Briefs". In this section, you will be able to access all OCSTA briefs dating back to 2001.

### **SPEAKER SERIES:**

OCSTA will once again be hosting the Catholic Education Leadership Speaker Series beginning on November 8th at 6:30 p.m. This virtual event will feature Linda Staudt, retired Director of Education for the London District Catholic School Board who is one of the laypersons participating in the 16th General Assembly of the Synod of Bishops in Rome this October.

Linda was selected as one of seven lay people from North America. She was nominated by His Excellency, Bishop Ronald Fabbro based on her extensive knowledge of the Synod, her service to the Diocese of London, her achievements as a leader in Catholic education and goodness.

The meetings in Rome this October are the first of two sessions of the Synod of Bishops. Participants will be meeting to discern what it means to be a listening Church, examining the Synod's themes of Communion, Participation and Mission. We look forward to learning more about the Synod through Linda's experiences as a participant.

The length of this session will be approximately 90 minutes in total, with 60 minutes dedicated to the formal presentation and a further 30 minutes set aside for audience questions.

There is no charge for attending this event and OCSTA encourages all Trustees and others to register in advance – please register [HERE](#).

Please note that this presentation will be recorded and made available later. For more information about Linda or OCSTA Conversations, please refer to the October 16 edition of OCSTA Newswire, which can be found on the OCSTA homepage.

## **2024 CATHOLIC TRUSTEES SEMINAR: JANUARY 19-20, 2024**

The Catholic Education and Trustee Enrichment committee has been working on the 2024 Catholic Trustees Seminar January 19 and 20. As previously noted, the theme is Stewards of the Promise.

Some highlights to share:

- The topic of Friday morning's keynote address is "Advocacy & Communication Considerations for Catholic Trustees" and will be delivered by Neil MacCarthy, Director of Public Relations, Archdiocese of Toronto.
- The committee has confirmed that one of the workshops will be on the topic of Artificial Intelligence - K-12 Implications.
- Saturday morning following our Eucharistic Celebration, we will be welcoming Cadmus Delorme, Former Chief of the Cowessess First Nation to speak.



## York Catholic District School Board

### Director's Report

**Memo To:** Board of Trustees

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

**Date:** October 30, 2023

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

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October has swiftly passed by, leaving behind a trail of wonderful and educational events within our school board. Students and staff alike actively engaged in hands-on learning and participated in enriching extracurricular activities, enhancing their overall educational experience. Notably, various teams and clubs, such as Luke 4:18 and Chaplaincy teams, organizing food drives just in time for Thanksgiving. Our heartfelt thanks go to all the volunteers and contributors who made this possible. In these challenging times, it's essential to heed the words of Jesus in Matthew 25:35-40, reminding us that our actions toward those in need reflect the love we show to Him. *"I tell you the truth, whatever you did for one of the least of these brothers of mine, you did for me."*

Let us also remember the importance of World Mental Health Day, drawing inspiration from the same passage in Matthew: *"For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me."* As a community, we must extend our care to those who hunger, thirst, seek shelter and long for comfort. Simultaneously, we recognize the significance of self-compassion during these trying times. The YCDSB community, known for its strength and compassion, continues to offer unwavering support to those who need it, reminding us that we all play a vital role in each other's lives.

#### **Clarification on Communications to Vaughan Families**

I want to clarify to the families in the Vaughan area regarding some communications they received earlier this month. Specifically, those families will be impacted by two separate transportation issues in September 2024. We understand that the timing of these two messages may have caused some frustration; however, we felt the information was essential for parents to receive before the secondary registrations and open houses.

Our first message was to communicate upcoming changes (effective September 2024) by Student Transportation Services (STS) to bus service that would impact students living less than 4.8 km away from St. Joan of Arc CHS due to changes in York Region Transit (YRT) service. This is an operational issue; the Trustees were not involved in this decision.

The second message was regarding a change in dual feeder alignments, which resulted from a review called for in the 2019 Long Term Accommodation Plan. The study took place throughout the last school year. As a result, the board provided bus transportation to St. Elizabeth CHS and Cardinal Carter CHS from the St. Joan of Arc CHS attendance boundary, which will be phased out starting September 2024. Secondary students (as of September 2023) being bussed from these areas will continue receiving transportation from the school board until June 30, 2027.

Board staff are meeting with York Region Transit staff in the upcoming month to highlight these service changes and encourage York Region Transit to review their current service offering for any enhancement, given this potential increase in ridership. York Region Transit may only be an option for some families. Again, our intent of the messaging was to inform families before the secondary registration and Open Houses.

### **Mental Illness Awareness Week**

Mental Illness Awareness Week was from October 1-7 and it saw active participation from our board. Each day, we engaged in online daily affirmations, while many of our schools emphasized the significance of mental health awareness and prevention. Additionally, our board's IT department displayed a lock screen message on all YCDSB licenced devices, encouraging awareness and the importance of self-care.

### **National Custodian Day**

October 2 was National Custodian Day. The day acknowledges the important work of our custodians. Their commitment and dedication to maintaining the cleanliness and functionality of our surroundings helps to create a positive and conducive environment for everyone to work, learn and thrive. National Custodian Day reminds us to recognize and celebrate the significant impact that custodians have on our schools and in our daily lives.

### **World Teachers Day**

World Teachers' Day is celebrated globally on October 5 to honour and appreciate the significant contributions of teachers in their important role in educating our students. On this day we recognize the crucial role that all teachers play in shaping young minds, inspiring learning and nurturing the next generation. The day was spent celebrating all our inspiring educators who shape futures and make a positive difference in the world through the power of education. Once again, thank you to all our teachers and to all educators around the world. *"Let us remember: One book, one pen, one child and one teacher can change the world."* -Malala Yousafzai

### **Thanksgiving Day**

On October 9, people throughout Canada celebrated Thanksgiving. Our schools were closed during this statutory holiday, giving families some added time to come together. Thanksgiving is a time to express gratitude and appreciation for the blessings and abundance in our lives. It is a time-honoured tradition that is at its best when it goes beyond the boundaries of a single day. It instills in us a yearning to embrace gratitude as a way of life, encouraging us to cultivate a thankful heart and a spirit of appreciation for the blessings that surround us every day. However you celebrated, I hope you had a wonderful and blessed holiday.

### **World Mental Health Day**

World Mental Health Day is observed globally on October 10 and is a day dedicated to raising awareness about mental health concerns and promoting mental well-being worldwide. It underscores the essential nature of prioritizing mental health and recognizes that it's just as important as physical health in leading a fulfilling life.

Mental health is a universal concern affecting individuals and communities worldwide, and on World Mental Health Day, we unite in our efforts to create a world where mental well-being is cherished, supported and made a priority for everyone. The YCDSB Mental Health team shared valuable resources on their social media platforms, emphasizing the significance of self-love, prayer and self-care.

Additionally, our mental health student ambassadors orchestrated various engaging activities within their schools to increase awareness and combat the stigma often associated with mental health struggles. Thank you to these incredible young leaders for their advocacy and their caring nature towards their peers. Their efforts on this day and throughout the school year are greatly appreciated.

### **Child Care Workers and ECE Appreciation Day**

October 17 was Child Care Workers and Early Childhood Educators (ECE) Appreciation Day, a day to celebrate the invaluable contributions of all child care workers and ECE professionals. It is a day to show gratitude and admiration for their passion and dedication in nurturing the minds and hearts of the youngest members of our communities. The York Catholic District School Board continues to extend our heartfelt thanks to all the child care workers and DECEs.

### **Bus Driver Appreciation Day**

October 19 was Bus Driver Appreciation Day, a day to honour the essential role that bus drivers play in safely transporting our students to their destinations. Every day they navigate through traffic, weather conditions and various challenges to deliver students safely. It is also a day to remind everyone the importance of treating our bus drivers with respect and courtesy always. It highlights the significant impact that bus drivers have on our daily lives and the crucial role they play in our communities. Thank you for your dedication and care.

### **PA Day Focused on School Improvement**

October 20 marked the second PA Day for the school year. After a very successful Faith Day PA Day in September, our schools took part in school improvement day which included SMART goal setting for each unique school and community. The teachers and staff at our schools took part in meaningful and open discussions about school improvement planning. The in-service for elementary teachers included the new language curriculum released by the Ministry of Education as well as reviewing updates to the Indigenous education and Holocaust education curriculum. Secondary teachers reviewed the new grade nine de-streamed language curriculum. Both panels built on their knowledge of cyber security, mental health literacy and mental health training.

### **EQAO**

According to the latest results from the Education Quality and Accountability Office (EQAO) and the Ontario Secondary School Literacy Test (OSSLT), York Catholic District School Board students continue to outpace their provincial peers in all areas of testing. We are very proud of our students and staff for the high level of achievement they consistently demonstrate throughout the school year and we are looking forward to continuing to learn and educate future generations. Of particular strength is our grade six reading and writing test scores of 91 and 93 percent respectively. We are proud to report that the participation of YCDSB students in all grade levels of the 2023 EQAO assessments was over 95 percent.

### **Cyber Security Month**

October is Cyber Security Awareness Month. We worked to raise further awareness about the importance of cybersecurity and to educate our YCDSB staff and community about the potential risks and threats they may encounter in the digital world. Throughout the month we aimed to promote safe online practices, such as protecting personal information, creating strong passwords, avoiding phishing scams and keeping software and devices up-to-date. Thank you to our ever-diligent IT department who were busy updating and educating staff on things such as securing personal information and multi-factor authentication. Your commitment to our boardwide cyber security is very much appreciated.

### **NACCA Fundraising Gala & Volunteer Appreciation Night**

On Thursday, October 26, CFO Calum McNeil and Vice Chair Maria Iafraite attended the NACCA Fundraiser in Newmarket. The Board was proud to be a hospitality sponsor for this amazing and fun-filled evening. The gala is a wonderful event dedicated to appreciating the many incredible volunteers for NACCA but also to raise funds to support all their social programs and services which empower individuals and families in need.

### **Halloween / All Hallows Eve**

On October 31 we celebrate Halloween, otherwise known as All Hallows Eve. Our students and staff have been actively engaging in creative crafts and planning themed fundraising dances. We thank our staff for organizing these important fundraising activities and everyone who supported them. As always, we wish everyone a happy and safe Halloween.

### **Secondary School Open Houses**

We are excited to announce that in November, the York Catholic District School Board will host a series of in-person high school open houses for parents and graduating elementary school students who will be starting secondary school in September 2024. The open houses will highlight important key aspects of each school, including administration, programs, graduation requirements, uniforms, school structure and student



opportunities. These open houses have been posted on the YCDSB's website as well as the secondary websites. In addition, a newsletter was sent home to all families of students graduating from their elementary schools. York Catholic high schools are highly sought after for their academic programs focusing on well-being, equity and inclusion. We have the highest English-language graduation rates in the province. Our high schools are well-known for their innovative programming, caring staff who help guide students, leadership opportunities and engaging student life. Thank you to the staff for organizing these events.

### **Signing of Williams Treaty**

We acknowledge the signing of the Williams Treaty on October 31. This is a significant historical event that took place in 1923. The treaty was signed between the Canadian government and various Indigenous First Nations in the Province of Ontario, which pertains to part of York Region. The Williams Treaty is an essential historical document that reflects the complex relationship between the Canadian government and Indigenous peoples. It serves as a reminder of the need for ongoing dialogue and respect for Indigenous communities, as Canada continues to strive for reconciliation and meaningful partnerships with its Indigenous Peoples.

### **Indigenous Website Launch**

We are thrilled to announce the launch of a brand-new Indigenous Education Department website, designed to provide a comprehensive resource for students, parents and the community. This platform will showcase the York Catholic District School Board's ongoing acts of truth and reconciliation, offering valuable insights into our commitment to fostering understanding and appreciation of Indigenous culture and history. I encourage you to visit the website and learn more about how we can continue our journey toward truth and reconciliation. Thank you very much to: Principal of Indigenous Education, Nicholas Galatianos; Indigenous Education Consultants, Shannon Ulgiati and Kyla King; and Administrative Assistant, Zorica Risteska.

### **Welcome to Interim Human Rights and Equity Advisor**

This month we welcomed the YCDSB's Interim Human Rights and Equity Advisory (HREA), Alex Battick. Alex is a multifaceted legal professional, serving as a lawyer, arbitrator and workplace investigator with a focus on education and human rights law. He is a licensed lawyer with the Law Society of Ontario, holding a Bachelor of Laws degree from City, University of London and an Honours Bachelor of Arts in Sociology from McMaster University. Alex is looking forward to working with people throughout the YCDSB in this important Role. The office of HREA provides a safe environment to voice concerns should one feel they have been treated unfairly, discriminated against or harassed.

### **Cross Country Meets**

A big congratulations to the exceptional students and athletes who took part in the various cross-country meets that happened throughout the month. We've been truly impressed by the unwavering commitment and determination displayed by both students and staff as they prepared for their race day. The top five runners from each school advanced to the board finals on October 19, marking the highest level of competition for our elementary students. This year, we saw an impressive participation of over 8,000 students from grades 4 to 8. As for our secondary students, we are thrilled to announce that many have qualified for the 2023 OFSAA Cross Country Provincial Championships happening on November 4 at Centennial Park in Etobicoke. This is an incredible opportunity for them to compete against athletes from across the province, and we wish them the very best of luck!

We extend our heartfelt gratitude to the Elementary Athletic Association, the cross-country convenors, teacher-coaches and student volunteers for making this season a resounding success. Your dedication to the students and these events is greatly appreciated by all.

### **York Catholic Parent Involvement Committee**

The York Catholic Parent Involvement Committee (YCPIC) is inviting all Catholic School Council (CSC) members to a social on Saturday, November 4 from 10 a.m. to 11:30 a.m. at the CEC. All new Catholic School Council Executive members (Chairs, Vice Chairs, Treasurers and Secretaries) are invited to the 2023 Orientation Workshop scheduled for Thursday, November 9. We have emailed the invitation for the Orientation to all administrators to share with their CSC. In addition, the invitation can be found on the YCDSB's website. Topics for the evening include: how to be an effective Chair, Vice Chair, Treasurer and Secretary; how to run an effective Council meeting; Ministry of Education guidelines, YCDSB Policy and the Constitution. It is an evening designed to network with other CSC members and gain valuable ideas and insights. Registration is open until November 7.

### **Ontario Association of Parents in Catholic Education**

There was a York Chapter, Ontario Association of Parents in Catholic Education meeting held at the CEC on Wednesday, October 25. Every school in our YCDSB has an OAPCE representative that is invited to attend these meetings. This is a very important association, as these representatives are the voice of parents who are promoting publicly funded Catholic Education.

### **WFMP Conference**

For the first time in several years, "When Faith Meets Pedagogy" Conference is resuming at the Delta Marriott Hotel and Convention Centre. This year's theme is *Awake, Arise, Announce - The Glory of the Lord is Within and Among You*. The Catholic Leadership Youth Forum takes place on Thursday, October 26, where approximately 1,000 students will be energized by keynote speakers, participate in liturgy and have opportunities to interact with peers from around the province. We are so proud that York Catholic will have over 100 students participating this year.

The adult conference takes place from October 26-28 and several members of the YCDSB will be present. Our delegations include educators, volunteers and Trustees. The adult conference consists of a three-day schedule which includes a Mass celebrated by Most Rev. Frank Leo, Archbishop of Toronto, as well as many educational speakers, vendors, workshops and in-services.

Our youth and delegates are looking for continued guidance to renew their relationship with God and others and to rebuild our sense of community within our homes, parishes and schools. It is a critical reminder of the tremendous importance of Catholic Education. We are looking forward to learning from these students and delegates and being witnesses to God's peace and love within them upon their return.

### **Prayer for Peace**

The York Catholic District School Board continues to pray for peace around the world. At the beginning of the conflict in the Holy Land, the YCDSB offered a statement that called for peace and staff received information on caring for our students during these times which are difficult for some of those around us. Pope Francis recently spoke these words: *"War does not resolve any problem. It only sows death and destruction, increases hate, multiplies vengeance. War erases the future. I exhort believers to take only one side in this conflict: the side of peace – not in word, but in prayer."* May the Lord comfort those suffering and may peace blossom throughout the world.

### **School Visits**

October 25 - Future site of St. Katherine Drexel and Blessed Chiara Badano

### **Monthly Observances**

This month, we recognized several significant monthly observances. We shared messages on our website, newsletters and social media accounts for the following:

- Month of the Holy Rosary
- Women's History Month
- Cyber Security Awareness Month
- Canadian Islamic History Month
- Hispanic Heritage Month
- Canadian Library Month

# Public Request to Make a Presentation or Present Petition

**Patrizia Tempio** <[ycdsb.forms@ycdsb.ca](mailto:ycdsb.forms@ycdsb.ca)>

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

<b>Name</b>	Patrizia Tempio
<b>Email Address</b>	
<b>Home Address</b>	
<b>Home Telephone</b>	
<b>Are you a York Catholic District School Board employee?</b>	No
<b>Is this request related to a Motion and/or decision of the Board?</b>	Yes
<b>Spokesperson 1 Name</b>	Patrizia Tempio
<b>Spokesperson 1 Email Address</b>	
<b>Spokesperson 1 Address</b>	Canada
<b>Spokesperson 2 Address</b>	Canada
<b>3) Presentation/Petition Details</b>	
<b>Date of Board Meeting</b>	Oct 30, 2023
<b>Specific Statement of Issue</b> St. Cecilia community should be a feeder school to St Joan of Arc	
<b>Summary of key presentation points:</b> <ul style="list-style-type: none"><li>- Demonstrating inconsistency with feeder schools</li><li>- Demonstrating the importance of community</li><li>- Speaking to how student's options to participate in extra curricular will be close to impossible when being encouraged to attend a school outside their community</li><li>- Demonstrating how the perception is the Board is providing incentive to attend one school over another</li></ul>	
<b>If Applicable, your key recommendations/suggestions to address the problem/issue:</b> Align the MAPLE elementary schools (including St Cecelia) as single feeder schools, to our MAPLE high school.  Also to demonstrate that there is no bias between schools, provide busing to these students attending St Cecilia, as they would have otherwise been provided with transportation had they made a different high school selection.	
<b>4) Electronic Presentation Details</b> Written material in support of the presentation, including PowerPoint, shall be provided to Trustees by end of day Saturday (11:59pm) prior to the scheduled Board meeting. If supporting information is not submitted within the timeline, the delegation will be removed from the agenda and presented at a future Board meeting. Email Presentation to <a href="mailto:board.delegations@ycdsb.ca">board.delegations@ycdsb.ca</a>	
<b>Is your presentation in an electronic format?</b>	No
<b>Acknowledgement</b>	- I am aware that my delegation presentation will be livestreamed during the Board Meeting.
<b>Form prepared by:</b>	Patrizia Tempio
<b>Date</b>	Sep 21, 2023

# Public Request to Make a Presentation or Present Petition

Annette Badali-Santilli <[ycdsb.forms@ycdsb.ca](mailto:ycdsb.forms@ycdsb.ca)>

to board.delegations

<b>Name</b>	Annette Badali-Santilli
<b>Email Address</b>	
<b>Home Address</b>	
<b>Home Telephone</b>	
<b>Business Telephone</b>	
<b>Name of Home School being represented</b>	St Cecilia CES
<b>Are you a York Catholic District School Board employee?</b>	Yes
<b>Is this request related to a Motion and/or decision of the Board?</b>	Yes
<b>Spokesperson 1 Name</b>	Annette Badali-Santilli
<b>Spokesperson 1 Email Address</b>	
<b>Spokesperson 1 Address</b>	
<b>Spokesperson 1 Home Telephone</b>	
<b>Spokesperson 1 Business Telephone</b>	
<b>Spokesperson 2 Address</b>	Canada
<b>3) Presentation/Petition Details</b>	
<b>Date of Board Meeting</b>	Oct 30, 2023
<b>Specific Statement of Issue</b> I would like to speak with regards to the motion put forth to change the boundaries of St. Cecilia school and force all students to feed into St. Joan of Arc.	
<b>If Applicable, your key recommendations/suggestions to address the problem/issue:</b> In my opinion it is in the best interest of the students and the families, if the students at St. Cecilia continue to feed into St.Elizabeth school. This will allow for consistency and be the least disruptive to the students and their families.	
<b>4) Electronic Presentation Details</b> Written material in support of the presentation, including PowerPoint, shall be provided to Trustees by end of day Saturday (11:59pm) prior to the scheduled Board meeting. If supporting information is not submitted within the timeline, the delegation will be removed from the agenda and presented at a future Board meeting. Email Presentation to <a href="mailto:board.delegations@ycdsb.ca">board.delegations@ycdsb.ca</a>	
<b>Is your presentation in an electronic format?</b>	No
<b>Acknowledgement</b>	- I am aware that my delegation presentation will be livestreamed during the Board Meeting.
<b>Form prepared by:</b>	Annette Badali-Santilli
<b>Date</b>	Oct 13, 2023



# MATH ACHIEVEMENT ACTION PLAN

October 30, 2023

Curriculum Department



# Mathematics Strategy 2023-2024

# Math Achievement Action Plan

## Goal:

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

## New Roles:

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

## Focus:

- High-impact instructional practices to improve math performance.



# Previous Math Strategy Funding Model

Board Math Leads (Mathematics Consultants for K-8 and 7-12):

- Funding specifically for teacher release.
- Elementary:
  - 1 math lead per division (up to 4 in total per school).
  - 1 release day to attend central professional learning and 0.5 school release day.
- Secondary:
  - 3 math leads per semester (up to 6 leads per school)
  - 1.5 release days to attend central professional learning and 0.5 school release day.
  - 1 EQAO math lead per school
  - 1 release day to attend central professional learning



# Current Ministry Funding and Support Structure

## Math Recovery Plan:

The 2023-2024 PPF (Priorities and Partnership Fund) investment includes:

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

## Result:

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



# **YCDSB Math Achievement Action Plan**

# YCDSB Math Achievement Action Plan

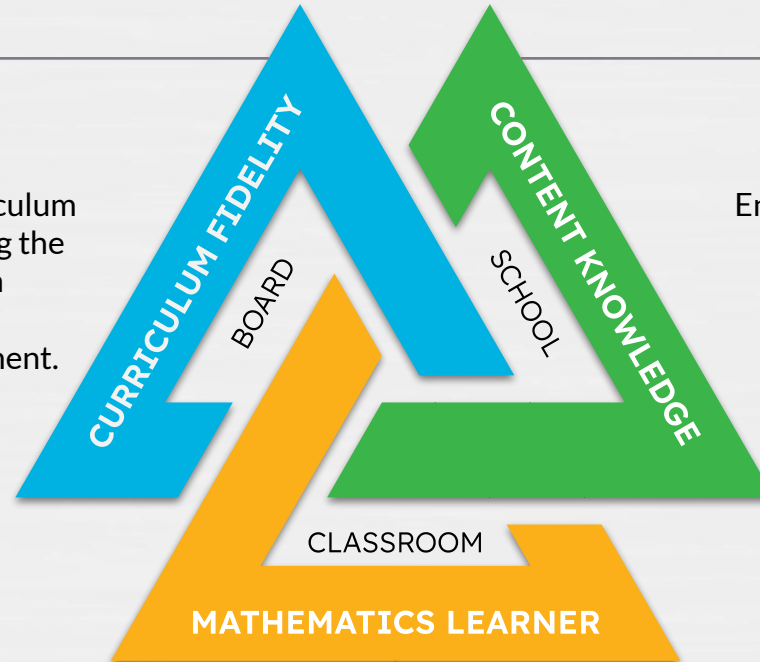


1

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

2

Engaging in ongoing learning on mathematics content knowledge for teaching.



3  
22

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



**Priority 1:** Ensuring fidelity of curriculum implementation including the intentional use of proven strategies that support academic math achievement.

### Board-level strategies

- Provide suggested scope and sequence for each targeted grade.
- Curriculum alignment charts for grade 3-6, 6-9
- Highlight common content trends between grades (teacher, students, parents)
- PD on the Fly
- Provide suggested general overarching math goal for school's SAPF
- CRRP connections in math instructional strategies
- Divisional Specific Coding Series Presentation(s)
- Coding modules
- Afterschool virtual coding presentations

### School-level strategies

Align board-level strategies with individual SAP:

- Schools will set a goal(s) on prior achievement & include the board's focus
- Focus is Grade 3, 6, 9
- Discuss/analyse data, gaps and module implementation plan with principals

### Classroom-level strategies

- Math facilitators will promulgate board-level strategies
- Continual communication with teachers and administration
- \*Co-plan and co-teach with priority school classroom teachers
- Provide Coding sessions

## Priority 2: Engaging in ongoing learning on mathematics content knowledge for teaching

### Board-level strategies

- Afterschool and on the go PD of pedagogical content
- Series of Modules supporting Content Knowledge
- Create support resources
- Promoting and supporting Knowledgehook
- Family Math Playground: digital pamphlet for parents

### School-level strategies

- Embedding content into school level goals
- Highlighting resources on the Curriculum website.

### Classroom-level strategies

- Math facilitator to offer content discussion to priority schools
- Board math leads to offer content discussion to the system by request.

**Priority 3:** Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.

**Board-level strategies**

Inform assessment **for** learning data collection:

- Past Report Card(s) and/or OSR
- Climate survey responses
- EQAO feelings towards math survey responses
- Knowledgehook Warm Ups

Assessment **for** learning strategies:

- Connect high yield strategies in mathematics with Special Education teachers
- Creating and promoting math routine(s), open task(s), and community building activities (curricular and non-curricular)

**School-level strategies**

- Utilizing the highlighted resources to inform assessment **for** learning
- Reviewing formative assessment data
- Implementing the board curated math resources

**Classroom-level strategies**

- School Based Math facilitator engaging in co-teaching of these strategies with whole class, individual students at priority schools
- Offering targeted and individualized support to students that require additional strategies to reach provincial standard (i.e., move students from level 2 to level 3).

# Taking Action in Mathematics Framework:

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

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



# **School Math Facilitators & the Implementation Strategy**

# Priority Schools

## Elementary (1.0):

- St. Bernadette CES - Grades 3 & 6 (0.4)
- St. Brendan CES - Grade 3 (0.2)
- St. Joseph Richmond Hill CES - Grade 6 (0.2)
- St. Peter CES - Grade 6 (0.2)

## Secondary (0.4):

- St. Jean de Brebeuf - Grade 9 (0.2)
- St. Joan of Arc CHS - Grade 9 (0.2)





# School Math Facilitators

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

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



# Sample Day and Formative Data Collection

		💡 Most Challenging Questions					
		Q1	Q2		✓	Students	5 Q16 Q17
Mea		✓	✗	Q16	5%	17	✗ ✗
				Q17	14%	21	
		✓	✓	Q12	18%	22	✗ ✗
		✓	✓	Q15	22%	22	
				Q5	26%	23	
		✓	✗	Q11	27%	22	✗ ✗
		✗	✗	Q13	43%	23	✓ ✗
				Q9	43%	23	
		✓	✓	Q19	45%	22	✗ ✓



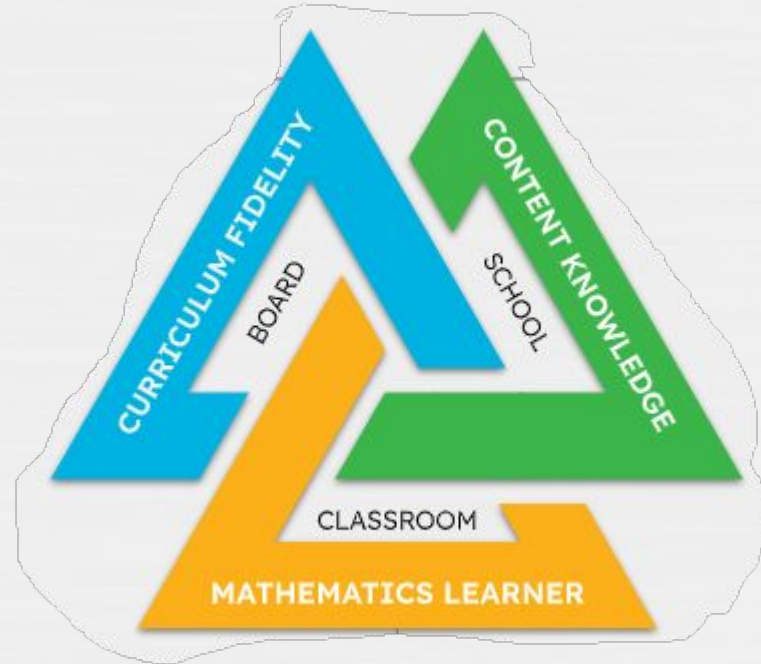
# Sample Day and Formative Data Collection

Q#	Big Idea	Success	Missed
1	Read and Represent using Base	11/19 58%	Student A. Student B. Student C.
<b>Thorough Understanding</b>		<b>Student M, Student B, Student L, Student K, Student N, Student O, Student P, Student I, Student Q, Student R, Student S, Student J</b>	
<b>Developing Understanding</b>		<b>Student H</b>	
<b>Limited Understanding</b>		<b>Student A, Student C, Student D, Student E, Student F, Student G</b>	
			Student F, Student G, Student H
5	Adding with preferred strategy	17/19 89%	Student M, Student F



# Motion

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





# Thank You



@CAD\_ycdsb



CAD.YCDSB.CA



Your place for curriculum-related  
information and updates.

## **YORK CATHOLIC DISTRICT SCHOOL BOARD**

**REPORT TO:** Board of Trustees

**FROM:** Administration

**DATE:** October 30, 2023

**RE:** **St. Cecilia Secondary Boundary Review - Final Report**

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### **EXECUTIVE SUMMARY**

The intent of this report is to provide the Board with a recommendation regarding the St. Cecilia Secondary Boundary Review.

Consistent with the Board's Boundary Review Process, a Local Boundary Review Committee (LBRC), consisting of local Trustees, school Superintendents, school Principals, and staff from Planning Services and Student Transportation Services was formed and several meetings have been held. A Public Information Session took place on Wednesday September 27, 2023, where two (2) options were presented to the community for review and comment.

Included within this report are maps illustrating the overall study area, current school boundary, two proposed boundary options, enrolment projections, a summary of feedback received from families as part of the Public Information Session and an analysis of the options with recommendations for the Board's consideration.

### **BACKGROUND**

In 2009, prior to the opening of St. Cecilia CES (September 2010), a boundary review process was conducted by Administration to determine the elementary attendance area for St. Cecilia CES. Through that process, it was determined that St. Cecilia CES would be a feeder school to St. Elizabeth CHS.

In November 2010, the Board approved a secondary dual feeder arrangement for the St. Cecilia CES attendance area to permit students from St. Cecilia CES to attend either St. Joan of Arc CHS or St. Elizabeth CHS.

In 2022, as part of the Board's Long Term Accommodation Plan, the Board undertook a review of the role of dual feeder schools from an effectiveness perspective and to ensure integrity and equity throughout the Board. A number of reports were presented at Corporate Services Meetings and Board Meetings regarding the dual/triple feeder reviews resulting in a number of Board motions.

At the April 24, 2023 Board meeting, the Board passed the following motion:

“THAT a review of the secondary boundaries for St. Joan of Arc CHS and St. Elizabeth CHS be reviewed with respect to the alignment of St. Cecilia CES community by the fall of 2023 with any possible changes effective September 2024.”

At the June 20, 2023 Board meeting, the Board passed the following motion with respect to the dual feeder status for the St. Cecilia CES community:

“THAT the motion in 2010 (see below for past motion) designating **Area G** (St. Cecilia) as a dual feeder be rescinded to discontinue the dual feeder arrangement at Area G as of September 1, 2024 (implementation Scenario 1) with the final alignment of St. Cecilia CES to be determined by the in-process Boundary Review.

*THAT St. Cecilia CES, being located south of Major Mackenzie Drive, become a dual feeder to St. Joan of Arc CHS and St. Elizabeth CHS, including all Block 17 students. (November 23, 2010, Regular Board Meeting)*

## **BOUNDARY REVIEW PROCESS**

The Board’s boundary review process is guided by a Local Boundary Review Committee within the framework of an Administrative procedure and consists of key meetings and opportunities for consultation with impacted school communities. Included in the Appendix is a flowchart outlining the boundary review process.

The following planning goals are intended to provide general guidance for boundary review and accommodation matters. It should be recognized however that their priority or weighting may vary depending on local circumstances.

1. Ensure appropriate accommodation for all students.
2. Minimize unnecessary bussing.
3. Identify physical barriers to school access (ie. major roads, railway tracks, hydro corridors, rivers, etc.).
4. Minimize boundary changes for growing areas.
5. Maximize the use of all permanent school facilities to minimize portable placement.

## **ENROLMENT DATE**

All enrolment figures contained within this report are based on data as of October 31, 2022. Much of the background work conducted for this boundary review was conducted in May/June

2023, including data and analysis presented in meeting with principals and Catholic School Council chairs. Given that audited October 31, 2023 data is not yet available, the enrolment data within this report is As of October 31, 2022.

A comparison of unaudited enrolment for 2023/24 identifies little change between what was projected for 2023, and the preliminary enrolment (September TCH8 Report).

## STUDY AREA

Given the Board motion, the study area for the secondary boundary review is the attendance area of St. Cecilia CES. The St. Cecilia CES attendance area comprises Major Mackenzie Drive to the north, Dufferin Street to the East, Rutherford Road to the South and a railway corridor to the west and consists of approximately 3,200 residential dwellings.

### Study Area Enrolment (Elementary)

As shown on Table 1, As of October 31, 2022, there were 543 elementary students living in the study area. Of that total, 492 were enrolled at St. Cecilia CES. The remaining 51 students in the area attend another YCDSB elementary school. Students attending another YCDSB school may be as a result of a program (FI, PACE), or may be on an approved TCH19.

Table 1. Summary of Elementary Students who live within the St. Cecilia CES Attendance Area

SCHOOL OF ATTENDANCE	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	TOTAL
ST. Cecilia	29	36	38	54	40	67	51	59	63	55	492
Attending Other YCDSB School	2	1	2	2	4	2	13	8	11	6	51
<b>TOTAL</b>	<b>31</b>	<b>37</b>	<b>40</b>	<b>56</b>	<b>44</b>	<b>69</b>	<b>64</b>	<b>67</b>	<b>74</b>	<b>61</b>	<b>543</b>

Table 2 is a summary of students who attend St. Cecilia CES. This total is the school total regardless of where students live, and includes students that are attending St. Cecilia from another area (TCH19). Enrolment projections are developed using the school enrolment total (Table 2) as a base, as opposed to the data in Table 1 above.

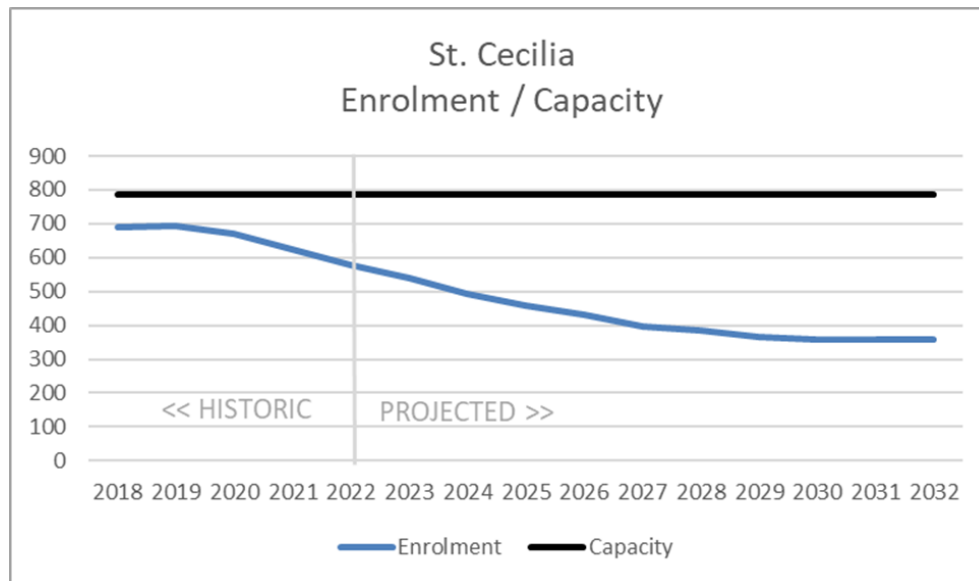
Table 2: St. Cecilia Enrolment Summary (As At October 31, 2022)

SCHOOL OF ATTENDANCE	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	TOTAL
St. Cecilia CES	32	40	44	60	51	76	59	70	74	72	578

Enrolment at St. Cecilia CES is weighted towards the older grades, with enrolment in the junior/intermediate grades being higher than incoming kindergarten and primary grades. As detailed in Figure 1 below, schools that follow this profile typically see a long term decline as the lower enrolment kindergarten and primary classes work their way through the elementary panel.



Figure 1: St. Cecilia CES Historical / Projected Enrolment



Over the long term, enrolment at St. Cecilia CES is projected to decline to approximately 350 students by 2032.

### Secondary Enrolment

Table 3 (below) shows secondary students attending either St. Elizabeth CHS or St. Joan of Arc CHS from the St. Cecilia CES attendance area. As of October 2022, there were 133 students attending St. Elizabeth CHS, with 16 students enrolled in the Regional Arts Program. A total of 30 students were attending Joan of Arc CHS, with 7 students attending AP. In addition, there were 72 students living within the study area attending an alternate YCDSB secondary school.

Table 3: Secondary Students Who Live Within St. Cecilia CES Attendance Area (As Of October 31, 2022)

School of Attendance	Program	Gr 9	Gr 10	Gr 11	Gr 12	Total
St. Elizabeth	Regular Track	41	34	15	27	117
	Arts Program	3	7	4	2	16
	<b>Total</b>	<b>44</b>	<b>41</b>	<b>19</b>	<b>29</b>	<b>133</b>
St. Joan of Arc	Regular Track	7	1	6	9	23
	Advanced Placement	1	2	4	0	7
	<b>Total</b>	<b>8</b>	<b>3</b>	<b>10</b>	<b>9</b>	<b>30</b>
Other YCDSB School		23	25	14	10	72

## CURRENT SITUATION

The St. Cecilia CES Secondary Boundary Review is in response to Board direction to review the secondary feeder alignment for St. Cecilia CES (either St. Elizabeth CHS or St. Joan of Arc CHS). Table 3 below illustrates enrolment of the two secondary schools involved in the review.

Table 3. Secondary Enrolment Summary (As of October 31, 2022)

School of Attendance	Program	Gr 9	Gr 10	Gr 11	Gr 12	Total
St. Elizabeth	Regular Track	220	186	224	275	905
	Arts Program	74	75	72	78	299
	<b>Total</b>	<b>294</b>	<b>261</b>	<b>296</b>	<b>353</b>	<b>1,204</b>
St. Joan of Arc	Regular Track	160	196	216	332	904
	Advanced Placement	41	29	23	0	93
	<b>Total</b>	<b>201</b>	<b>225</b>	<b>239</b>	<b>332</b>	<b>997</b>

Attached as Appendix 2 are 10-year enrolment projections for St. Elizabeth CES and St. Joan of Arc CHS previously provided to the Board (February 2023), and revised enrolment projections with the removal of the dual feeder areas.

## OPTIONS

In consideration of the planning goals outlined above, two (2) boundary options have been developed by the LBRC. Option maps and enrolment projection charts for each option are included as Appendix 3.

To assess the projected enrolment impact of each option, Administration has assumed that 85% of grade 8 students each year will attend the designated secondary school within each option. The remaining 15% are assumed to attend an alternate YCDSB high school. Percentages have been determined using historical trends that track student movement from Grade 8 to Grade 9, and reported to the Board on an annual basis.

### Option 1

This option proposes to maintain the alignment of St. Cecilia CES attendance area with St. Elizabeth CHS. Option 1 recognizes the original secondary alignment from the 2009 boundary review conducted prior to the opening of St. Cecilia CES. With the recent Board decision to rescind the dual feeder status for St. Cecilia CES, Option 1 can be considered ‘status quo’, with no change to the attendance areas of St. Elizabeth CHS or St. Joan of Arc CHS. Secondary students from the study area will continue to be eligible for transportation to St. Elizabeth CHS as discussed in the Transportation section below.

By maintaining the current alignment of St. Cecilia CES with St. Elizabeth CHS, the school will retain four (4) elementary feeder schools. Upon implementation in 2024, St. Elizabeth CHS is projected to have 1,135 students, operating at 74% utilization. By 2032, enrolment at St. Elizabeth CHS is projected to be 946, operating at 66% utilization. Enrolment at St. Joan of Arc CHS is projected to be 910 (58% utilization) in 2024. By 2032, the St. Joan of Arc CHS is anticipated to decline to 794 students (51% utilization).

## **Option 2**

This option aligns the St Cecilia CES attendance area with St. Joan of Arc CHS. Redirecting the study area students from St. Elizabeth CHS to St. Joan of Arc CHS will result in one less feeder school for St. Elizabeth CHS. This option will result in a reduction in transportation service, as students from St. Cecilia CES will no longer be eligible for transportation to St. Elizabeth CHS.

By redirecting the St. Cecilia CES community with St. Joan of Arc CHS, St. Elizabeth CHS is projected to experience a greater decline over the long term. By 2032, enrolment at the school is projected to be 823 students (58% utilization). Conversely, enrolment at St. Joan of Arc will have a positive impact on enrolment compared to Option 1. By 2032, the school is projected to have 917 students (59% utilization).

## **PUBLIC INFORMATION SESSION**

A Public Information Session was held on September 27, 2023 at St. Cecilia CES. The local Trustees, Area Superintendents, Principals, and Planning staff participated in the session to discuss the purpose of the boundary review and the two boundary options. Approximately 75 - 100 people attended the information session. The open house format allowed for one-on-one discussions with families from the St. Cecilia CES community, along with a number of different school communities.

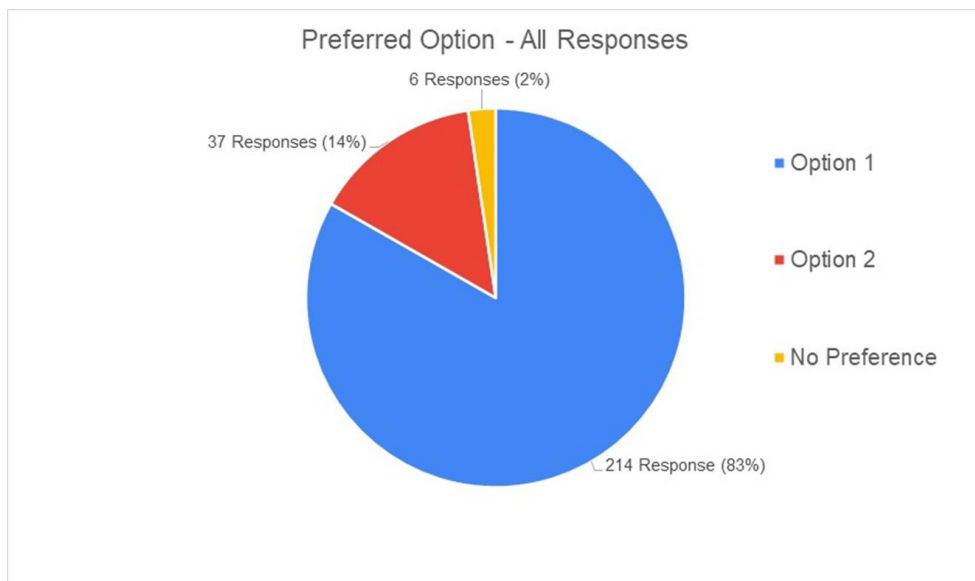
An electronic feedback form was provided to families following the Public Information Session in order for families to provide their feedback. The form asked families to provide some preliminary information (home study area, school of attendance, grades of any children in the home), a preference for the options presented, and to provide additional written comments they wished to provide. The feedback form was available to families from Wednesday September 27th until Thursday October 5th.

## **FEEDBACK**

Community feedback is an important part of the boundary review process and is helpful to identify individual concerns and issues. Respondents are encouraged to identify their preferred boundary option through the feedback; however, it is not a vote.

A total of 257 responses were received from the feedback form and three emails were received. The feedback in its entirety was shared with members of the LBRC. Included in Appendix 4 is a summary of the online survey. The general comments section has been excluded in its entirety for privacy reasons.

Table 4: Option Preference



As detailed in the above, 214 or 83 percent of responses received are in favour of Option 1; 37 or 14 percent are in favour of Option 2; and 6 or 2 percent indicated no preference. Appendix 5 provides a map illustrating a spatial analysis of each respondent's preferred option by where people live. This map shows the majority (200) of respondents live within the St. Cecilia attendance area, with a dispersion of responses in other school communities. Of the 200 respondents, 168 or 78 percent are in favour of Option 1 and 29 or 15 percent are in favour of option 2.

Table 5 below summarizes responses by elementary attendance area using the survey respondent's home address. This table shows that 200 of the 257 responses were from people who live within the St. Cecilia CES attendance area and of those 200 responses, 168 (84%) are in favour of Option 1; and 29 (15%) are in favour of Option 2.

Table 5: Responses by Elementary Attendance Area

ELEMENTARY ATTENDANCE AREA (Using Survey Respondent's home address)	Option 1	Option 2	No Preference	Grand Total	Option 1 %	Option 2 %	No Preference %
ST. CECILIA	168	29	3	200	84%	15%	2%
BLESSED SCALABRINI	2	0	0	2	100%	0%	0%
BLESSED TRINITY	3	1	1	5	60%	20%	20%
FATHER JOHN KELLY	3	0	1	4	75%	0%	25%
HOLY JUBILEE	0	1	0	1	0%	100%	0%
OUR LADY OF THE ROSARY	11	0	1	12	92%	0%	8%
ST. DAVID	7	0	0	7	100%	0%	0%
ST. MARY	1	0	0	1	100%	0%	0%
ST. MARY IMMACULATE	1	0	0	1	100%	0%	0%
ST. VERONICA	1	0	0	1	100%	0%	0%
OUTSIDE YORK REGION	0	1	0	1	0%	100%	0%
ADDRESS NOT PROVIDED	17	5	0	22	77%	23%	0%
<b>Grand Total</b>	<b>214</b>	<b>37</b>	<b>6</b>	<b>257</b>	<b>83%</b>	<b>14%</b>	<b>2%</b>

NOTE: Elementary Attendance Area column identifies responses by **WHERE RESPONDENT'S LIVE**, not the school they attend

## TRANSPORTATION

As per Board Policy No. 203 students are eligible for busing in Grades 9 to 12 if they reside in the school boundary and reside further than 4.8 km from the school in transit served communities. Students in Grades 9 to 12 are also eligible for busing if they reside in the school boundary and reside further than 3.2 km from the school in an area that is not transit served.

Policy 203 defines a transit served student that:

- Can access public transit to and from school; and
- Lives within 1 km of a public transit stop; and
- Spends 75 minutes or less traveling to or from school; and
- Requires 3 vehicles or less traveling to or from school.

### St. Elizabeth CHS

The St. Cecilia CES community is located outside of the 4.8 km Non-Transportation Zone for St. Elizabeth CHS. As such, existing secondary students in the St. Cecilia CES community are eligible for transportation to St. Elizabeth CHS, with an estimated annual transportation cost of \$85,000 - \$90,000.

### St. Joan of Arc CHS

The St. Cecilia CES community falls entirely within the 4.8 km Non-Transportation Zone of St. Joan of Arc CHS, and meets the policy parameters of a transit served student. There are two York Region Transit routes that meet the Board Policy 203 definition of transit served, and therefore are not eligible for transportation to St. Joan of Arc CHS.

Through discussions at the Public Information Session and within the feedback survey, many comments were received regarding the availability of transportation service to St. Joan of Arc CHS. Administration continues to advocate for expanded transit service (YRT) across York Region, including the St. Cecilia CES community.

## ANALYSIS

### Enrolment

From an enrolment and capacity perspective, both St. Elizabeth CHS and St. Joan of Arc CHS have sufficient space to accommodate the St. Cecilia community.

Since 2010, secondary students in the area have had the option to attend either St. Elizabeth CHS or St. Joan of Arc CHS. The table below illustrates a 5-year history of secondary students in the St. Cecilia CES attendance area by their secondary school of attendance.

SCHOOL OF ATTENDANCE	2018		2019		2020		2021		2022	
	# of Students	%	# of Students	%	# of Students	%	# of Students	%	# of Students	%
St. Elizabeth	119	70%	114	67%	106	60%	116	57%	133	57%
St. Joan of Arc	27	16%	29	17%	38	21%	34	17%	30	13%
Other YCDSB School	23	14%	26	15%	34	19%	50	25%	72	31%
<b>TOTAL</b>	<b>169</b>		<b>169</b>		<b>178</b>		<b>202</b>		<b>235</b>	

The data suggest a greater percentage of students have chosen to attend St. Elizabeth CHS. However, over the 5 year period, the percentage of students choosing to attend St. Elizabeth CHS has decreased, from 70% in 2018 to 57% in 2022. The percentage of students choosing to attend St. Joan of Arc has been as high as 21% (2020), and as low as 13% (2022). The data identifies an increase in the percentage of students attending another YCDSB school, from 14% in 2018 to 31% in 2022. This trend is consistent with Administration's practice of accepting out of boundary (TCH19) requests to increase enrolment at secondary schools.

### Feedback:

The feedback received from the community identifies a preference for Option 1. Though the feedback is not a vote, it is an indicator. As illustrated in Table 4 above, 83% of all respondents are in favour of Option 1, maintaining the alignment with St. Cecilia. Program choice, transportation service (yellow school bus) and/or York Regional Transit, sibling relationships are all identified as factors in determining a secondary school choice.

### Transportation:

As identified in the Transportation section, the St. Cecilia CES community is outside the 4.8 km Non-Transportation Zone to St. Elizabeth and therefore eligible for transportation under Policy #203. The community is considered transit served to St. Joan of Arc CHS, and therefore not eligible for transportation under Policy #203.

### Feeder Schools

Current feeder alignment is as follows:

#### **St. Elizabeth CHS**

Blessed Scalabrini CES  
Our Lady of the Rosary CES  
St. Cecilia CES  
St. Joseph the Worker CES

#### **St. Joan of Arc CHS**

Blessed Trinity CES  
Divine Mercy CES  
Father John Kelly CES  
Holy Jubilee CES  
St. David CES  
St. James CES  
St. Raphael the Archangel CES

Redirecting St. Cecilia CES to St. Joan of Arc CHS will result in 3 feeder schools for St. Elizabeth CES, and 8 feeder schools for St. Joan of Arc CHS. The Board has 3 other secondary schools with only 3 feeder schools (Father Michael McGivney CA, Our Lady of the Lake CA, and St. Katharine Drexel CHS). Maintaining an alignment with St. Elizabeth CHS would create a greater balance of elementary feeder schools between the two secondary schools.

### **LOCAL BOUNDARY REVIEW COMMITTEE RECOMMENDATION**

St. Elizabeth CHS and St. Joan of Arc CHS have both experienced an enrolment decline in recent years, and the committee acknowledges both schools would benefit from having St. Cecilia as a feeder school.

Declining enrolment is a Board wide concern and system wide strategies are necessary to maximize enrolment and student retention. Over the past several months the Board has implemented a number of measures to address enrolment across the secondary panel including the expansion of the Advanced Placement (AP) program, Administrative appointments and dual feeder reviews.

In addition, Administration has proposed a broader secondary boundary review be considered in the new Long Term Accommodation Plan (currently in development), with the intent to balance secondary school enrolments across the region. This review provides an opportunity to reassess the feeder school alignments in a broader context.

In reviewing the two options presented at the Public Information Session, the LBRC consensus is to recommend Option 1. Option 1 maintains the current alignment with St. Elizabeth CHS and reflects the current distribution of the majority of secondary students from the St. Cecilia CES community, and the community's preference collected through the feedback form. As identified, above a number of initiatives have been implemented to address enrolment decline at secondary schools, including St. Joan of Arc. These measures will require time to be fully implemented and should be evaluated to assess the impact on enrolment at both St. Joan of Arc CHS and St. Elizabeth CHS. Although Option 1 commits the Board to ongoing transportation costs, these costs should be considered in the context of the overall accommodation context addressing enrolment decline.

Option 1 does not preclude students from the St. Cecilia CES community who wish to attend St. Joan of Arc CHS to do so via the Board's TCH19 policy. Throughout the process, concerns with availability of transit service to St. Joan of Arc were raised. Administration will continue to work with York Region Transit to advocate on behalf of students and families for improved transit service to St. Joan of Arc CHS.

## **TRANSITION AND IMPLEMENTATION**

As of October 31, 2022, there were 130 students from the study area attending St. Elizabeth CHS and 30 attending St. Joan of Arc CHS. Preliminary September 2023 (unaudited) enrolment information suggests that there are now 136 students from the study area attending St. Elizabeth CHS and 43 attending St. Joan of Arc CHS.

As illustrated in the enrolment projections, St. Joan of Arc CHS has sufficient capacity to accommodate existing students to remain at St. Joan of Arc CHS until they graduate from Grade 12.

## **SUMMARY**

In accordance with the Board's Boundary Review Process, a LBRC was organized and several meetings were held. The Committee is comprised of the local Trustees, Area Superintendents, Principals, and staff from Planning Services and Student Transportation Services.

As part of the Boundary Review Process, on May 24, 2023 the LBRC met with the Catholic School Council chairs from the schools involved in the review. A public information session was held on September 27, 2023. Following the information session, 257 feedback forms were received and three (3) additional emails.

Members of the LBRC met on October 16, 2023 to discuss feedback from the public and to consider options for recommendations to the Board. The LBRC has put forth a recommendation of an optimal boundary that aligns the St. Cecilia CES community at a singular secondary school and minimizes disruption to existing catholic families within the community.



With that in mind, the LBRC recommends that Option 1 be approved as presented.

## **RECOMMENDATIONS:**

- 1. THAT** Option 1 as described within this report be approved and effective September, 2024
- 2. THAT** Existing secondary students from the St. Cecilia attendance area currently attending St. Joan of Arc CHS be permitted to remain at St. Joan of Arc CHS on a TCH19 until graduation from grade 12

## **ATTACHMENTS**

Appendix 1 - Current Situation and Option Maps

Appendix 2 - Enrolment Projections (Current Situation)

Appendix 3 - Enrolment Projections (Options)

Appendix 4 - Summary of Feedback

Appendix 5 - Map of Option Preference by Respondent's Address

Appendix 6 - Non-Transportation Zone Map for St. Elizabeth and St. Joan of Arc

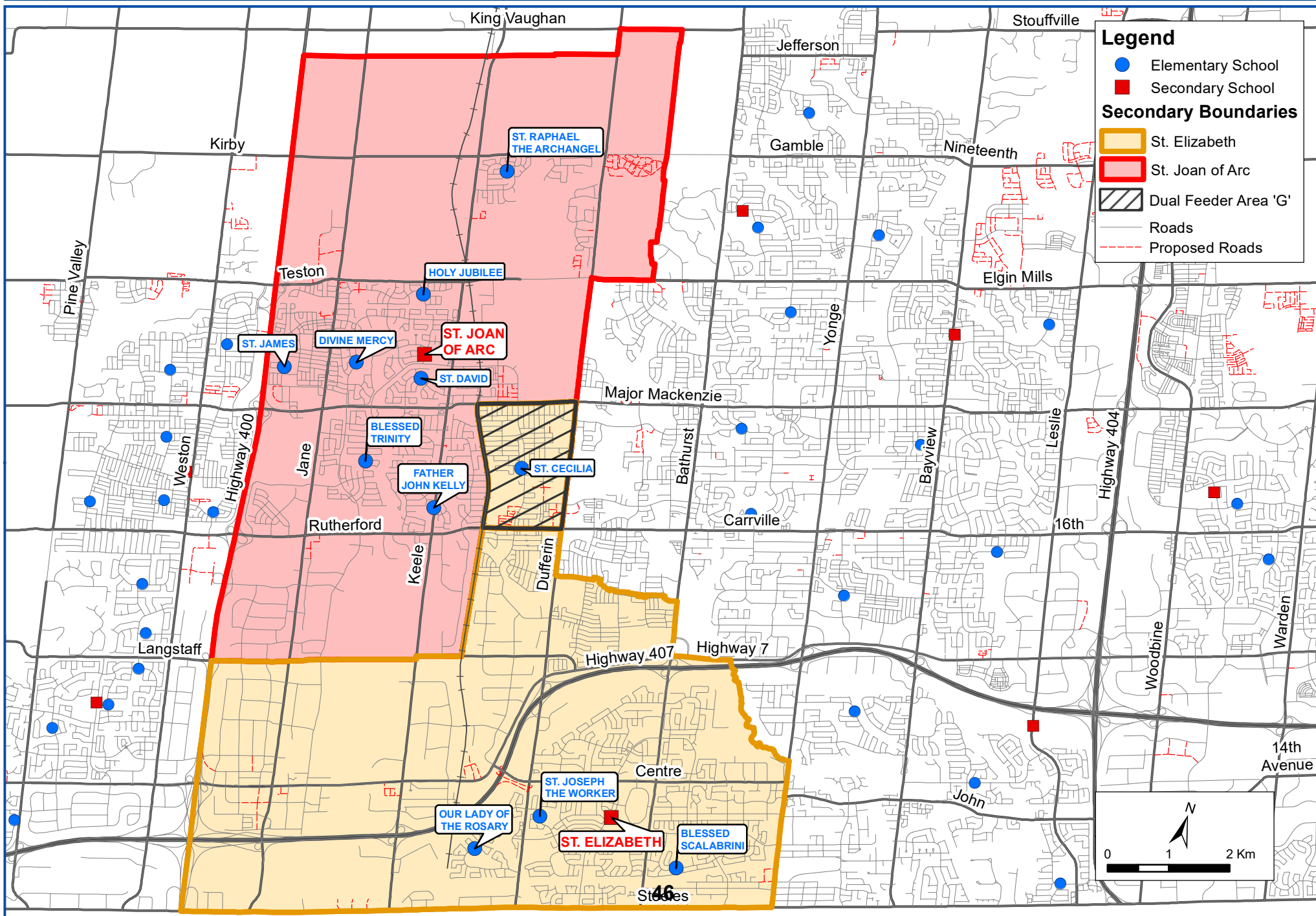
Appendix 7 - Boundary Review Process Flowchart

Prepared by: Adam McDonald, Manager of Accommodation Planning and Property;  
Karyn McAlpine-Tran, Senior Planner, Planning Services  
Submitted by: Tom Pechkovsky, Coordinating Manager of Planning and Operations  
Endorsed by: Domenic Scuglia, Director of Education and Secretary of the Board  
Jennifer Sarna, Associate Director



# St. Cecilia Boundary Study

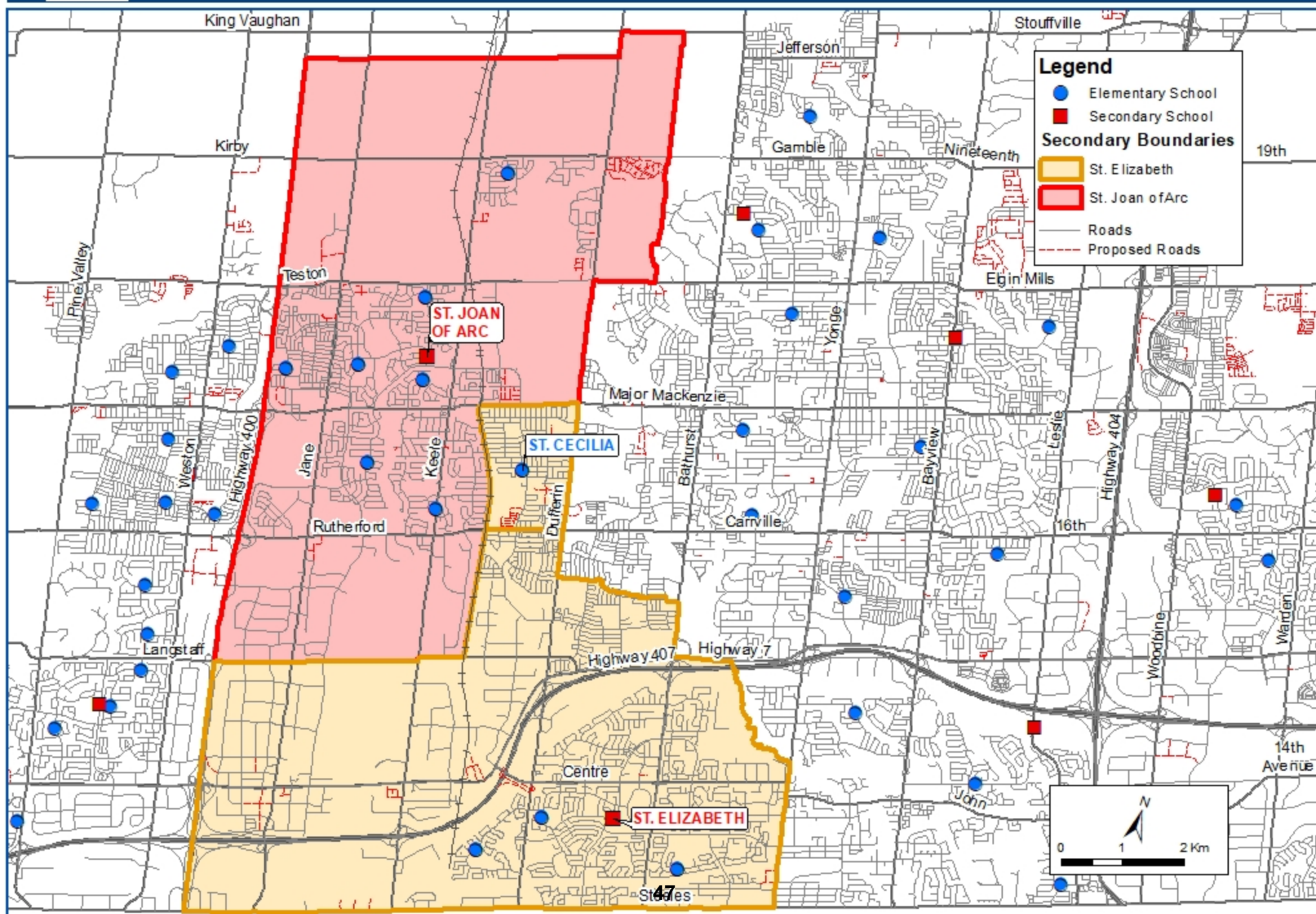
## CURRENT SITUATION: St. Joan of Arc and St. Elizabeth





# St. Cecilia Boundary Review

## OPTION 1: Align St. Cecilia with St. Elizabeth Secondary Boundary

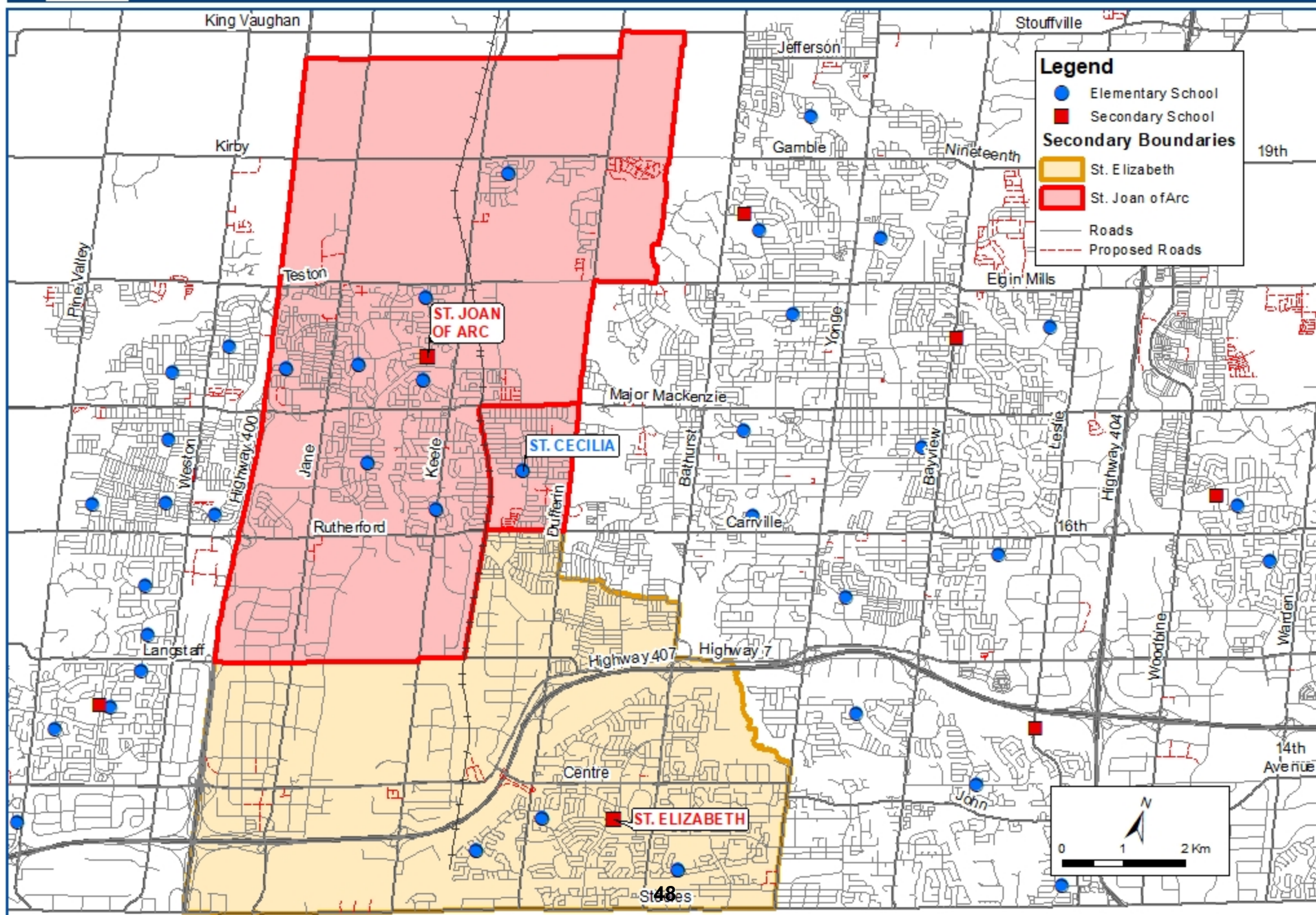






## St. Cecilia Boundary Study

### OPTION 2: Align St. Cecilia with St. Joan of Arc Secondary Boundary



# ST. CECILIA CES SECONDARY BOUNDARY REVIEW

## APPENDIX 2

Enrolment Projections (Provided to to Board - February, 2023)

			PROJECTED OCTOBER 31 ENROLMENT									
SCHOOL	CAPACITY	Actual Enrolment 2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
St. Elizabeth	1,428	1,204	1,158	1,146	1,136	1,116	1,099	1,078	1,054	1,039	1,018	1,014
Utilization		84%	81%	80%	80%	78%	77%	75%	74%	73%	71%	71%
St. Joan of Arc	1,557	997	909	840	798	754	688	664	627	604	616	616
Utilization		64%	58%	54%	51%	48%	44%	43%	40%	39%	40%	40%

### Notes:

Enrolment projections are based on 2022 enrolment data

Revised Enrolment Projections (Dual Feeder Areas Removed)

			PROJECTED OCTOBER 31 ENROLMENT									
SCHOOL	CAPACITY	Actual Enrolment 2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
St. Elizabeth	1,428	1,204	1,158	1,107	1,055	990	930	925	926	935	924	927
Utilization		84%	81%	78%	74%	69%	65%	65%	65%	65%	65%	65%
St. Joan of Arc *	1,557	997	909	938	994	1,036	1,055	995	913	850	824	813
Utilization		64%	58%	60%	64%	67%	68%	64%	59%	55%	53%	52%

### Notes:

Enrolment projections are based on 2022 enrolment data

\* Enrolment projections assume the discontinuation of:

Dual Feeder Area F to Cardinal Carter (Divine Mercy, Holy Jubilee, St. David north of Major Mackenzie Dr, St. James and St. Raphael), beginning September 2024

Dual Feeder Area C to St. Elizabeth (Blessed Trinity, Father John Kelly and St. David south of Major Mackenzie Dr.), beginning September 2024

Dual Feeder Area G to St. Elizabeth (St. Cecilia), beginning September 2024

**BOUNDARY OPTION 1**

			PROJECTED OCTOBER 31 ENROLMENT									
SCHOOL	CAPACITY	Actual Enrolment 2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
St. Elizabeth	1,428	1,204	1,158	1,135	1,084	1,020	960	952	951	957	945	946
Utilization		84%	81%	79%	76%	71%	67%	67%	67%	67%	66%	66%
St. Joan of Arc	1,557	997	909	910	965	1,006	1,025	968	888	828	803	794
Utilization		64%	58%	58%	62%	65%	66%	62%	57%	53%	52%	51%

**Notes:**

Enrolment projections are based on 2022 enrolment data and assume the discontinuation of the dual feeder areas

**BOUNDARY OPTION 2**

			PROJECTED OCTOBER 31 ENROLMENT									
SCHOOL	CAPACITY	Actual Enrolment 2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
St. Elizabeth	1,428	1,204	1,158	1,107	1,055	990	826	821	823	828	817	823
Utilization		84%	81%	78%	74%	69%	58%	57%	58%	58%	57%	58%
St. Joan of Arc	1,557	997	909	938	994	1,036	1,159	1,099	1,016	957	931	917
Utilization		64%	58%	60%	64%	67%	74%	71%	65%	61%	60%	59%

**Notes:**

Enrolment projections are based on 2022 enrolment data and assume the discontinuation of the dual feeder areas

ID	Elementary Attendance Area (Using Survey Respondant's address)	What school(s) do your child(ren) currently attend?	What grades are your child(ren) currently in?	Of the 2 options presented, which option do you prefer?	What factors did you use when evaluating the options presented?
1	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 7, Grade 10	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus
2	ST. CECILIA	St. Cecilia	Grade 2, Grade 5, Grade 8	Option 1	Program offerings at the school, Yellow School Bus
3	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 8, Grade 9	Option 1	Program offerings at the school, Older sibling's school of attendance
4	ST. CECILIA	St. Cecilia	Grade 3, Grade 5, Grade 8	Option 1	Program offerings at the school, Yellow School Bus
5	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 7, Grade 10	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus
6	ST. CECILIA	St. Cecilia	Grade 6, Grade 8	Option 2	Program offerings at the school, Proximity to school, Yellow School Bus
7	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 8, Grade 11	Option 1	Proximity to school, Older sibling's school of attendance, Yellow School Bus
8	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 8, Grade 9	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
9	FATHER JOHN KELLY	St. Cecilia	SK, Grade 2	Option 1	Program offerings at the school, York Region Transit Service levels
10	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 5, Grade 10	Option 1	Older sibling's school of attendance, Yellow School Bus
11	ST. CECILIA	St. Cecilia	Grade 2, Grade 6, Grade 8	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus, York Region Transit Service levels
12	ST. CECILIA	St. Cecilia	Grade 2, Grade 6, Grade 8	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus, York Region Transit Service levels
13	ST. CECILIA	St.Elizabeth	Grade 10	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus
14	ST. CECILIA	St. Cecilia	Grade 5, Grade 7	Option 1	Program offerings at the school, Yellow School Bus
15	ST. CECILIA	St. Cecilia	SK, Grade 6, Grade 8	Option 1	Yellow School Bus

ID	Elementary Attendance Area (Using Survey Respondant's address)	What school(s) do your child(ren) currently attend?	What grades are your child(ren) currently in?	Of the 2 options presented, which option do you prefer?	What factors did you use when evaluating the options presented?
16	OUR LADY OF THE ROSARY	St. Cecilia	Grade 8	Option 1	Older sibling's school of attendance, Yellow School Bus
17	ST. CECILIA	St. Cecilia	Grade 4, Grade 8	Option 1	Program offerings at the school, Yellow School Bus
18	OUR LADY OF THE ROSARY	St. Cecilia	Grade 7	Option 1	Program offerings at the school, Proximity to school, Yellow School Bus
19	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 5, Grade 9	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
20	ST. CECILIA	St. Cecilia and St. Joan of Arc	Grade 6, Grade 10	Option 2	Program offerings at the school, Proximity to school
21	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 5, Grade 9	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
22	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 5, Grade 9	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus, York Region Transit Service levels
23	ST. CECILIA	St. Cecilia	Grade 5, Grade 7	Option 2	Proximity to school, Yellow School Bus
24	ST. CECILIA	St. Cecilia	Grade 8	Option 1	Program offerings at the school, Yellow School Bus
25	ST. CECILIA	St. Cecilia	Grade 5, Grade 7	Option 2	Proximity to school, Yellow School Bus, York Region Transit Service levels
26	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 3, Grade 6, Grade 9	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus,
27	ST. CECILIA	St. Cecilia	Grade 4, Grade 6, Grade 8	Option 1	Program offerings at the school, Yellow School Bus
28	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 7, Grade 11	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
29	ST. CECILIA	St. Joan of Arc	Grade 9	Option 2	Program offerings at the school, Proximity to school, Yellow School Bus
30	ST. CECILIA	St. Joan of Arc	Grade 9	Option 2	Yellow School Bus



ID	Elementary Attendance Area (Using Survey Respondant's address)	What school(s) do your child(ren) currently attend?	What grades are your child(ren) currently in?	Of the 2 options presented, which option do you prefer?	What factors did you use when evaluating the options presented?
31	ST. CECILIA	St. Cecilia	Grade 2, Grade 5	Option 1	
32	ST. CECILIA	St. Cecilia	Grade 5	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
33	ST. CECILIA	St. Cecilia	Grade 5	Option 1	Program offerings at the school, Yellow School Bus
34	ST. CECILIA	St. Cecilia	Grade 1, Grade 7	Option 1	Program offerings at the school, Yellow School Bus
35	ST. CECILIA	St. Cecilia, St. Joan of Arc and St.Elizabeth	Grade 7, Grade 9, Grade 11	No Preference	
36	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 7, Grade 11	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
37	ST. CECILIA	St. Cecilia	Grade 4, Grade 8	Option 1	Program offerings at the school
38	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 8, Grade 11	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus
39	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 7, Grade 9	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
40	ST. CECILIA	St.Elizabeth	Grade 9	Option 1	Program offerings at the school, Proximity to school, Yellow School Bus
41	UNKNOWN	St. Cecilia	Grade 7	Option 1	
42	ST. CECILIA	St. Cecilia	Grade 5, Grade 8, Grade 11	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus, York Region Transit Service levels
43	ST. CECILIA	St. Cecilia	Grade 8	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus, York Region Transit Service levels
44	ST. CECILIA	St. Cecilia	Grade 8	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
45	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 6, Grade 10	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance

ID	Elementary Attendance Area (Using Survey Respondant's address)	What school(s) do your child(ren) currently attend?	What grades are your child(ren) currently in?	Of the 2 options presented, which option do you prefer?	What factors did you use when evaluating the options presented?
46	OUR LADY OF THE ROSARY	St.Elizabeth	Grade 12	No Preference	Program offerings at the school, Proximity to school, Yellow School Bus
47	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 6, Grade 8, Grade 9	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus
48	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 6, Grade 9	Option 1	Program offerings at the school, Yellow School Bus
49	ST. CECILIA	St. Cecilia	Grade 7	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
50	UNKNOWN		Grade 10, Grade 11	Option 2	
51	ST. CECILIA	St. Cecilia and St. Joan of Arc	Grade 6, Grade 9	Option 2	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus
52	ST. CECILIA	St. Cecilia	Grade 8	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus, York Region Transit Service levels
53	ST. CECILIA	St.Elizabeth	Grade 10	Option 1	Yellow School Bus
54	ST. CECILIA	St. Cecilia	Grade 5, Grade 8	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus, York Region Transit Service levels
55	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 5, Grade 8, Grade 11	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus, York Region Transit Service levels
56	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 2, Grade 3, Grade 10	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
57	OUR LADY OF THE ROSARY	St.Elizabeth	Grade 12	Option 1	Program offerings at the school, Proximity to school, Yellow School Bus
58	ST. CECILIA	St. Cecilia	Grade 6, Grade 8	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance
59	BLESSED TRINITY	Blessed Trinity	Grade 8	No Preference	Older sibling's school of attendance
60	UNKNOWN	St. Cecilia	Grade 5, Grade 8	Option 1	

ID	Elementary Attendance Area (Using Survey Respondant's address)	What school(s) do your child(ren) currently attend?	What grades are your child(ren) currently in?	Of the 2 options presented, which option do you prefer?	What factors did you use when evaluating the options presented?
61	OUR LADY OF THE ROSARY	St. Cecilia	Grade 8	Option 1	Older sibling's school of attendance
62	ST. CECILIA	St. Cecilia	Grade 8	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus
63	UNKNOWN	Father John Kelly	Grade 5, Grade 6	Option 1	Program offerings at the school, Older sibling's school of attendance
64	ST. CECILIA	St.Elizabeth	Grade 10	Option 1	Program offerings at the school, Yellow School Bus
65	ST. CECILIA	St.Elizabeth	Grade 10	Option 1	Proximity to school, Older sibling's school of attendance, Yellow School Bus
66	ST. CECILIA	St.Elizabeth	Grade 9	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus
67	ST. CECILIA	St.Elizabeth	Grade 9	Option 1	Program offerings at the school, Proximity to school, Yellow School Bus
68	UNKNOWN	St. Joan of Arc	Grade 12	Option 2	Program offerings at the school, Proximity to school, York Region Transit Service levels
69	ST. CECILIA	St. Cecilia	Grade 8	Option 1	Program offerings at the school
70	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 8, Grade 11	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
71	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 8, Grade 11	Option 1	Older sibling's school of attendance, Yellow School Bus
72	ST. CECILIA	St. Cecilia	Grade 7	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
73	BLESSED TRINITY	St. Joan of Arc	Grade 9	Option 1	Proximity to school, Yellow School Bus
74	FATHER JOHN KELLY	St.Elizabeth	Grade 9, Grade 12	No Preference	Proximity to school, Yellow School Bus
75	OUTSIDE YR	St. Joan of Arc	Grade 10	Option 2	Program offerings at the school, Proximity to school

ID	Elementary Attendance Area (Using Survey Respondant's address)	What school(s) do your child(ren) currently attend?	What grades are your child(ren) currently in?	Of the 2 options presented, which option do you prefer?	What factors did you use when evaluating the options presented?
76	FATHER JOHN KELLY	Father John Kelly	Grade 7	Option 1	Older sibling's school of attendance
77	St. Cecilia	St. Cecilia	Grade 4, Grade 8	Option 1	Program offerings at the school
78	ST. CECILIA	St.Elizabeth	Grade 10	Option 1	Yellow School Bus
79	ST. CECILIA	St.Elizabeth	Grade 10	Option 1	Program offerings at the school, Yellow School Bus
80	ST. CECILIA	St. Cecilia	Grade 5, Grade 7	Option 1	Program offerings at the school, Proximity to school, Yellow School Bus, York Region Transit Service levels
81	ST. CECILIA	St.Elizabeth	Grade 10	Option 1	Yellow School Bus
82	UNKNOWN	St. Cecilia	Grade 3, Grade 7	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
83	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 3, Grade 7, Grade 11	Option 1	Program offerings at the school, Older sibling's school of attendance
84	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 7, Grade 8, Grade 9	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
85	ST. CECILIA	St. Cecilia	Grade 8	Option 1	Program offerings at the school, Proximity to school, Yellow School Bus
86	ST. CECILIA	St. Cecilia	Grade 7	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus
87	ST. CECILIA	St.Elizabeth	Grade 11	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus
88	ST. DAVID	St. Cecilia and St.Elizabeth	Grade 8, Grade 10	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
89	ST. CECILIA	St.Elizabeth	Grade 9, Grade 10	Option 1	Program offerings at the school, Older sibling's school of attendance
90	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 8, Grade 11	Option 1	Older sibling's school of attendance, Yellow School Bus

ID	Elementary Attendance Area (Using Survey Respondant's address)	What school(s) do your child(ren) currently attend?	What grades are your child(ren) currently in?	Of the 2 options presented, which option do you prefer?	What factors did you use when evaluating the options presented?
91	ST. CECILIA	St. Cecilia	Grade 7	Option 1	Older sibling's school of attendance
92	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 5, Grade 9	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
93	ST. CECILIA	St.Elizabeth	Grade 9, Grade 11	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
94	OUR LADY OF THE ROSARY	St. Cecilia and St.Elizabeth	Grade 8	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus
95	ST. CECILIA	St.Elizabeth	Grade 10	Option 1	Yellow School Bus
96	BLESSED TRINITY	St.Elizabeth	Grade 9	Option 2	Program offerings at the school, Yellow School Bus,
97	ST. MARY	St. Elizabeth and St. Padre Pio	Grade 8, Grade 10	Option 1	Program offerings at the school
98	ST. CECILIA	St. Joan of Arc	Grade 10	Option 2	Program offerings at the school, Proximity to school,
99	ST. CECILIA	St.Elizabeth	Grade 9, Grade 11	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
100	UNKNOWN	St. Cecilia and St.Elizabeth	Grade 5, Grade 9	Option 1	Program offerings at the school, Yellow School Bus
101	BLESSED TRINITY	Blessed Trinity and St Elizabeth	Grade 7, Grade 9, Grade 12	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
102	UNKNOWN		Grade 9	Option 2	
103	ST. CECILIA	St.Elizabeth	Grade 10	Option 1	
104	ST. CECILIA	St. Cecilia	Grade 6, Grade 8	Option 1	Program offerings at the school, Yellow School Bus
105	OUR LADY OF THE ROSARY	St.Elizabeth	Grade 12	Option 1	Program offerings at the school, Proximity to school, Yellow School Bus

ID	Elementary Attendance Area (Using Survey Respondant's address)	What school(s) do your child(ren) currently attend?	What grades are your child(ren) currently in?	Of the 2 options presented, which option do you prefer?	What factors did you use when evaluating the options presented?
106	ST. CECILIA	St.Elizabeth	Grade 12	Option 1	Program offerings at the school, Proximity to school, Yellow School Bus, York Region Transit Service levels
107	ST. CECILIA	St.Elizabeth	Grade 10	Option 2	Program offerings at the school, Yellow School Bus
108	ST. CECILIA	St.Elizabeth	Grade 10	Option 1	Program offerings at the school, Yellow School Bus,
109	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 2, Grade 4, Grade 11	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
110	UNKNOWN	St. Cecilia	Grade 4, Grade 7	Option 1	Program offerings at the school, Yellow School Bus
111	ST. CECILIA	St. Cecilia	Grade 6, Grade 8	Option 1	Proximity to school, Older sibling's school of attendance
112	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 2, Grade 4, Grade 11	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
113	ST. CECILIA	St. Cecilia	SK, Grade 3	Option 1	Program offerings at the school
114	ST. CECILIA	St. Cecilia	Grade 2, Grade 6	No Preference	Program offerings at the school, Proximity to school, Yellow School Bus, York Region Transit Service levels,
115	ST. CECILIA	St. Cecilia	Grade 2, Grade 4	Option 1	Program offerings at the school
116	ST. CECILIA	St. Cecilia	Grade 5, Grade 7	Option 1	Program offerings at the school, Yellow School Bus
117	ST. CECILIA	St. Cecilia	Grade 2, Grade 6, Grade 8	Option 2	Proximity to school, Yellow School Bus
118	ST. CECILIA	St. Cecilia	Grade 6	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
119	ST. CECILIA	St. Cecilia	Grade 3, Grade 6	Option 1	Program offerings at the school, Proximity to school, Yellow School Bus
120	UNKNOWN	St. Cecilia	SK, Grade 2	Option 2	Program offerings at the school, Proximity to school

ID	Elementary Attendance Area (Using Survey Respondant's address)	What school(s) do your child(ren) currently attend?	What grades are your child(ren) currently in?	Of the 2 options presented, which option do you prefer?	What factors did you use when evaluating the options presented?
121	ST. CECILIA	St.Elizabeth	Grade 10	Option 1	Yellow School Bus
122	UNKNOWN	St.Elizabeth	Grade 10	Option 1	Program offerings at the school, Yellow School Bus
123	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 5, Grade 9, Grade 11	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus, York Region Transit Service levels
124	ST. CECILIA	St. Cecilia	Grade 4, Grade 6	Option 1	Program offerings at the school
125	ST. CECILIA	St. Cecilia	Grade 1, Grade 3	Option 1	Program offerings at the school
126	ST. CECILIA	St. Cecilia	Grade 6, Grade 7	Option 1	Program offerings at the school, Yellow School Bus, York Region Transit Service levels
127	ST. CECILIA	St. Cecilia	Grade 5, Grade 7	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus, York Region Transit Service levels
128	UNKNOWN	St. Cecilia and St.Elizabeth	Grade 2, Grade 9, Grade 11	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus
129	ST. CECILIA	St. Cecilia	SK, Grade 8	Option 1	Proximity to school
130	ST. CECILIA	St. Cecilia and St. Theresa of Liseux	Grade 6, Grade 12	Option 2	Program offerings at the school, Proximity to school, Yellow School Bus, York Region Transit Service levels
131	ST. CECILIA	St. Cecilia	Grade 6, Grade 8	No Preference	Program offerings at the school, Proximity to school, Yellow School Bus
132	ST. CECILIA	St. Cecilia	Grade 5, Grade 7	Option 1	Yellow School Bus
133	ST. CECILIA	St. Cecilia and Our Lady Queen of the World	Grade 6, Grade 10	Option 1	
134	ST. VERONICA	St. Cecilia and St.Elizabeth	Grade 7, Grade 10	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
135	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 7, Grade 9	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus

ID	Elementary Attendance Area (Using Survey Respondant's address)	What school(s) do your child(ren) currently attend?	What grades are your child(ren) currently in?	Of the 2 options presented, which option do you prefer?	What factors did you use when evaluating the options presented?
136	ST. DAVID	St. Cecilia	Grade 6, Grade 8	Option 1	Program offerings at the school, Yellow School Bus
137	ST. DAVID	St. Cecilia	SK, Grade 3, Grade 5, Grade 7	Option 1	Program offerings at the school, Yellow School Bus,
138	ST. CECILIA	St.Elizabeth	Grade 10	Option 1	Program offerings at the school, Yellow School Bus
139	ST. CECILIA	St. Cecilia	Grade 1, Grade 5	Option 1	Program offerings at the school
140	ST. CECILIA	St. Cecilia	Grade 4	Option 2	Proximity to school
141	UNKNOWN	St. Cecilia	SK, Grade 3	Option 1	Program offerings at the school
142	ST. CECILIA	St. Cecilia	Grade 4	Option 2	Proximity to school
143	ST. CECILIA	St. Cecilia	Grade 3, Grade 5	Option 1	Program offerings at the school, Proximity to school, York Region Transit Service levels
144	ST. DAVID	St. Cecilia	SK, Grade 3, Grade 5, Grade 7	Option 1	Program offerings at the school, Yellow School Bus
145	ST. CECILIA	St. Cecilia	Grade 5	Option 1	Program offerings at the school
146	ST. CECILIA	St. Cecilia	Grade 8	Option 1	Program offerings at the school, Older sibling's school of attendance
147	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 7, Grade 9	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus,
148	ST. CECILIA	St. Cecilia	Grade 8	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
149	ST. CECILIA	St. Cecilia	Grade 1, Grade 3	Option 2	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus, York Region Transit Service levels
150	ST. CECILIA	St. Cecilia	Grade 8	Option 1	Program offerings at the school, Yellow School Bus,



ID	Elementary Attendance Area (Using Survey Respondant's address)	What school(s) do your child(ren) currently attend?	What grades are your child(ren) currently in?	Of the 2 options presented, which option do you prefer?	What factors did you use when evaluating the options presented?
151	ST. CECILIA	St. Cecilia	Grade 2, Grade 6	Option 1	Program offerings at the school, Older sibling's school of attendance
152	OUR LADY OF THE ROSARY	St. Cecilia	Grade 8	Option 1	Yellow School Bus
153	UNKNOWN	St. Cecilia and St.Elizabeth	Grade 5, Grade 9	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
154	UNKNOWN	St. Cecilia	SK, Grade 3	Option 2	Program offerings at the school, Proximity to school
155	ST. DAVID	St. Cecilia	Grade 8	Option 1	Program offerings at the school, Yellow School Bus
156	ST. DAVID	St. Cecilia	Grade 7	Option 1	Program offerings at the school, Proximity to school, Yellow School Bus, York Region Transit Service levels
157	ST. CECILIA	St. Cecilia	Grade 6	Option 1	Program offerings at the school,
158	ST. CECILIA	St. Cecilia	Grade 6	Option 1	Program offerings at the school,
159	ST. CECILIA	St. Cecilia	SK, Grade 8	Option 1	Program offerings at the school
160	ST. CECILIA	St. Cecilia	Grade 4	Option 2	Proximity to school
161	UNKNOWN	St. Cecilia	Grade 2	Option 1	Program offerings at the school, Proximity to school, Yellow School Bus, York Region Transit Service levels
162	ST. CECILIA	St. Cecilia	SK	Option 1	Proximity to school
163	OUR LADY OF THE ROSARY	St. Cecilia	Grade 7	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus, York Region Transit Service levels
164	OUR LADY OF THE ROSARY	St. Cecilia and St.Elizabeth	Grade 7, Grade 10	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus, York Region Transit Service levels
165	OUR LADY OF THE ROSARY	St. Cecilia and St.Elizabeth	Grade 7, Grade 10	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus, York Region Transit Service levels

ID	Elementary Attendance Area (Using Survey Respondant's address)	What school(s) do your child(ren) currently attend?	What grades are your child(ren) currently in?	Of the 2 options presented, which option do you prefer?	What factors did you use when evaluating the options presented?
166	BLESSED SCALABRINI	St. Cecilia and St.Elizabeth	Grade 7, Grade 10	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus
167	ST. CECILIA	St. Cecilia and St.Elizabeth	SK, Grade 5, Grade 11	Option 2	Program offerings at the school, Proximity to school, Yellow School Bus
168	ST. CECILIA	St. Cecilia	Grade 4, Grade 8	Option 1	Program offerings at the school
169	ST. CECILIA	St. Cecilia	SK, Grade 4	Option 2	Proximity to school
170	ST. CECILIA	St. Cecilia	Grade 1	Option 1	Program offerings at the school
171	ST. CECILIA	St. Cecilia	Grade 3	Option 2	Proximity to school
172	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 7, Grade 10	Option 1	Older sibling's school of attendance
173	ST. CECILIA	St. Cecilia	Grade 8	Option 1	Program offerings at the school
174	ST. CECILIA	St. Cecilia	Grade 8	Option 1	Older sibling's school of attendance
175	ST. CECILIA	St. Cecilia and Our Lady Queen of the World	Grade 7, Grade 10	Option 1	Program offerings at the school, Older sibling's school of attendance, York Region Transit Service levels
176	UNKNOWN			Option 1	Yellow School Bus
177	ST. CECILIA	St. Cecilia	Grade 1, Grade 5	Option 1	Program offerings at the school, Proximity to school
178	ST. CECILIA	St. Cecilia	SK, Grade 2, Grade 6	Option 1	Program offerings at the school, Yellow School Bus
179	ST. CECILIA	St. Cecilia	Grade 8	Option 1	Program offerings at the school, Yellow School Bus
180	ST. CECILIA	St. Cecilia	Grade 5, Grade 7	Option 2	Program offerings at the school, Proximity to school

ID	Elementary Attendance Area (Using Survey Respondant's address)	What school(s) do your child(ren) currently attend?	What grades are your child(ren) currently in?	Of the 2 options presented, which option do you prefer?	What factors did you use when evaluating the options presented?
181	ST. CECILIA	St. Cecilia	Grade 5	Option 1	Program offerings at the school, Yellow School Bus,
182	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 7, Grade 9	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
183	ST. CECILIA	St. Cecilia	Grade 8	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus
184	UNKNOWN	St. Cecilia	Grade 5, Grade 8	Option 1	Program offerings at the school
185	ST. CECILIA	St. Cecilia	Grade 3	Option 1	Program offerings at the school, Yellow School Bus
186	HOLY JUBILEE	Holy Jubilee and St. Joan of Arc	Grade 7, Grade 9	Option 2	
187	ST. CECILIA	St. Cecilia	Grade 1, Grade 7, Grade 8	Option 2	Proximity to school, Yellow School Bus, York Region Transit Service levels
188	ST. CECILIA	St. Cecilia	Grade 2	Option 2	Proximity to school
189	ST. CECILIA	St. Cecilia	Grade 6	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus
190	ST. CECILIA	St. Cecilia	SK, Grade 6, Grade 8	Option 1	Yellow School Bus
191	ST. CECILIA	St. Cecilia	JK, Grade 4, Grade 6	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance
192	ST. CECILIA	St. Cecilia	JK, Grade 3	Option 1	Program offerings at the school, Yellow School Bus
193	ST. MARY IMMACULATE	St. Cecilia	Grade 4, Grade 8	Option 1	Program offerings at the school
194	ST. CECILIA	St. Cecilia	Grade 5, Grade 7	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus, York Region Transit Service levels
195	ST. CECILIA	St. Cecilia	Grade 5	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus, York Region Transit Service levels

ID	Elementary Attendance Area (Using Survey Respondant's address)	What school(s) do your child(ren) currently attend?	What grades are your child(ren) currently in?	Of the 2 options presented, which option do you prefer?	What factors did you use when evaluating the options presented?
196	ST. CECILIA	St. Cecilia	SK, Grade 3	Option 1	Program offerings at the school, Yellow School Bus
197	ST. CECILIA	St. Cecilia	Grade 3, Grade 4, Grade 8	Option 2	Program offerings at the school, Proximity to school
198	ST. CECILIA	St. Cecilia	Grade 3, Grade 4, Grade 8	Option 2	Program offerings at the school, Proximity to school, Older sibling's school of attendance
199	ST. CECILIA	St. Cecilia	Grade 3, Grade 4, Grade 8	Option 2	Program offerings at the school, Proximity to school
200	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 7, Grade 11	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
201	ST. CECILIA	St. Cecilia	Grade 5	Option 1	
202	ST. CECILIA	St. Joan of Arc	Grade 10	Option 2	Program offerings at the school, Proximity to school,
203	ST. CECILIA	St. Joan of Arc	Grade 10	Option 2	Program offerings at the school, Proximity to school,
204	ST. CECILIA	St. Cecilia	Grade 3, Grade 8	Option 1	Program offerings at the school, Yellow School Bus,
205	ST. CECILIA	St. Cecilia	Grade 4, Grade 6	Option 1	Program offerings at the school,
206	ST. CECILIA	St. Cecilia	Grade 4, Grade 6	Option 1	Program offerings at the school,
207	ST. CECILIA	St. Cecilia	Grade 5, Grade 8	Option 1	Yellow School Bus
208	ST. CECILIA	St. Cecilia	Grade 2, Grade 7	Option 1	Program offerings at the school, Yellow School Bus
209	ST. CECILIA	St.Elizabeth	Grade 10	Option 1	Program offerings at the school, Yellow School Bus, York Region Transit Service levels
210	ST. CECILIA	St. Cecilia	Grade 7	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus, York Region Transit Service levels

ID	Elementary Attendance Area (Using Survey Respondant's address)	What school(s) do your child(ren) currently attend?	What grades are your child(ren) currently in?	Of the 2 options presented, which option do you prefer?	What factors did you use when evaluating the options presented?
211	ST. CECILIA	St. Cecilia	Grade 3, Grade 8	Option 1	Program offerings at the school, Proximity to school
212	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 3, Grade 6, Grade 9	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
213	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 7, Grade 11	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
214	ST. CECILIA	St. Cecilia	SK, Grade 3	Option 1	Program offerings at the school
215	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 7, Grade 10	Option 1	Older sibling's school of attendance, Yellow School Bus
216	BLESSED SCALABRINI	St.Elizabeth	Grade 10	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus
217	UNKNOWN	St.Elizabeth	Grade 10	Option 1	Older sibling's school of attendance, Yellow School Bus
218	ST. CECILIA	St. Cecilia	Grade 3, Grade 6	Option 1	Program offerings at the school, Yellow School Bus, York Region Transit Service levels
219	ST. CECILIA	St. Cecilia	Grade 2, Grade 4	Option 1	Program offerings at the school
220	ST. CECILIA	St. Cecilia	Grade 1, Grade 3	Option 1	Program offerings at the school, Yellow School Bus
221	ST. CECILIA	St. Cecilia	Grade 2, Grade 7	Option 1	Program offerings at the school, Yellow School Bus,
222	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 6, Grade 9	Option 1	Program offerings at the school, Older sibling's school of attendance
223	ST. CECILIA	St. Cecilia	JK, Grade 2	Option 1	Program offerings at the school, Yellow School Bus
224	ST. CECILIA	St. Cecilia		Option 1	Program offerings at the school
225	UNKNOWN		Grade 3, Grade 8	Option 1	Program offerings at the school, Yellow School Bus,

ID	Elementary Attendance Area (Using Survey Respondant's address)	What school(s) do your child(ren) currently attend?	What grades are your child(ren) currently in?	Of the 2 options presented, which option do you prefer?	What factors did you use when evaluating the options presented?
226	ST. CECILIA	St. Cecilia	Grade 3, Grade 8	Option 1	Program offerings at the school, Yellow School Bus,
227	ST. DAVID	St. Cecilia	Grade 2	Option 1	Program offerings at the school
228	ST. CECILIA	St. Cecilia	Grade 4, Grade 8	Option 1	
229	ST. CECILIA	St. Cecilia	Grade 3, Grade 4, Grade 8	Option 1	Program offerings at the school
230	ST. CECILIA	St. Cecilia	SK, Grade 2, Grade 6	Option 1	Program offerings at the school, Yellow School Bus, York Region Transit Service levels
231	OUR LADY OF THE ROSARY	St. Cecilia	Grade 5	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, York Region Transit Service levels
232	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 8, Grade 11	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus,
233	ST. CECILIA	St. Cecilia	Grade 2, Grade 5, Grade 6	Option 1	Program offerings at the school, Yellow School Bus
234	ST. CECILIA	St. Cecilia	Grade 4, Grade 7	Option 1	Program offerings at the school,
235	ST. CECILIA	St.Elizabeth	Grade 11	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus, York Region Transit Service levels
236	ST. CECILIA	St. Cecilia	Grade 2, Grade 5	Option 1	Program offerings at the school, Proximity to school
237	ST. CECILIA	St. Cecilia	Grade 1, Grade 3, Grade 6	Option 1	
238	ST. CECILIA	St. Cecilia	Grade 4, Grade 8	Option 2	Program offerings at the school, Proximity to school, Yellow School Bus
239	ST. CECILIA	St.Elizabeth	Grade 10	Option 1	Program offerings at the school, Yellow School Bus
240	ST. CECILIA	St. Cecilia	Grade 1, Grade 3, Grade 6	Option 1	Program offerings at the school, Yellow School Bus,

ID	Elementary Attendance Area (Using Survey Respondant's address)	What school(s) do your child(ren) currently attend?	What grades are your child(ren) currently in?	Of the 2 options presented, which option do you prefer?	What factors did you use when evaluating the options presented?
241	ST. CECILIA	St. Cecilia	Grade 4	Option 1	Program offerings at the school
242	ST. CECILIA	St. Cecilia	Grade 7	Option 1	Program offerings at the school, Older sibling's school of attendance
243	ST. CECILIA	St. Cecilia	Grade 5	Option 1	Program offerings at the school,
244	ST. CECILIA	St. Cecilia	Grade 2, Grade 5, Grade 6	Option 1	Program offerings at the school, Yellow School Bus
245	ST. CECILIA	St. Cecilia	Grade 8	Option 1	Program offerings at the school, Yellow School Bus
246	ST. CECILIA	St. Cecilia	Grade 5, Grade 8	Option 1	Program offerings at the school, Yellow School Bus,
247	ST. CECILIA	St. Cecilia and St.Elizabeth	Grade 7, Grade 9	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus
248	ST. CECILIA	St. Cecilia	Grade 2, Grade 7	Option 1	
249	ST. CECILIA	St. Cecilia	Grade 5, Grade 7	Option 2	Program offerings at the school, Proximity to school, Yellow School Bus, York Region Transit Service levels
250	ST. CECILIA	St. Cecilia	Grade 8	Option 1	Program offerings at the school, Proximity to school, Older sibling's school of attendance, Yellow School Bus, York Region Transit Service levels
251	ST. CECILIA	St. Cecilia	Grade 5	Option 1	Program offerings at the school, Yellow School Bus, York Region Transit Service levels
252	UNKNOWN	St. Cecilia	Grade 2	Option 1	Program offerings at the school
253	ST. CECILIA	St. Cecilia	SK, Grade 4	Option 2	Proximity to school
254	FATHER JOHN KELLY	St. Cecilia	Grade 7	Option 1	Program offerings at the school, Yellow School Bus
255	BLESSED TRINITY	Blessed Trinity	Grade 8	Option 1	Program offerings at the school, Older sibling's school of attendance, Yellow School Bus

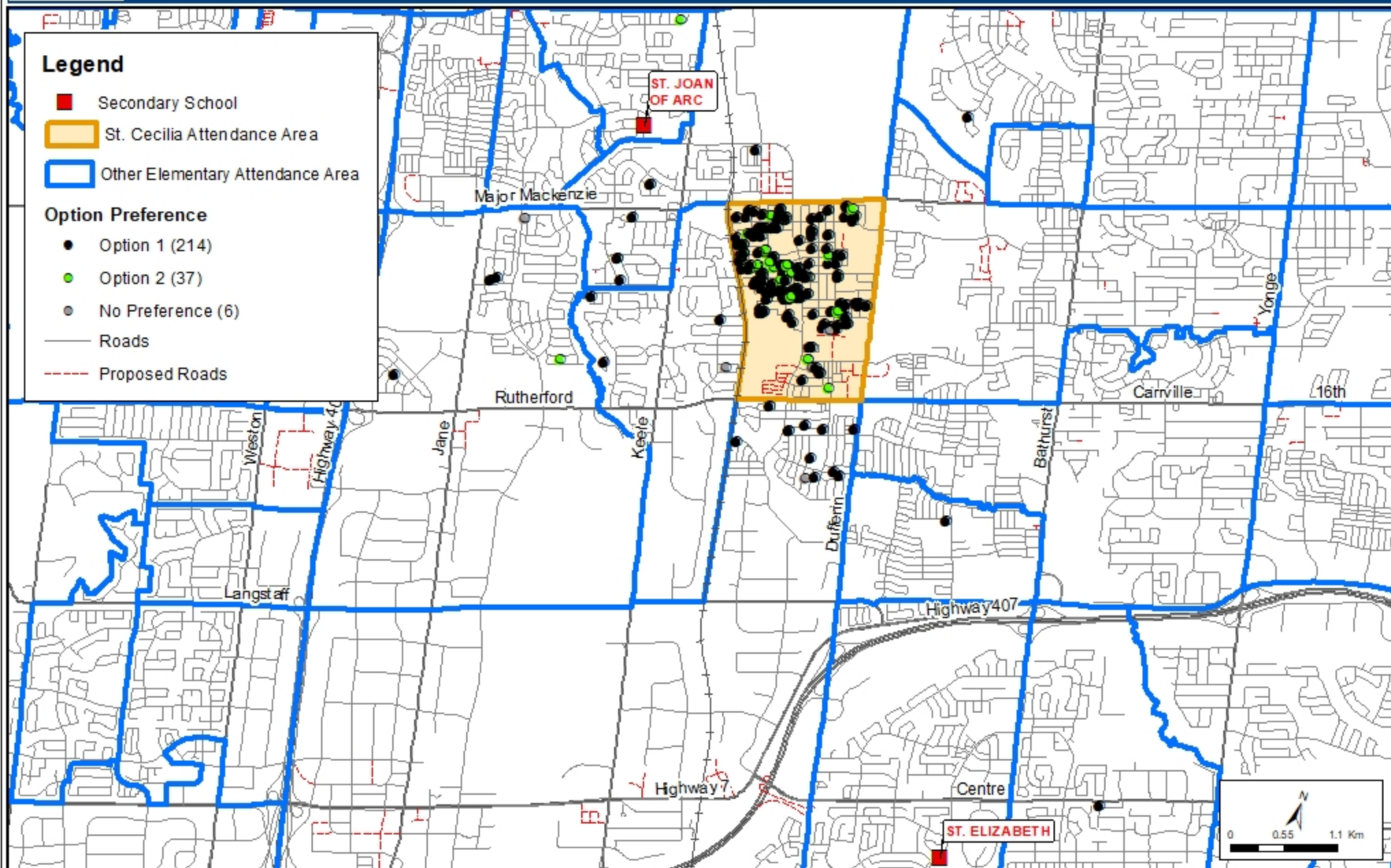
ID	Elementary Attendance Area (Using Survey Respondant's address)	What school(s) do your child(ren) currently attend?	What grades are your child(ren) currently in?	Of the 2 options presented, which option do you prefer?	What factors did you use when evaluating the options presented?
256	UNKNOWN	St. Cecilia	Grade 6	Option 1	Yellow School Bus,
257	ST. CECILIA	St. Cecilia	Grade 6, Grade 7	Option 1	Yellow School Bus, York Region Transit Service levels

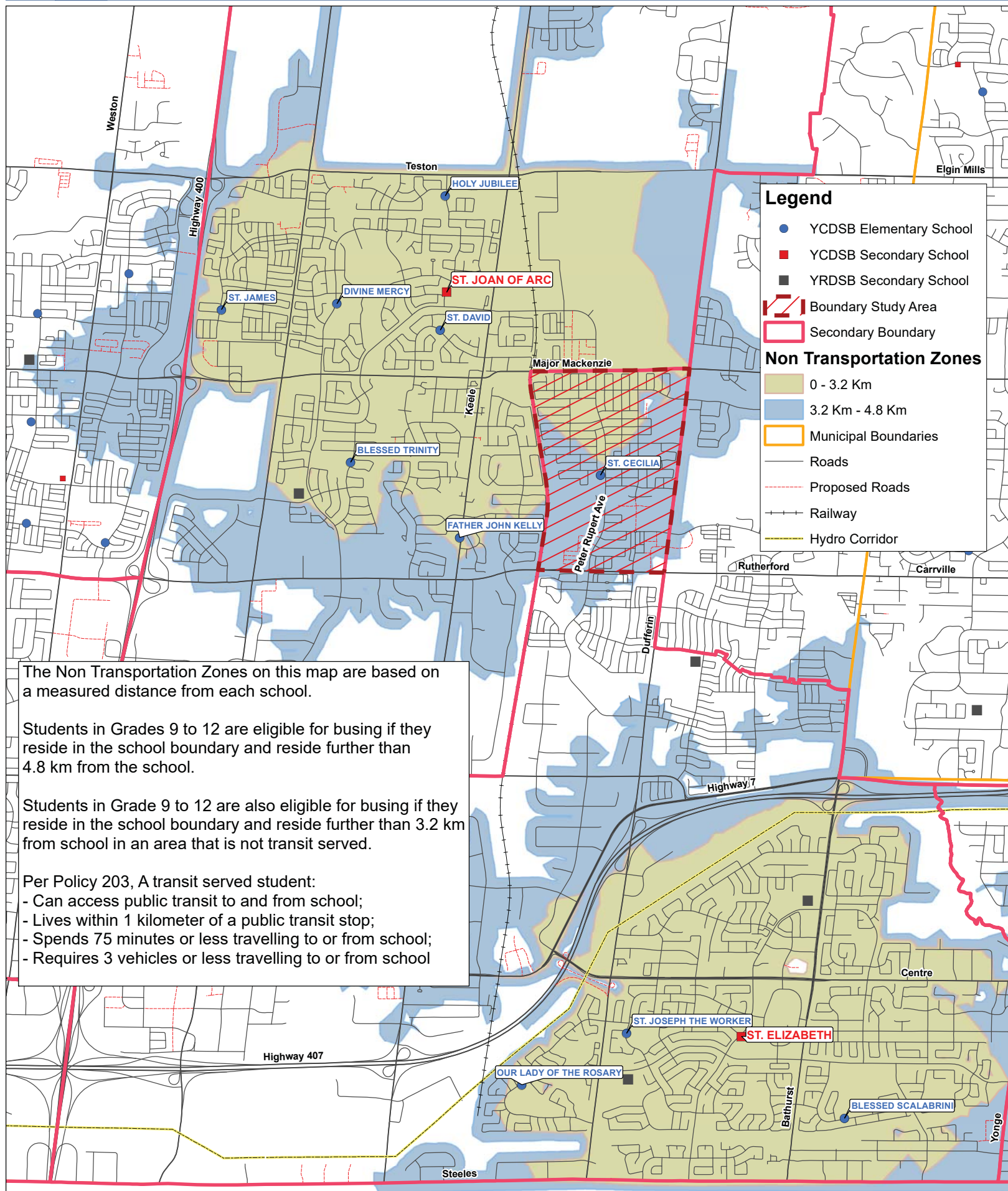




# St. Cecilia Secondary Boundary Review

## Option Preference by Respondent's Address





## Boundary Review Process

### New School Boundary Required

#### Local Boundary Review Committee (LBRC) Established

Consists of: Local trustee(s), school superintendent(s), principal(s), Planning Services staff, Student Transportation Services staff and New Construction staff (If New School)

#### LBRC Meeting(s)

Objective: To review preliminary boundary information including enrolment figures, development information, preliminary boundary options and other information specific to the school communities. More than one LBRC meeting may be held prior to meeting with Catholic School Council chairs.

#### Catholic School Council Meeting

Objective: To introduce the boundary review process to the Catholic School Council Chairs; to review boundary information including enrolment projections, development information, boundary options and other information specific to the school community; to review any questions/concerns specific to the school community

#### Public Information Session

Objective: To introduce the boundary review process to the school community; To present proposed boundary options in a 'drop in' style meeting format; To provide a forum for families to ask questions pertaining to the boundary review process and proposed options;

#### Public Information Session De-brief (LBRC Committee)

Objective: To review and discuss feedback received at the Public Information Session; To review and discuss additional concerns or comments that may have been raised; To produce a recommendation to be presented to the Board of Trustees

### Board Approval



## YORK CATHOLIC DISTRICT SCHOOL BOARD

### REPORT

**REPORT TO:** Board of Trustees

**FROM:** Administration

**DATE:** October 30, 2023

**REPORT:** Expansion of the Secondary Gifted Program for Academic and Creative Extension (PACE)

#### EXECUTIVE SUMMARY

This report serves to propose an expansion of the secondary Gifted *Program for Academic and Creative Extension* (PACE). The expansion would increase the total number of secondary schools offering the PACE program from 4 schools to 8 schools. The new PACE programs would be introduced at the 4 secondary schools currently offering an AP regional program. As a result, the current PACE boundary would be changed as of September, 2025 with the understanding that Gifted students currently in grades 7-10 who are enrolled in the PACE program would have the option to attend the PACE program at the secondary high school based on the current boundaries or the new boundaries that take effect in September 2025.

#### BACKGROUND

The York Catholic District School Board's Program for Academic and Creative Extension (PACE) is a Special Education program offered to students who meet YCDSB criteria for Giftedness. YCDSB has elected to use the Advanced Placement (AP) program as the learning platform within the PACE program for Gifted students who would benefit from accelerated learning and enhanced skill development. Currently, YCDSB offers the secondary PACE program at 4 high schools: Father Bressani CHS, Sacred Heart CHS, St. Brother Andre CHS and St. Theresa of Lisieux CHS. As exceptional learners, Gifted students in the PACE program are supported by a Special Education Teacher who creates an Individualized Education Plan (IEP) for the students. Gifted students who live further than 4.8 km from the designated PACE school have access to board-provided transportation, as per Policy 203.

Additionally, 4 YCDSB secondary schools offer the AP program as a regional program for non-Gifted students who are eager to take on the challenge of an enhanced curriculum. The AP regional program is offered at Our Lady of the Lake CA, Our Lady Queen of the World CA, St. Joan of Arc CHS, and St. Maximilian Kolbe CHS. Students who attend AP at these schools do not receive transportation if the AP program they attend is outside of their home school area.

The extended curriculum delivered in the PACE program and the regional AP program are identical. As such, all 4 secondary schools offering the PACE program also accept non-Gifted students into the PACE classes at their schools, when additional seats in the PACE classroom are available. In cases where a PACE course is low-enrolled and in danger of being canceled, it serves the schools well to bring the PACE and AP students together into a combined class so that the course is then well populated and may indeed be offered. Despite this, many PACE courses still face low



enrolment and are often canceled as a result. In order to ensure that as many PACE courses as possible can be offered in each of the PACE schools, Student Services allocates 4 additional sections to each of the PACE schools to run the low enrolled PACE courses as the only solution to ensuring that all required PACE courses may be offered despite low enrolment. The cost of allocating 16 sections is approximately \$250,000. This is paid through the Special Education budget.

SCHOOL	TOTAL STUDENTS ENROLLED IN PACE AND/OR AP
Father Bressani Catholic High School (PACE)	299
St. Brother Andre CHS (PACE)	236
Sacred Heart CHS (PACE)	235
St. Theresa of Lisieux CHS (PACE)	404
Our Lady of the Lake CA (AP)	57
Our Lady Queen of the World CA (AP)	281
St. Joan of Arc CHS (AP)	106
St. Maximilian Kolbe CHS (AP)	169

## RATIONALE

Expanding the PACE program into the 4 AP schools where the AP program is already firmly in place, will be of great benefit to the following stakeholders, for the reasons outlined below:

### Benefits for Students

- An increase to 8 PACE programs will result in fewer Gifted students being required to leave their home secondary school to access the PACE program far away from home, thereby increasing equity of access.
- With only 4 PACE programs currently in place across such a vast region, many Gifted students face lengthy bus rides to and from the designated PACE school. More PACE schools will shorten bus rides for many students.
- Currently, PACE and AP schools accept non-Gifted students into all 8 PACE and AP schools yet the AP schools do not accept PACE students. Offering PACE and AP in all 8 schools is therefore more equitable for the PACE students as they will have access to more PACE programs across the board.

### Benefits for the Board

- There will be significant cost-savings to the board when fewer Gifted students require transportation to a PACE program outside of the student's home boundary.
- With a more balanced distribution of Gifted students across 8 schools, more YCDSB secondary schools will see an increase in school achievement data.
- St. Theresa of Lisieux CHS's current challenges with over enrolment will be eased as some students who are currently within the St. Theresa PACE boundary will instead fall into the new boundary, closer to home at St. Joan of Arc CHS or Our Lady Queen of the World CA.

- St. Theresa of Lisieux staff workload concerns have been raised; Special Education staff are required to support almost 500 students in Special Education at that school, with approximately 400 of the students on the Special Education rosters being Gifted.
- With PACE and AP students being spread across all 8 schools, fewer AP courses will be at risk of being canceled due to low enrollment. Student Services will therefore no longer be required to provide 16 sections to the PACE schools to ensure that low-enrolled courses can avoid being canceled. This would result in an annual savings of approximately \$250,000 in an already strapped Special Education budget.

**RECOMMENDATION:**

THAT the expansion of the secondary PACE program as of September 2025, at the following schools: Our Lady of the Lake Catholic Academy, Our Lady Queen of the World Catholic Academy, St. Joan of Arc CHS, and St. Maximilian Kolbe CHS, be approved.

[PACE Flyer](#)

[AP Flyer](#)

[Current PACE Boundary Map](#)

[Proposed PACE/AP Boundary Map for 2025-2026](#)

Prepared and Submitted by:  
Endorsed by:

Diana Candido, Superintendent of Education: Exceptional Learners  
Domenic Scuglia, Director of Education

## AP Framework for the PACE Program

The York Catholic District School Board's Program for Academic and Creative Extension (PACE) is a Special Education program offered to students who meet YCDSB criteria for Giftedness. YCDSB has elected to use the Advanced Placement (AP) program as the learning platform within the PACE program for Gifted students who would benefit from accelerated learning and enhanced skill development.



## What is AP?

The Advanced Placement (AP) program is developed by the American College Board, an organization founded to expand access to higher education. The College Board creates AP curriculum and offers AP examinations globally. High school students in the AP program have the opportunity to study university level curriculum when they enter grade 12. This may allow them to be granted Advanced Placement status for some first year courses upon entering university.



## Delivery of the PACE Program

In grades 9 and 10, students take AP-Preparatory (AP-PREP) courses as preparation for the grade 11 and 12 AP courses and College Board exams. AP-PREP courses have been developed by York Catholic District School Board teachers in the areas of English, Mathematics, Science, and Canadian and World Studies. The grade 9, 10, and 11 curriculum expectations/extensions have been modified/extended to vertically align with the grade 12 AP expectations that are evaluated on the College Board AP subject examination in May of each school year. AP College Board exams are optional. Students who opt to write these exams will be required to pay \$135 per exam.

For more information about AP, go to  
<https://apstudents.collegeboard.org/>

## Benefits of the PACE/AP Program

- PACE/AP fosters a community of students and educators who are passionate and committed to academic excellence.
- Students study topics in greater depth and breadth, enhancing their intellectual development.
- In addition to earning an Ontario grade 12 university level credit, students who achieve a Level 3-5 result on the AP College Board exam, may earn a first year university credit or *Advanced Placement*, depending on the credit policy of the university of choice.
- University admissions committees recognize the high standards of AP courses and exams and consider AP credentials as a reliable indicator of future success.
- Students enrolled in the YCDSB PACE/AP program are consistently well prepared to meet the challenge of university courses due to the increased rigour of AP courses.
- Former PACE/AP students speak of transitioning with ease from high school to university owing to the strong academic skills, knowledge, and confidence gained through participation in the PACE/AP program.



***Giftedness is an unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.***

# PROGRAM FOR ACADEMIC AND CREATIVE EXTENSION (PACE) SECONDARY

## Admission Criteria for the PACE Program

- Students who have been identified as Gifted through the YCDSB IPRC process are granted automatic entry into the secondary PACE program based on their home address.
- Students who attend a YCDSB PACE program in grade 8 are granted automatic entry into the PACE program at the designated secondary PACE school through a grade 8 transition meeting.
- Non-YCDSB students who live within the PACE boundary and meet YCDSB criteria for Giftedness may be admitted through an application process.

**Note: Admission of Gifted students outside the school boundary will be contingent upon the secondary Principal and Superintendent approval, according to board policy (TCH19).**

## The following is required as proof of Giftedness:

- ✓ A copy of a psychological report which includes the results of an individually administered cognitive assessment (e.g., WISC, WAIS, Stanford Binet etc.);
- ✓ The psychological assessment must have been completed when the student's age was chronologically appropriate for grade 3 or later, or when the student was at least 8 years old;
- ✓ The cognitive assessment must have been completed by a registered Psychologist or Psychological Associate; and
- ✓ The cognitive assessment results must indicate a Full Scale or General Ability Index (GAI) at or above the 98th percentile.

**NOTE: YCDSB Psychological Services Staff must review the cognitive assessment to determine whether the student meets YCDSB criteria for Giftedness.**

## Course Load

All students enrolled in the PACE program in grade 9 and 10 will take the following AP-PREP courses: English, Science, Geography (gr.9)/History (gr.10) and Mathematics. Students in a combined AP/French Immersion Program will only take 3 AP-PREP courses in grades 9 and 10 to accommodate the French Immersion Geography and History courses. In grades 11 and 12, students may opt to take as many AP courses as they wish.

## Assessment Policy

Students will be evaluated according to the Ministry of Education Assessment and Evaluation Policy document and the curriculum expectations outlined in the Ministry documents for Math, Science, English, and Canadian and World Studies.

## Transportation (Board Policy 203)

Students who meet YCDSB criteria for Giftedness living further than 4.8 km from the designated PACE school have access to transportation. For more information, please visit *School*



*Locator* at <http://locator.ycdsb.ca/schoollocator/>

**Note: Special transportation will end if the student chooses to exit the PACE program.**

## YCDSB High Schools Offering PACE

**FATHER BRESSANI CHS**  
250 Ansley Grove Rd.  
Woodbridge, ON L4L 3W4  
Phone: (905) 851-6643

**ST BROTHER ANDRE CHS**  
6160 16th Avenue  
Markham, ON L3P 3K8  
Phone: (905) 294-7671

**SACRED HEART CHS**  
908 Lemar Road  
Newmarket, ON L3Y 1R9  
Phone: (905) 895-3340

**ST. THERESA OF LISIEUX CHS**  
230 Shaftsbury Avenue  
Richmond Hill, ON L4C 0E8  
Phone: (905) 787-1407



# THE ADVANCED PLACEMENT (AP) PROGRAM

## SECONDARY

### What is AP?

The Advanced Placement (AP) program is developed by the American College Board, an organization founded to expand access to higher education. The College Board creates AP curriculum and offers AP examinations globally. High school students in the AP program have the opportunity to study university level curriculum when they enter grade 12. This may allow them to be granted Advanced Placement status for some first year courses upon entering university.



### Delivery of the AP Program

In grades 9 and 10, students take AP-Preparatory (AP-PREP) courses as preparation for the grade 11 and 12 AP courses and College Board exams. AP-PREP courses have been developed by York Catholic District School Board teachers in the areas of English, Mathematics, Science, and Canadian and World Studies. The grade 9, 10, and 11 curriculum expectations/extensions have been modified/extended to vertically align with the grade 12 AP expectations that are evaluated on the College Board AP subject examination in May of each school year. AP College Board exams are optional. Students who opt to write these exams will be required to pay \$135 per exam.

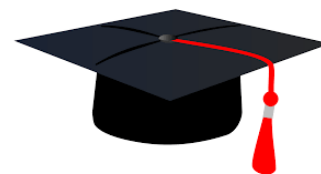


### Course Load

Students enrolled in the the AP program in grades 9 and 10 will take the following AP-PREP courses: English, Science, Geography(gr.9)/History(gr.10) and Mathematics. Students in a combined AP/French Immersion Program will only take 3 AP-PREP courses in grades 9 and 10 to accommodate the French Immersion Geography and History courses. In grades 11 and 12, students may take as many AP courses as they wish.

### Benefits of the AP Program

- AP fosters a community of students and educators who are passionate and committed to academic excellence.
- Students study topics in greater depth and breadth, enhancing their intellectual development.
- In addition to earning an Ontario grade 12 university level credit, students who achieve a Level 3-5 result on the AP College Board exam, may earn a first year university credit or *Advanced Placement*, depending on the credit policy of the university of choice.
- University admissions committees recognize the high standards of AP courses and exams and consider AP credentials as a reliable indicator of future success.
- Students enrolled in the YCDSB AP program are consistently well prepared to meet the challenge of university courses due to the increased rigour of AP courses.
- Former AP students speak of their easy transition from high school to university owing to the strong academic skills, knowledge, and confidence gained through participation in the AP program.



For more information about AP, go to <https://apstudents.collegeboard.org/>



# THE ADVANCED PLACEMENT (AP) PROGRAM

## SECONDARY

### Assessment Policy

Students will be evaluated according to the Ministry of Education Assessment and Evaluation Policy document and the curriculum expectations outlined in the Ministry documents for Math, Science, English, and Canadian and World Studies.

### Transportation (Board Policy 203)

Only those students approved for admission to an AP Program at their home school, may receive transportation as per Policy 203. Students who attend an AP program outside of their home school area are not eligible for board-provided transportation services. For more information, please visit *School Locator* at <http://locator.ycdsb.ca/schoollocator/>



### AP Registration Process

For information on how to register for the AP program, please go to the website of the designated AP high school. Parents/guardians are also encouraged to attend the high school's grade 8 Open House evening in November.

### YCDSB High Schools Offering AP

#### OUR LADY OF THE LAKE CA

185 Glenwoods Avenue  
Keswick, ON L4P 2W6  
Phone: (905) 656-9140

#### OUR LADY QUEEN OF THE WORLD CA

10411 Bayview Avenue  
Richmond Hill, ON L4C 3P2  
Phone: (905) 884-7006

#### ST. JOAN OF ARC CHS

1 St. Joan of Arc Avenue  
Maple, ON L6A 1W9  
Phone: (905) 832-8882

#### ST. MAXIMILIAN KOLBE CHS



278 Wellington Street East  
Aurora, ON L4G 1J5  
Phone: (905) 727-5652

**Note: Our Lady Queen of the World CA and St. Maximilian Kolbe CHS offer a combined French Immersion/AP Program.**



The York Catholic District School Board seeks to help all students reach their God-given potential so that they may participate fully in society, with competence and dignity. We recognize and celebrate the individual differences among students, and endeavour to offer inclusive and specialized programs which respect and accommodate individual student needs. YCDSB is committed to creating and maintaining an equitable learning environment reflected through inclusive programs, curriculum, and practices with a mission to ensure that every child has an equal chance for success.

## Secondary PACE and AP Schools and Boundaries







## Legend

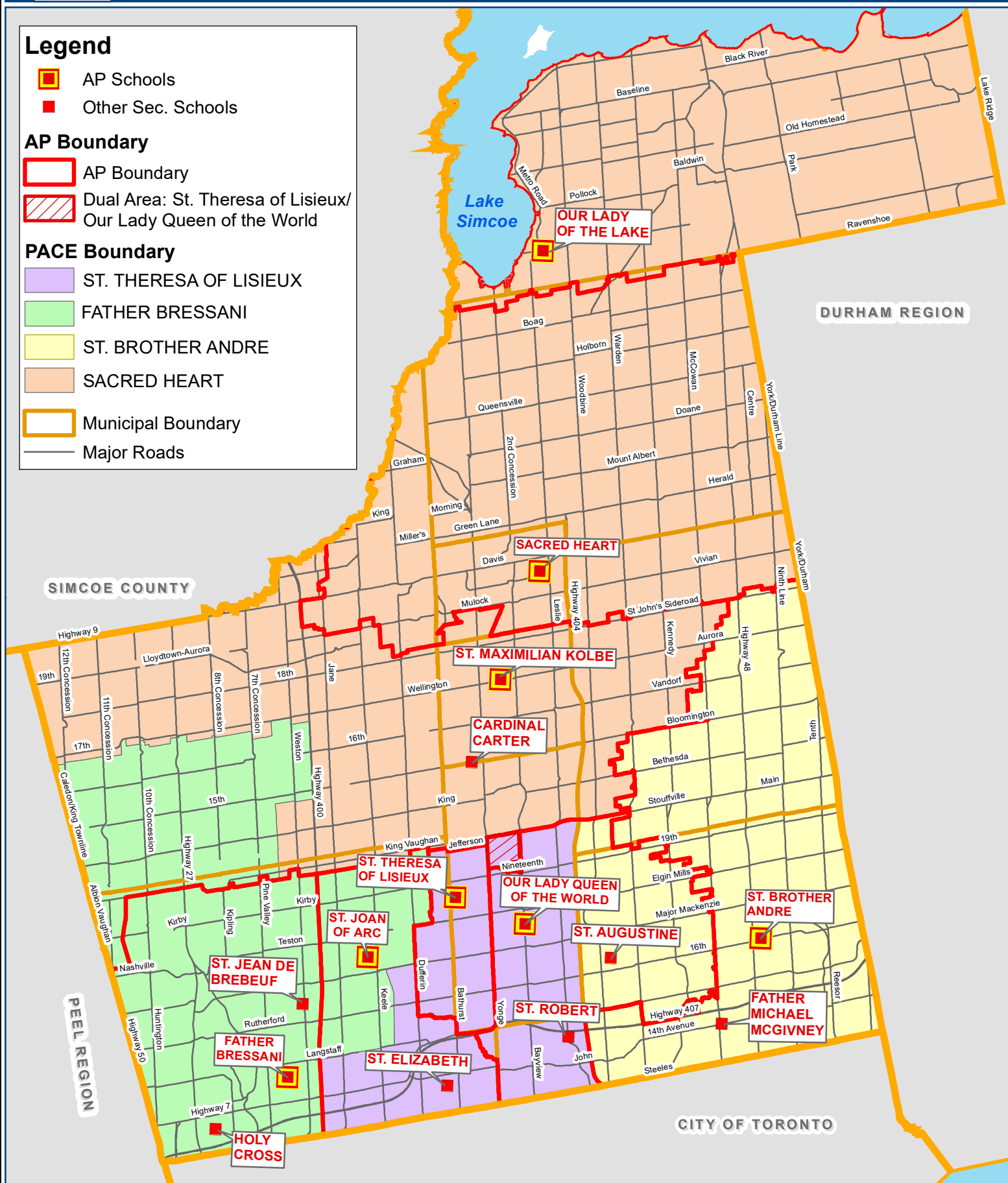
-  AP Schools  
 Other Sec. Schools

## AP Boundary

-  AP Boundary
-  Dual Area: St. Theresa of Lisieux/  
Our Lady Queen of the World

## PACE Boundary

-  ST. THERESA OF LISIEUX  
 FATHER BRESSANI  
 ST. BROTHER ANDRE  
 SACRED HEART  
 Municipal Boundary  
 Major Roads





# Secondary PACE and AP Schools and Boundaries School Year 2025-2026

## Legend

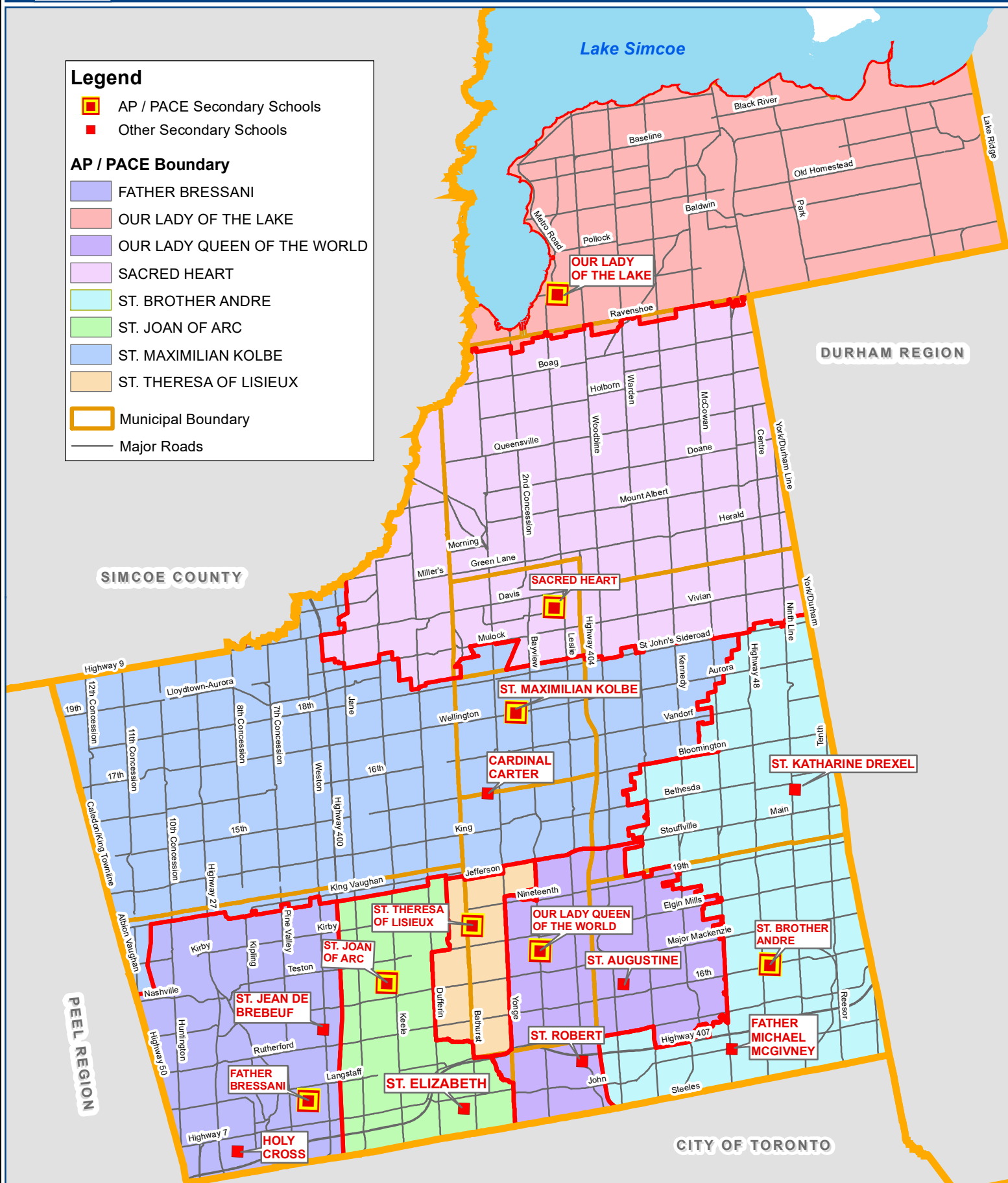
- AP / PACE Secondary Schools
- Other Secondary Schools

## AP / PACE Boundary

- FATHER BRESSANI
- OUR LADY OF THE LAKE
- OUR LADY QUEEN OF THE WORLD
- SACRED HEART
- ST. BROTHER ANDRE
- ST. JOAN OF ARC
- ST. MAXIMILIAN KOLBE
- ST. THERESA OF LISIEUX

Municipal Boundary

Major Roads



**York Catholic District School Board**

**REPORT NO. 2023:03**

**EXECUTIVE COMMITTEE**

**To: Regular Board Meeting**

**October 30, 2023**

A meeting of the Executive Committee was held on Tuesday, October 24, 2023 at 2:00 pm.

**PRESENT:**

Committee Members: F. Alexander, M. Iafrate, E. Crowe

Other Trustees: M. Barbieri (Virtual), A. Grella (Virtual), A. Saggese, J. Wigston (Virtual)

Administration: D. Scuglia, J. Sarna, T. Pechkovsky

Absent with Notice: Nil

Recording: S. Greco

Presiding: F. Alexander, Chair of the Board

**ACTION ITEM(S):**

**THAT the Ad-Hoc Transportation Review Committee be reestablished;**

**THAT the Ad-Hoc Transportation Review Committee be added to the Trustee Committee Selection Sheet in preparation for the Inaugural Board Meeting taking place on Monday, November 20, 2023.**

**Adjournment:** 3:21 pm

F. Alexander, Chair of the Board

York Catholic District School Board

**REPORT NO. 2023:04 of the  
POLICY REVIEW COMMITTEE**

**To: Board of Trustees**

**October 30, 2023**

A regular hybrid session of the Policy Review Committee was held on Monday, October 2, 2023 starting at 6:30 p.m.

**PRESENT:**

Committee Members:	In Person:	F. Alexander, J. DiMeo, M. Iafrate
	Virtual:	A. Grella, A. Saggese
Absent with Notice:		C. Cotton, M. Barbieri
Other Trustees:		E. Crowe, J. Wigston
Administration:	In Person:	D. Scuglia, J. Sarna, A. Arcadi, C. Allegranza, M. Brosens, C. McNeil, M. McShine Quao, B. Pageau, T. Pechkovsky
	Virtual:	R. Antunes, D. Candido, J. Chiutsi, T. Laliberte, L. Paonessa, L. Sawicky, S. Wright
Recording:		A. McMahon
Presiding:		M. Iafrate - Chair

**ACTION ITEMS:**

1. **THAT** the Board approve the following revised policy:  
Policy 115 Perquisites
2. **THAT** the Board approve the following revised policy:  
Policy 119 Electronic Communications & Social Media
3. **THAT** the Board approve the following revised policy:  
Policy 607 Sponsorships
4. **THAT** the Board approve the following revised policy:  
Policy 413 Attendance Support Program
5. **THAT** the Board approve the following revised policy:  
Policy 707 Acquisition and Development of School Sites
6. **THAT** the Board approve the following revised policy:  
Policy 808 Travel, Meals and Expenses Reimbursement
7. **THAT** the Board approve the following revised policy:  
Policy 118 Trustee Code of Conduct

**INFORMATION/DISCUSSION ITEMS:**

**FUTURE ITEMS:**

Policy 205 Student Government  
Policy 220 Graduation Exercises in Elementary and Secondary Schools  
Policy 424 Disposition Against Complaints Against Employees  
Policy 603A School Fundraising

Policy 603B Fundraising for External Charitable Purposes  
Policy 702 Solemn Blessing and Official Opening of New Schools and Additions

**Future meeting date for Policy Review Committee**

January 23, 2024; March 5, 2024; June 4, 2024.

Adjournment – 8:30 p.m.

M. Iafrate, Committee Chair



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	<b>Governance</b>
<i>Policy Number</i>	<b>115</b>
<i>Former Policy Number</i>	
<i>Total Pages</i>	<b>4</b>
<i>Original Approved Date</i>	<b>December 6, 2011</b>
<i>Subsequent Approval Dates</i>	<b>October 26, 2016</b>

### PERQUISITES

#### SECTION A

##### 1. PURPOSE

The York Catholic District School Board is clarifying the rules and principles to be followed, for perquisites granted when public funds are used, and establishing guidelines to be followed with respect to perquisites. Organizations are accountable for their use of public funds, must be transparent to all stakeholders and funds must be used prudently and responsibly to demonstrate value for money.

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

##### 2. POLICY STATEMENT OBJECTIVE

It is the policy of the York Catholic District School Board to establish standards for perquisites that are consistent and fair to all groups and compliant with Provincial directives and all other applicable legislation relating to perquisites.

##### 3. PARAMETERS

3.1 The term perquisites, or perks, refers to a privilege that is provided to an individual or to a group of individuals which provides a personal benefit, and is not generally available to others.

3.1 Perquisites shall only be allowable on a limited and exceptional circumstance where it is demonstrated to be a business-related requirement for the effective performance of an individual's job.

3.2 The following perquisites are not allowed under any circumstance:

3.2.1 Club memberships for personal recreation or socializing purposes, such as



- fitness clubs, golf clubs or social clubs.
- 3.2.2 Season tickets to cultural or sporting events.
- 3.2.3 Clothing allowances or personal grooming not related to health and safety or special job requirements.
- 3.2.4 Access to private health clinics – medical services outside those provided by the Provincial health care system or by the employer's group insured benefits plans.
- 3.2.5 Professional advisory services for personal matters, such as tax or estate planning.
- 3.2.6 An offer of employment letter as promise of a benefit;
- 3.2.7 An employment contract;
- 3.2.8 A reimbursement of an expense.

~~3.2~~ 3.3 This Policy 115 shall not prevail over:

- 3.3.1 Legislation or collective agreements;
  - 3.3.2 Insured benefits;
  - 3.3.3 Items generally available on a non-discriminatory basis for all or most employees (e.g.; EFAP programs, pension plans, etc);
  - 3.3.4 Health and Safety requirements;
  - 3.3.5 Employment accommodations made for human rights and/or accessibility considerations (e.g.; special workstations, work hours, religious holidays);
  - 3.3.6 Expenses covered under the Board's Policy 808, Travel, Meals & Expense Reimbursement, Policy 105, Trustee Professional Development and Policy 111, Trustee Services and Expenditures (established in accordance with the BPS Expenses Directive).
- ~~Expenses covered under an organization's rules on travel, meals and hospitality (established in accordance with Broader Public Sector (BPS) Expenses Directive).~~

~~3.3~~ 3.4 This Policy 115 shall apply to all York Catholic District School Board appointees, Board members and employees.

~~3.5~~ On an annual basis a summary of information about Allowable perquisites (if any) will be made publicly available on the Policy Section of the Board's Website.

~~3.4~~ The guidelines (rules) for perquisites shall be posted on the Boards website for reference.

3.6 Approved allowable perquisites shall be filed in the employee's human resource file.

~~3.5~~ Perquisites shall only be allowable on a limited and exceptional circumstance where it is demonstrated to be a business-related requirement for the effective performance of an individual's job.

## 4. RESPONSIBILITIES

### 4.1 Director of Education

4.1.1 To monitor the implementation of the Policy and approve allowable perquisites.

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

4.2.1 To review and recommend allowable perquisites.

4.2.2 To ensure that the policy and guidelines adhere to the BPS Perquisite Directive and ensure that applicable staff are accurately informed with respect to this policy.

#### **4.3 Superintendent of Human Resources**

**4.3.1** To monitor for compliance with the policy requirements and provide recommendations for allowable perquisites.

### **5. DEFINITION**

#### **5.1 Perquisite**

A privilege that is provided to an individual or to a group of individuals, provides a personal benefit and is not generally available to others.

### **6. CROSS REFERENCES**

#### **Legislation**

Ministry of Education BPS (Broader Public Sector) Perquisite Directive

#### **YCDSB Policies**

YCDSB Policy 105 [Trustee Professional Development](#)

YCDSB Policy 111 [Trustee Services and Expenditures](#)

YCDSB Policy 107 [Student Trustees](#)

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

YCDSB Policy 801 [Use of Board/School Funds for Recognition/Acknowledgement Purposes](#)

YCDSB Policy 802 [Purchase, Lease and Rental of Products and Services](#)

YCDSB Policy 808 [Travel, Meals & Expense Reimbursement](#)

#### **YCDSB Guidelines and Procedures**

YCDSB [Hospitality & Gifts Guidelines for Superintendents, Managers, Board and School Administrators](#)

YCDSB [Purchasing Card Procedure](#)

YCDSB [Purchasing Reference Guide](#)

**POLICY TITLE: ~~PERQUISITES~~**

**SECTION B: GUIDELINES**

- ~~1. Perquisites will only be allowable on a limited and exceptional circumstance where it is demonstrated to be a business-related requirement for the effective performance of an individual's job.~~
- ~~2. The following perquisites are not allowed under any circumstance:~~
  - ~~2.1 Club memberships for personal recreation or socializing purposes, such as fitness clubs, golf clubs or social clubs.~~
  - ~~2.2 Season tickets to cultural or sporting events.~~
  - ~~2.3 Clothing allowances or personal grooming not related to health and safety or special job requirements.~~
  - ~~2.4 Access to private health clinics — medical services outside those provided by the Provincial health care system or by the employer's group insured benefits plans.~~
  - ~~2.5 Professional advisory services for personal matters, such as tax or estate planning.~~
  - ~~2.6 An offer of employment letter as promise of a benefit;~~
  - ~~2.7 An employment contract;~~
  - ~~2.8 A reimbursement of an expense.~~
- ~~3. On an annual basis a summary of information about allowable perquisites (if any) will be made publicly available on the Policy Section of the Board's Website.~~
- ~~4. Approved allowable perquisites will be filed in the employees human resource file.~~



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	<b>Program/Curriculum-Governance</b>
<i>Policy Number</i>	<b>347-119</b>
<i>Former Policy Number</i>	<b>508-507</b>
<i>Total Pages</i>	<b>9</b>
<i>Original Approved Date</i>	<b>January 29, 2013</b>
<i>Subsequent Approval Dates</i>	<b>November 26, 2013</b>

### ELECTRONIC COMMUNICATIONS & SOCIAL MEDIA

#### 1. PURPOSE

The York Catholic District School Board (the "Board") recognizes the use of Electronic Communication and Social Media by trustees, staff, students and school representatives' in support of student learning and in keeping with the Board's vision for Catholic education:

The York Catholic District School Board recognizes the importance of electronic communications and the use of social media as an effective tool for reaching out to the community, and for the reciprocal flow of information. The purpose of this policy is to ensure adherence to all applicable laws and regulations and establish requirements for the safe and acceptable use of electronic communications and social media platforms.

#### 2. POLICY STATEMENT OBJECTIVE

It is the policy of the York Catholic District School Board to allow the use of Electronic Communications and Social Media to foster a learning environment for all students that is conducive to student learning in a safe, respectful and positive manner. In an effort to promote and teach behaviour within our schools that demonstrates good digital citizenship and respectful use of Electronic Communications and Social Media, the Board shall authorize Administration to implement related Guidelines that regulate the use of electronic communications and social media at their school.

The objective of this policy is to ensure a safe, positive and respectful online learning and working environment through the professional use of electronic communications and social media that is reflective of the Mission, Vision and Values of the York Catholic District School Board.

#### 3. PARAMETERS

3.1 It is the expectation of the York Catholic District School Board that all Board employees using electronic communications and social media shall become familiar with and abide by this policy. It is also the expectation of the Board that all members of the Ontario College of Teachers are familiar with the *Professional Advisory* on the Use of Electronic Communication and Social Media.

3.2 All Staff shall adhere to the ethical and professional principles outlined in YCDSB policies and procedures as well as any professional designation ethical standards and/or code of conduct when writing and/or posting information online, on both professional and personal electronic communications and social media platforms.

- 3.3 Students of the York Catholic District School Board shall adhere to the appropriate and respectful use of electronic communications and social media as reflected in the Ontario Catholic Graduate Expectation; “an effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of Gospel values”.
- 3.4 All York Catholic District School Board staff and students shall ensure that the content published on approved social media sites is consistent with the Mission, Vision and Values of the York Catholic District School Board.
- 3.5 All schools must maintain and utilize the Board-approved third-party tools/apps/services to provide consistency in communication throughout our school communities.
- 3.6 The York Catholic District School Board only endorses the following Social Media sites to be used by schools and/or departments:
- X
  - Instagram
  - LinkedIn
  - Youtube
  - Facebook
- 3.7 All York Catholic District School Board staff and students shall use Board provided electronic communication platforms (YCDSB.ca email, Google Classroom, etc.) to correspond online on topics relating to school coursework, or school sanctioned clubs or activities.
- ~~3.4 Personal sites and comments not related to the York Catholic District School Board, will clearly state that staff are not representing the views of the school, department, or Board.~~
- 3.58 Inappropriate or unauthorized use of electronic communication or social media by staff of the York Catholic District School Board shall result in disciplinary action in accordance with Policy 412: *Progressive Discipline of Employees*.
- 3.9 Inappropriate use of electronic communication or social media by students of the York Catholic District School Board shall result in disciplinary action in accordance with Policy 117 *Code of Conduct* and/or Policy 202 *Safe Schools - Student Discipline*.
- 3.610 All updates and/or revisions to school websites must be approved by the Principal or School appropriate Superintendent of Education and maintained by an authorized Board employee under the direction of the Principal.
- 3.11 The York Catholic District School Board Staff shall not disclose personal, private or confidential information online that is protected under applicable legislation, including but not limited to the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and the Personal Health Information Protection Act (PHIPA).
- 3.12 The York Catholic District School Board staff and students shall adhere to copyright legislation on social media, which includes but is not limited to:
- 3.12.1 Ensuring that all works published are original or cleared for copyright;
  - 3.12.2 Ensuring the ownership of the copyright is clearly indicated;
  - 3.12.3 Ensuring that the work of others is clearly referenced.

- 3.13 Photos, videos, audio recordings and/or personal information about an identifiable or potentially identifiable individual shall not be posted without written consent of the student (if under 18 years old) or parent(s)/guardian(s).
- 3.14 All York Catholic District School Board staff have a duty to make child protection and safety a priority. Staff must report any infringement of provisions online or on social media platforms under section 125 of the *Child, Youth and Family Services Act* and as amended.

### **Authorization for Electronic Communications and Social Media Accounts**

- 3.15 Electronic communication and social media sites shall not be used to speak on behalf of the school, department or Board, unless ~~written permission~~ **the social media request form (see Appendix B of the procedure)** has been ~~given from~~ **approved by the** Principal or Manager, in consultation with the ~~appropriate~~ Superintendent and Communications Department.
- 3.16 The York Catholic District School Board and any school name, logo, school crest and emblem shall not be used in any electronic communication **or social media platform**, unless ~~permission~~ **the social media request form (see Appendix B of the procedure)** has been ~~granted from~~ **approved by the** Principal or Manager, in consultation with the ~~appropriate~~ Superintendent and Communications Department.
- 3.17 The Principal of the school may grant permission to staff who are interested in establishing a social media account for instructional purposes, to represent a classroom, school or YCDSB related activity.
- 3.18 Social media initiatives representing the Board as a whole must be approved by the Director of Education and/or Manager of Communications (see Appendix B).

### **Catholic School Council**

- 3.19 Only York Catholic District School Board staff, using a Board email address, can create, update and moderate information that is shared on Board endorsed social media platforms.
- 3.20 All Catholic School Council communication must be hosted on the school website
- 3.21 All Catholic School Council content must be approved by Executive of the Catholic School Council and the school's Principal before being published on the school website.

## **4. RESPONSIBILITIES**

### **4.1 Director of Education**

- 4.1.1 To ensure the implementation of the Electronic Communications & Social Media policy throughout the Board

### **4.2 ~~Superintendent Officers~~ Superintendents: School Leadership**

- 4.2.1 To work with and support school administrators to ensure that there is compliance with all sections of the Electronic Communications & Social Media policy.

### **4.3 Principal, Manager or Designate**

- 4.3.1 To support and assist the Director of Education in reviewing and ensuring that

employees are familiar with and adhering to the Electronic Communications & Social Media policy.

- 4.3.2 To inform staff, ~~students~~, parents/volunteers and/or community members using online social media activities and groups to adhere to ethical standards that align with the *Professional advisory of the Ontario College of Teachers, and any other applicable professional advisory from a regulatory body, and the Mission*, Vision Statement, policies and protocols of the York Catholic District School Board.
- 4.3.3 To authorize and regulate all social media accounts, websites and communication platforms that pertain to their school.
- 4.3.4 To consult with the *appropriate* Superintendent and Communications Department when considering the use of social media for a school or department.
- 4.3.5 To ensure and promote increased awareness of digital citizenship to encourage appropriate, respectful, and ethical use of social media. ~~guided by York Catholic District School Board's 6 C's: Catholic Character, Critical Thinking, Communication, Collaboration, Creativity and Citizenship.~~
- 4.3.6 To ensure that school websites are maintained and updated by Board Employees.
- 4.3.7 To ensure inappropriate use of electronic communication or social media ~~such as, derogatory or vexatious comments towards students or staff will be~~ *is addressed, immediately upon discovery.*
- 4.3.8 To ~~consult with~~ *report to the appropriate* Superintendent of Employee Relations Human Resources and International Relations ~~Education~~ and Director of Education on the appropriate actions to take when a Board employee engages ~~any staff engaging~~ in inappropriate and/or illegal use of the internet. *electronic communication and social media.*

#### 4.4 Employees

- 4.4.1 To recognize and practice *adhere to* their professional obligations with the use of electronic communications and social media.
- 4.4.2 To obtain authorization from the Principal for the establishment of a department, program, club, etc, social media account.
  - 4.4.2.1 To provide their Principal with the account credentials and password for all authorized social media accounts.
  - 4.4.2.2 To monitor content and regulate members of the social media account(s).
  - 4.4.2.3 To ensure account credentials and passwords are not shared with unauthorized members (i.e.: students, parents, members of the community, staff members who are not account administrators).
- 4.4.3 To ensure that student information is not shared unless authorized by applicable legislation.
- 4.4.4 To ensure social media or electronic communications is not used to misrepresent the views or opinions of the school, department, or Board, and shall provide a clear disclaimer stating such.
- 4.4.25 To use electronic communications and social media with common courtesy and respectful behaviour consistent with the Board's Vision Statement and with the policies and procedures/guidelines of the York Catholic District School Board.
- 4.4.36 To be aware that they may be subject to disciplinary action, up to and including loss of access to Board systems, suspension from work, or discharge from employment, and/or including police involvement for unlawful or unacceptable use of Board Information Technology.

#### 4.5 Communications Department

- 4.5.1 To support and advise School Principal, Manager and/or designate on any request for the use of social media.



#### **4.6. Students**

4.6.1 To adhere to the expectations of the Electronic Communications & Social Media policy **and Policy 311, Digital Discipleship Student Use of Technology.**

4.6.2 To be aware that inappropriate use of electronic communication or social media such as, derogatory or vexatious comments towards students or staff will be subject to progressive disciplinary action.

#### **4.7 Parents, Volunteers and Community Representatives**

4.7.1 To comply with policies and procedures/guidelines in all interactions with the Board.

4.7.2 To be aware that inappropriate or unauthorized use of electronic communication or social media may result in loss of privileges.

### **5. DEFINITIONS**

#### **5.1 Designate**

A York Catholic District School Board employee.

#### **5.2 Electronic Communication and Social Media**

Encompasses software, applications, e-mail, and web sites, which enable users to interact, create and exchange information online.

#### **5.3 Personal site/Social Media**

Personal sites and social media are any site or social media that have not been approved by the Board or are on any social media or platforms that are not approved or consistent with our Mission, Vision and Values.

#### **5.4 Professional site/Social Media**

Professional sites and social media are any site or social media account that are for instructional purposes, to represent a classroom, school or YCDSB related activity and has been approved by the Principal, Manager or Director of Education.

#### **5.5 Unacceptable/Unlawful**

Any unacceptable/unlawful use of York Catholic District School Board information technology is prohibited. Examples are listed in, but not limited to, Appendix A.

### **6. CROSS REFERENCES**

#### **Legislation**

*Child, Youth and Family Services Act*

*Copyright Act, Canada*

*Criminal Code*

*Education Act of Ontario*

*Human Rights Code*

*Municipal Freedom of Information and Protection of Privacy Act*

*OCT Ethical Standards for the Teaching Profession OCT*

*Standards of Practice for the Teaching Profession*

*OCT Professional Advisory*

#### **YCDSB Policies**

*Policy 112 Privacy and Freedom of Information*

*Policy 202 Safe Schools*

*Policy 218 Code of Conduct*



DRAFT

## **~~POLICY TITLE: ELECTRONIC COMMUNICATIONS & SOCIAL MEDIA~~**

### **~~GUIDELINES~~**

~~The purpose of these guidelines is to provide staff, administrators, students, parents and the York Catholic District School Board community information and direction when using social media applications both inside and outside of the classroom or school environment.~~

~~York Catholic District School Board realizes that part of 21st Century Learning is adapting to the changing methods of communication. The importance of teachers, students and parents engaging, collaborating, learning, and sharing in these digital environments is a part of 21st century learning. Fundamental to student success is the ability to use technology responsibly to gather, evaluate, construct and share knowledge in a 21<sup>st</sup> Century world.~~

~~To this aim, the York Catholic District School Board has developed the following guidelines to provide direction for staff, students and the school district community when participating in online social media activities. The York Catholic District School Board Electronic Communication and Social Media Guidelines encourage employees to participate in online social activities. By accessing, creating or contributing to any blogs, wikis, or other social media for classroom or Board use, staff agrees to abide by these guidelines.~~

### **~~Section One: Electronic Communication and Social Media Guidelines for Staff~~**

- ~~1.1 All online correspondence between staff and students shall use Board provided electronic communication platforms (YCDSB.ca e-mail, Google Classroom, etc.) be related to school course work, or school sanctioned clubs or activities.~~
- ~~1.2 Personal online accounts shall not be used for school course work or school sanctioned clubs or activities.~~
- ~~1.3 Use of Board and school logos shall be in accordance with Policy 507, Section 3.3.~~
- ~~1.4 York Catholic District School Board staff shall identify themselves clearly and accurately when participating in social media. use only their given name when participating in an online social media group for academic purposes.~~
- ~~1.5 York Catholic District School Board staff shall use the Board network to access social media sites that are work-related; Board staff shall not access personal social media sites during school/work hours.~~
- ~~1.6 York Catholic District School Board staff shall not accept or initiate electronic "friend" invitations from students.~~
- ~~1.7 Posting student information of any kind shall comply with the Annual Student Media Release FormMunicipal Freedom of Information Consent Form and Municipal Freedom of Information and Protection of Privacy Act, Education Act and other legislation.~~
- ~~1.8 York Catholic District School Board staff shall not disclose any confidential student information, personal information, or images without confirmation of written permission from the Parent(s)/Guardian(s) as provided by the FOI Consent Form maintained within the Student Information System.~~
- ~~1.9 York Catholic District School Board staff is personally responsible for the content they publish online.~~

- ~~1.10 York Catholic District School Board staff shall not use electronic social media sites to be engage in conduct that may be viewed as defamatory, harassing or detrimental to the Board, defamatory towards students, Board employees, or Board policies, procedures and guidelines.~~
- ~~1.11 York Catholic District School Board staff shall ensure that the content published on approved in any social media sites communication venue is consistent with the Mission and Values of York Catholic District School Board.~~
- ~~1.12 All staff and student online behaviour shall reflect the standards of honesty, respect, and consideration and be in accordance with Catholic values and with the applicable highest professional Standards.~~
- ~~1.13 When posting to a blog or social media site, York Catholic District School Board **staff** shall clearly state that the information is representative of their own personal views and opinions and not necessarily the views and opinions of York Catholic District School Board.~~
- ~~1.14 **Student** blogs do not require a disclaimer, but teachers shall moderate the content contributed by students.~~
- ~~1.15 Blogs, wikis and podcasts are an extension of the classroom. What is inappropriate in the classroom shall be deemed inappropriate online.~~
- ~~1.16 When posting on social media all, even on the strictest settings, York Catholic District School Board staff shall act on the assumption that all postings are in the public domain.~~
- ~~1.17 York Catholic District School Board staff shall adhere to School and Board Code of Conduct as well as any professional designation ethical standards and/or code of conduct (ie: Ontario College of Teachers) when writing and/or posting online.~~
- ~~1.18 York Catholic District School Board staff participating in social media activities shall respect copyright laws, not only with respect to the content produced on the social media sites, but also to the software application that enables it.~~
- ~~1.19 York Catholic District School Board staff shall ensure their profile and related content is consistent with the Code of Conduct how they wish to present themselves to colleagues, parents, and students.~~
- ~~1.20 When uploading digital pictures or avatars that represent yourself, York Catholic District School Board staff shall ensure they select a school appropriate image.~~
- ~~1.21 Microblogging comments made using such media are not protected by privacy settings. York Catholic District School Board staff shall be aware of the public and widespread nature of such media and refrain from any comment(s) that could be deemed unprofessional.~~
- ~~1.22 York Catholic District School Board staff may be subject to disciplinary action if their social media comments and posting, whether personal or school/Board related, result in a disruption to the school or Board environment; or negatively impact the staff's ability to perform his or her duties or are defamatory, pornographic, proprietary or harassing.~~

## **Section Two: Electronic Communication and Social Media Guidelines for Students**

- ~~2.1 Students shall be aware of what they post online. Social media venues including wikis, blogs, photo and video sharing sites are very public. (What you contribute leaves a digital footprint for all to see.)~~
- ~~2.2 Students shall follow Bthe school's and board's code of conduct when writing online ensuring that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.~~
- ~~2.3 Students shall not provide use extreme caution when giving out personal information, including, but not limited to, given name(s), telephone numbers, addresses, exact birthdates, and pictures, unless required by law.~~
- ~~2.4 Students shall not share other students or staff personal information without the consent for that person to do so.~~
- ~~2.5 Students shall not share their password. with anyone besides their teachers and parents.~~
- ~~2.6 If students are linking to other websites to support their thoughts and ideas they shall be sure to read the entire article prior to linking to ensure that all information is appropriate for a school setting.~~
- ~~2.7 Students participating in social media activities shall respect copyright laws, not only with respect to the content produced on the social media sites, but also to the software application that enables it.~~
- ~~2.8 Students shall not misrepresent themselves by using someone else's identity.~~
- ~~2.9 Blog and wiki posts should be well written. Students shall follow writing conventions including proper grammar, capitalization, and punctuation. If students edit someone else's work it shall be in the spirit of improving the writing.~~
- ~~2.10 Students shall immediately report to a teacher if they encounter inappropriate material that makes them feel uncomfortable, or is not respectful or inconsistent with the teachings of the Church.~~
- ~~2.11 Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or future access to the use of online tools and may be subject to progressive disciplinary action~~

## Appendix A

### Unacceptable/Unlawful Use of York Catholic District School Board Information Technology

The following is a partial list of examples that includes but is not limited to activities considered unacceptable/unlawful.

Bullying	An attempt to undermine an individual through cruel and humiliating behaviour, including 'cyber-bullying' which is used to send threatening, obscene, sexually explicit and violent messages that threaten emotional and physical safety of recipient(s).
Child pornography	Accessing, downloading, storing, sharing and distributing any child pornography
Copyright or trademark infringement	Infringing on another person's copyright, trademark, patent, trade secret, without lawful permission
Defamatory libel	A defamatory libel is matter published, without lawful justification or excuse, that is likely to injure the reputation of any person by exposing him/her to hatred, contempt or ridicule, or that is designed to insult the person of or concerning whom it is published. <i>Libel and Slander Act</i> .
Disclosing or gathering personal Information	Disclosing or gathering personal information in a manner inconsistent with the <i>Municipal Freedom of Information and Protection of Privacy Act</i> .
Gambling and lotteries	Uploading funds to online gambling or lottery sites, making bets or playing the games that they offer, and then cashing out any winnings
Hacking and other unauthorized access	Includes but not limited to using the computer to carry out sabotage, gain unlawful entry into encrypted sites, acquiring and disseminating private information, creating and disseminating computer viruses, stealing information and trade secrets, intentionally breaching protected internet sites that compromises the safety of others.
Harassment	The sending of electronic messages and information that causes the recipient(s) to fear for personal safety and that of others.
Hate propaganda	Communicating messages that promote or incite hatred against an identifiable group that is likely to lead to a breach of the peace—e.g. homophobic messages, racist comments and jokes, violent gender-specific messages.
Inappropriate communication with minors	Communicating, soliciting or sending sexually suggestive, emotionally laden, and intrusive personal messages to minors for any reason.
Intellectual property	Infringing on another person's property without lawful permission.
Interception of private communication or electronic mail	Unauthorized entry into the password protected e-mail and/or the interception of private electronic communication intended for someone else
Obscenity	Creating, acquiring, sharing, publishing and distributing any obscene material including pornography.
On-line Video Gaming/Gambling	Participating in on-line "video gaming" and/or on-line gambling, while using information technology.
Personal financial gains	Staff using social media or Board platforms to sell products and services to schools, the Board, colleagues, parents and students is a conflict of interest. Any use of Board information technology for commercial transactions, advertising, solicitation, and financial gain.
Vandalism	Deliberately damaging or causing to be damaged Board information technology, for example routers, modems, wireless et cetera including but not limited to physical technology equipment, internet /intranet resources, online traffic flow, internet filters and firewalls, websites etc.
York Catholic District School Board Information Technology/Equipment	York Catholic District School Board Information Technology and/or Equipment used for anything outside of educational purposes is prohibited.



## York Catholic District School Board Social Media Account Request Form

Before creating any social media account representing York Catholic District School Board, this form must be completed, submitted and approved.

Name of Requestor:

Date:

Department/Program/Club etc.

Email:

**(Any social media account operated by a staff member in order to communicate on behalf of the York Catholic District School Board must be connected to a YCDSB email account.)**

Platform:

- X
- Instagram
- Youtube
- Facebook
- Blog
- Other

Account Name & URL for Account

Please indicate below the purpose of creating the social media account:

Please indicate below your target audience:

**Please read and confirm the following Terms and Conditions:**

- I agree that the purpose of the social media account is for educational/engagement purposes and to promote electronic communications among the YCDSB community.
- I agree that as the official representative for the social media account, I will monitor the account on a daily basis for inappropriate content and remove posts that do not adhere to the policies and procedures of the York Catholic District School Board.
- I agree to positively represent the York Catholic District School Board upholding the Mission, Vision and Values at all times.
- I have read and understand Policy 317: *Electronic Communications and Social Media* and Policy 408: *Digital Discipleship: Acceptable Use of Technology*.
- I have read and understand my responsibilities related to privacy, confidentiality and copyright.
- I confirm that all staff members listed below have read and understand these Terms and Conditions.

Social Media Account Administrator(s):

Name:	Signature:
Name:	Signature:
Name:	Signature:

Principal of School:

Name:	Signature:
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Director of Education and/or Manager of Communications (if applicable)

Name:	Signature:
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**Your request for establishing a York Catholic District School Board social media account has been:**

- **Approved**
- **Not Approved**

**Date of Approval:** \_\_\_\_\_



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	<b>Community</b>
<i>Policy Number</i>	<b>607</b>
<i>Former Policy Number</i>	
<i>Total Pages</i>	<b>6</b>
<i>Original Approved Date</i>	<b>November 25, 2014</b>
<i>Subsequent Approval Dates</i>	<b>November 25, 2014</b>

### SPONSORSHIPS

#### SECTION A

##### 1. PURPOSE

Corporate or community partners may, through sponsorships that support the Mission, Vision and Values of the Board, provide opportunities to expand resources and make a positive impact in our schools. Sponsorships are mutually beneficial relationships between corporate or community partners and the Board and/or Schools that are designed to support student learning and well-being. The purpose of this policy is to provide parameters and to clarify procedures for the approval of sponsorship arrangements at the Board and/or School level.

This policy does not apply to facilities partnerships or charitable donations.

##### 2. ~~POLICY STATEMENT~~ OBJECTIVE

It is the policy of the York District Catholic School Board to outline the considerations and guiding principles, as well as the procedures and processes for the promotion, development and approval of sponsorships that will expand board resources while making a positive impact to the education opportunities for our students. The policy, guidelines and procedures provide a framework of accountability, transparency and fairness to guide the effective oversight of sponsorship arrangements.

##### 3. PARAMETERS

- 3.1 Sponsorships shall be consistent with the Mission, Vision and Values of the York Catholic District School Board.
- 3.2 In accordance with section 24(1) of Ontario Regulation 298, no advertisement or announcement shall be placed in a school or on school property or distributed or announced to the pupils on school property without consent of the Board.
- 3.23 Sponsorships shall not compromise nor exploit students and/or employees.
- 3.34 Sponsorship opportunities or arrangements shall follow application, review, approval and renewal processes that are open, fair and transparent.



- 3.45 Sponsorships include the exchange of public recognition (advertising) for the corporate or community partner. Therefore, sponsorships shall not be considered donations and shall not be eligible for income tax receipts.
- 3.56 Sponsorship agreements will vary depending on the nature of the sponsorship and/or the financial support offered.
- 3.67 Sponsorships shall be for a specified period of time, with a maximum duration of five (5) years. Renewal of a sponsorship agreement shall be in accordance with the procedures outlined in the addendum to this policy.
- 3.78 Depending on the nature of the sponsorship, an application package may need to be completed by the Principal or appropriate Board staff on behalf of the potential sponsor(s) and submitted to the ~~Budget and Audit~~ **Financial Services** Department in accordance with the guidelines of this policy.
- 3.89 Sponsorships shall be processed and approved through the ~~Budget and Audit Service~~ **Financial Services** Department in accordance with the guidelines of this policy.
- ~~3.9 A Sponsorship Review Committee shall be established under the direction of the Director of Education to review and assist with the approval of Sponsorship applications in accordance with the levels of sponsorship outlined in the guidelines of this policy.~~
- 3.10 Board employees shall not use their influence or position for personal gain or to advance the interest of any potential corporate or community partner during the sponsorship application, review and approval processes.
- 3.11 Employees shall, as far as practicable, avoid placing themselves in conflict of interest situations, whether real or perceived. Employees shall take all reasonable steps, at any and all times, to avoid the exercise of any influence on Board decisions in which they have a personal interest.
- 3.12 Employees in doubt concerning the propriety of any action concerning the Board shall disclose a possible conflict of interest to their immediate supervisor for determination.
- 3.13 **If applicable, a** report on Level 2-4 sponsorships shall be provided to the ~~System~~ **Senior Leadership Team** on an annual basis **(refer to Appendix A).**
- 3.14 **If applicable, a** report on Level 2-4 sponsorships shall be provided to the Board on an annual basis **(refer to Appendix A).**
- 3.15 The Board reserves the right to terminate any sponsorship agreement that is, or is deemed to be, in contravention of the Board's Mission, ~~and~~ Vision **and Values** or contrary to Church teachings.

## 4. RESPONSIBILITIES

### 4.1 Director of Education

- 4.1.1. To oversee compliance with the Sponsorships policy, guidelines and associated procedures.
- 4.1.2. To review and approve level 3 and level 4 sponsorships.**

**4.2. ~~Associate Director, Corporate Services~~ Chief Financial Officer and Treasurer of the Board**

4.2.1 To ensure staff implements the Sponsorships policy, guidelines and associated procedures as approved by the Board.

4.2.2 To review and approve level 3 and level 4 sponsorships.

**4.3 ~~Senior Manager of Budget and Audit~~ Manager of Accounting and Financial Services**

4.3.1 To process level 2, level 3 and level 4 sponsorship applications submitted to the ~~Budget and Audit Services~~ Financial Services Department.

4.3.2 To act as a resource on any questions regarding the interpretation of the policy, guidelines and/or associated procedures.

**4.4 Superintendent of Education: School Leadership**

4.4.1 To support Principals with the implementation of the Sponsorships policy, guidelines and associated procedures.

4.4.2 To consult with Principals on level 1 sponsorships.

4.4.3 To review and approve level 2 sponsorships.

4.4.4 To review level 3 and level 4 sponsorships prior to approval from the Chief Financial Officer and Treasurer of the Board and the Director of Education.

**4.5 Department Superintendents and/or Senior Managers**

4.5.1 To provide guidance to Principals and ~~Budget and Audit Services~~ Financial Services related to any improvement or enhancement of facilities, grounds, academic programs, equipment and/or resources which may result from an approved Sponsorship.

**4.6 Principal**

4.6.1 To process all Sponsorship applications with the ~~Budget and Audit~~ Financial Services Department and adhere to the parameters outlined in the Sponsorships policy, guidelines and its associated procedures.

**~~4.7 Sponsorship Review Committee~~**

~~4.7.1 To review and assist with the approval of Sponsorship applications and the renew of Sponsorship agreements under the direction of the Director of Education and in accordance with the associated procedures of this policy.~~

**5. DEFINITIONS**

**5.1 Conflict of Interest**

5.1.1 A situation in which an employee, whether for himself/herself or for some other person(s) attempts to promote a private or personal interest which results or could appear to result in:

- An interference with the mission, vision and beliefs values of the Board
- A gain or an advantage by virtue of his/her their position in the York Catholic District School Board

OR

5.1.2 A situation in which the personal or private interests of an employee (or the employee's family or close business associates) conflict with the interest of the Board or when there is a reasonable basis for the perception of such

- OR
- 5.1.3 conflict.  
A situation in which access to, or quality of service rendered by, an employee is affected by any form of privilege, favouritism or special arrangement between an employee and another party, including a student or the student's family.

## **5.2 Employee**

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

## **5.3 Sponsorship**

A formal arrangement to exchange advertising for funding or items to be contributed towards a Board and/or School event and/or program.

## **6. CROSS REFERENCES**

**Legislation**  
[Education Act](#)

**YCDSB Policies**  
[YCDSB Policy 423 Conflict of Interest for Employees](#)  
[YCDSB Policy 803 School Generated Funds](#)  
[YCDSB Procedure: Sponsorships Approval and Renewal Process](#)

[YCDSB Board Registered Charity Guidelines](#)  
[YCDSB Approval Authority Schedule \(AAS\)](#)

## **7. RELATED FORMS**

[Admin 39 Sponsorship Approval Form](#)

## SECTION B: GUIDELINES

The following guidelines are intended to support YCDSB Policy 607: Sponsorships and provide a framework of accountability, transparency and fairness to guide the effective oversight of sponsorship arrangements.

Sponsorships relate to a formal arrangement to exchange advertising for funding or items contributed towards a Board and/or School event and/or program (refer to Appendix A).

### GUIDING PRINCIPLES

1. ~~The use of captive students for the~~ Exploiting students for the commercialization of a product shall be avoided. The sponsorship is to be school directed within a mutually beneficial association that does not entail the use of students as a captive audience for corporate promotion.
2. Special concern must be taken when requests are made to actively promote a product or service to students as opposed to passive recognition of a product symbol or logo, e.g.: television advertising/commercials/product presentation as opposed to logo presentation on teaching materials.
3. Sponsorships involving educational materials are to be examined for bias, inaccuracies and self-serving promotion and are to be used as a basis for the development of critical thinking and assessment skills in students as well as the development of wise consumer skills.
4. Sponsorships shall:
  - 4.1 Enhance quality and relevance of education for all learners
  - 4.2 Be open, fair and transparent
  - 4.3 Be mutually beneficial to all participants
  - 4.4 Provide opportunities to meet shared social responsibilities toward education
  - 4.5 Be based on clearly defined expectations
  - 4.6 Be based on shared or aligned objectives that support the goals of the organizations
  - 4.7 Allocate resources to complement and not replace public funding for education
5. Development of sponsorships agreements shall:
  - 5.1 Not compromise or exploit students and/or employees
  - 5.2 Clearly define roles and responsibilities
  - 5.3 Recognize and respect each partners' expertise
  - 5.4 Ensure that the products and/or services are deemed compatible with the Mission, Vision, Values, and policies and procedures of the Board
  - 5.5 Identify the reasons for the sponsor's interest in the Board or School
  - 5.6 Identify the program and/or event that the sponsor wishes to support
  - 5.7 Identify the representative of the community partner with whom the staff will work, including outside advertising or communication agencies
  - 5.8 Clearly define the expectations of the sponsor
  - 5.9 Not entail the use of students as a captive audience for corporate promotion

## Appendix A

### LEVELS OF SPONSORSHIP

Sponsorship agreements may be required depending on the various levels of sponsorship that are based on amount/value, duration or term of the agreement and the type of advertising.

Level	Impact	Amount	Duration/Term	Approval Process
Level 1	School	<=\$5,000	One-Time arrangement	Managed by the individual Principal in consultation with the School Superintendent as required.
Level 2	School	>\$5,000	One-Time arrangement	Principal submits a completed Sponsorship Approval form (Admin 39) along with any sponsorship documentation to the <del>Budget &amp; Audit</del> <b>Financial</b> Services Department. Superintendent of Education: School Leadership approval will be required. Further approvals shall be required if the term of one-time advertising arrangement is > 5 years.
Level 3	School	Any amount	Defined term (longer than One-Time arrangement)	A comprehensive sponsorship agreement that may involve contractual obligations. Principal submits a completed Sponsorship Approval form (Admin 39) along with the sponsorship documentation to the <del>Budget &amp; Audit</del> <b>Financial</b> Services Department. Further <b>review from</b> the Superintendent of Education: School Leadership <b>and</b> approvals, as appropriate from <b>the Chief Financial Officer and Treasurer of the Board, the Director of Education and all other</b> applicable Board Department staff, <del>and Sponsorship Review Committee</del> shall be required.
Level 4	Board	Any amount	One-Time arrangement or Defined term	A comprehensive sponsorship agreement that may involve contractual obligations with system wide impact. Principal and/or Board staff submits a completed Sponsorship Approval form (Admin 39) along with the sponsorship documentation to the <del>Budget &amp; Audit</del> <b>Financial</b> Services Department. Further <b>review from</b> the Superintendent of Education: School Leadership <b>and</b> approvals, as appropriate from <b>the Chief Financial Officer and Treasurer of the Board, the Director of Education and all other</b> applicable Board Department staff, <del>and Sponsorship Review Committee</del> shall be required.



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	<b>Human Resources</b>
<i>Policy Number</i>	<b>413</b>
<i>Former Policy Number</i>	
<i>Total Pages</i>	<b>5</b>
<i>Original Approved Date</i>	<b>December 4, 2012</b>
<i>Subsequent Approval Dates</i>	<b>January 30, 2018 May 31, 2022</b>

### ATTENDANCE SUPPORT PROGRAM

#### 1. PURPOSE

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

#### 2. OBJECTIVE

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

#### 3. PARAMETERS

##### 3.1 Promotion

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

##### 3.2 Reporting Absences

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

### **3.3 Managing Attendance**

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

### **3.4 Managing Culpable Absenteeism**

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

### **3.5 Disability Support**

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

### **3.6 Training and Communicating**

Recurrent training will be provided to Principals/Managers/Supervisors to support the awareness and understanding of the program as requested or deemed necessary. Board-wide communication shall be disseminated to all employees and their union/association representatives, including but not limited to, system memos and information brochures outlining the Attendance Support Program.

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

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

### **3.8 Wellness**

The YCDSB Employee Wellness Program will:

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

### **3.9 Confidentiality**

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

## **4. RESPONSIBILITIES**

### **4.1 Director of Education**

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



## **4.2 Attendance Support Advisory Committee (ASAC)**

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

## **4.3 Superintendent of Human Resources**

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

## **4.4 Manager of Employee Health and Wellness**

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

## **4.5 Attendance Support Specialist Coordinator**

- 4.5.1 To communicate attendance expectations and the established absence threshold to all employees and their unions through an annual review of the Attendance Support Program.
- 4.5.2 To review absence reports of employees and initiate the attendance support process when an employee has exceeded the absence threshold as outlined in the procedure, an addendum to this policy.
- 4.5.3 To Identify absenteeism trends or patterns, including but not limited to:
  - 4.5.3.1 Frequent absences of short duration.
  - 4.5.3.2 Absenteeism in excess of the absence threshold.
  - 4.5.3.3 Absences due to doctor appointments or scheduled treatment.
  - 4.5.3.4 A pattern of repeated days of absence taken in proximity to weekends/P.A. Days and Statutory or Board holidays.
- 4.5.4 To address all absenteeism issues using discretion.
- 4.5.5 To support employees and act as a resource.
- 4.5.6 To advise employees of available resources i.e. Employee and Family Assistance program (EFAP).
- 4.5.7 To participate in all meetings as outlined in this procedure and provide guidance to support and promote improved attendance for each employee involved in the process.



- 4.5.8 To provide ongoing positive reinforcement to those working towards their attendance goals.
- 4.5.9 To support Principals/Managers/Supervisors in relevant program application.

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

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

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

- 4.7.1 To participate in all meetings as outlined in the procedures, an addendum to this policy.
- 4.7.2 To support employees in the Attendance Support Program.
- 4.7.3 To ensure the daily maintenance of accurate, up-to-date records regarding employees' absences as designated by Human Resources.

#### **4.8 Employee**

- 4.8.1 To maintain regular and consistent attendance. If necessary, to request accommodations in order to maintain regular and consistent attendance.
- 4.8.2 To participate actively in all stages of the Attendance Support process, which may include medical documentation (as per Collective Agreements) to describe the nature of the illness/injury and relevant restrictions/limitations to support an absence.
- 4.8.3 To forward all relevant medical documentation to the Board's Employee Health and Wellness Services.
- 4.8.4 To enter her/his own absence correctly at the time of the absence when possible.

### **5. DEFINITIONS**

#### **5.1 Absenteeism**

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

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

##### **5.1.2 Culpable Absenteeism**

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

#### **5.2 Disability**

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

### 5.3 Wellness

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

## 6. CROSS REFERENCES

### **Legislation**

[Employment Standards Act](#)

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

[Occupational Health and Safety Act](#)

[Ontario Human Rights Code](#)

[Workplace Safety and Insurance Act](#)

### **YCDSB Policies**

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

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

YCDSB Procedure 413 [Attendance Support Program](#)





**York Catholic District School Board**

**PROCESS:  
ATTENDANCE SUPPORT PROGRAM**

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

**Revised: August 21, 2023  
Effective: June 1, 2022**

## PURPOSE

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

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

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

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

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

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

## 1. TYPES OF ABSENCES

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

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

## 2. ABSENCE SUPPORT PROCESS

- 2.1 The Attendance Support program addresses non-culpable, innocent absenteeism in a supportive manner. The intent is to understand the reasons for absenteeism, discuss the impact of absences, provide timely support and encourage regular attendance and proactive use of preventative measures.
- 2.2 **Absence Threshold** – is the established number of absences per school year that may initiate entry into the Attendance Support Program. The absence threshold is used as a mechanism to initiate non-disciplinary and supportive intervention.
- 2.2.1 The absence threshold will be reviewed periodically by the Board.  
Employees and their union shall be notified of threshold changes.
- 2.2.2 Absence threshold is based on the number of months worked by an employee in a year.
- 2.3 **Important:** Should a medically supported disability or relevant medical information be identified that requires support or accommodation at any time during the Attendance Support Program, the York Catholic District School Board shall review and where required, support the employee's transition into the Disability Support Program. Disability Support will refer the employee back to the Attendance Support Program if/when appropriate. Sporadic absences may continue to be considered within the Attendance Support Program.
- 2.4 All employees are supported and individual circumstances are reviewed on a case-by-case basis.
- 2.5 The employee shall be advised of their right to union representation. The employee, at their request, may include their union/association representative in the attendance support process. The representative may attend any meetings that occur to discuss or review the employee's attendance.
- 2.6 Employees who do not exceed the absence threshold in a 12-month review period shall exit from the program and will receive an email confirming improved attendance. Unions will be copied on exit emails after an employee exits the program at Stage 2, 3 or 4 of the Attendance Support Program.
- 2.7 The Attendance Support Program includes 4 distinct stages: Stage 1, 2, 3, and 4.
- 2.8 **STAGE 1**  
The employee shall enter Stage 1 as he/she has exceeded the absence threshold, unless the employee is already in the program.
- Stage 1 consists of an email to the employee from the Attendance Support **Specialist Coordinator** that will include the following information:
- Attendance Support Policy and Procedure;
  - Assistance and supports available to the employee, including the Employee and Family Assistance Program (EFAP);
  - Concern about employee's absence history;
  - Importance of regular attendance;
  - Meeting with their supervisor / manager / principal; and
  - Sporadic absence goal over the next 12 consecutive months from the date of the email, as based on the established absence threshold. The employee's absences will be monitored during this period of time within the coaching process. The employee may transition to the next stage of the program at any time based on their inability to meet the established goal.
  - The employee shall be advised of their right to union representation. The employee, at

their request, may include their union/association representative in the attendance support process. The representative may attend any meetings that occur to discuss or review the employee's attendance.

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

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

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

#### 2.8.1 Stage 1 - Coaching

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

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

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

### 2.9 STAGE 2

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

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

- a) Identify concern about the employee's continued absences and offer support and information about the program and available resources;
- b) Review the employee's absence history, having discretion and regard for the personal extenuating circumstances of the employee;
- c) Ensure that the employee is using proper absence coding;
- d) Inquire, listen, discuss any barriers that may be preventing regular attendance and review options for support;
- e) If the employee reports a medical issue, the employee will be referred to the Disability Support Program;
- f) Identify the sporadic absence goal over the next 12 consecutive months from the date of the meeting, as based on the established absence threshold. The employee's



- absences will be monitored during this period of time within the coaching process. The employee may transition to the next stage of the program at any time based on their inability to meet the established goal;
- g) Affirm employee's responsibilities in the process; and
  - h) The employee shall be advised the lack of improved attendance may progress the employee to Stage 3 and may require review of employment status up to and including termination for innocent absenteeism.

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

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

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

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

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

### 2.10 **STAGE 3**

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

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

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

#### 2.10.1 Stage 3 - Coaching

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

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

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

#### 2.11 STAGE 4

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

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

The Board shall determine that:

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

### 3. COMMUNICATION

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

### 4. TRAINING

- 4.1 Knowledge and awareness of the program shall be shared with the Trustees at Board committee meetings.
- 4.2 Recurrent training shall be provided to all Principal/Managers/Supervisors through a 3<sup>rd</sup> party service provider.

## 5. REFERENCES

[Employment Standards Act](#)

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

[Occupational Health and Safety Act](#)

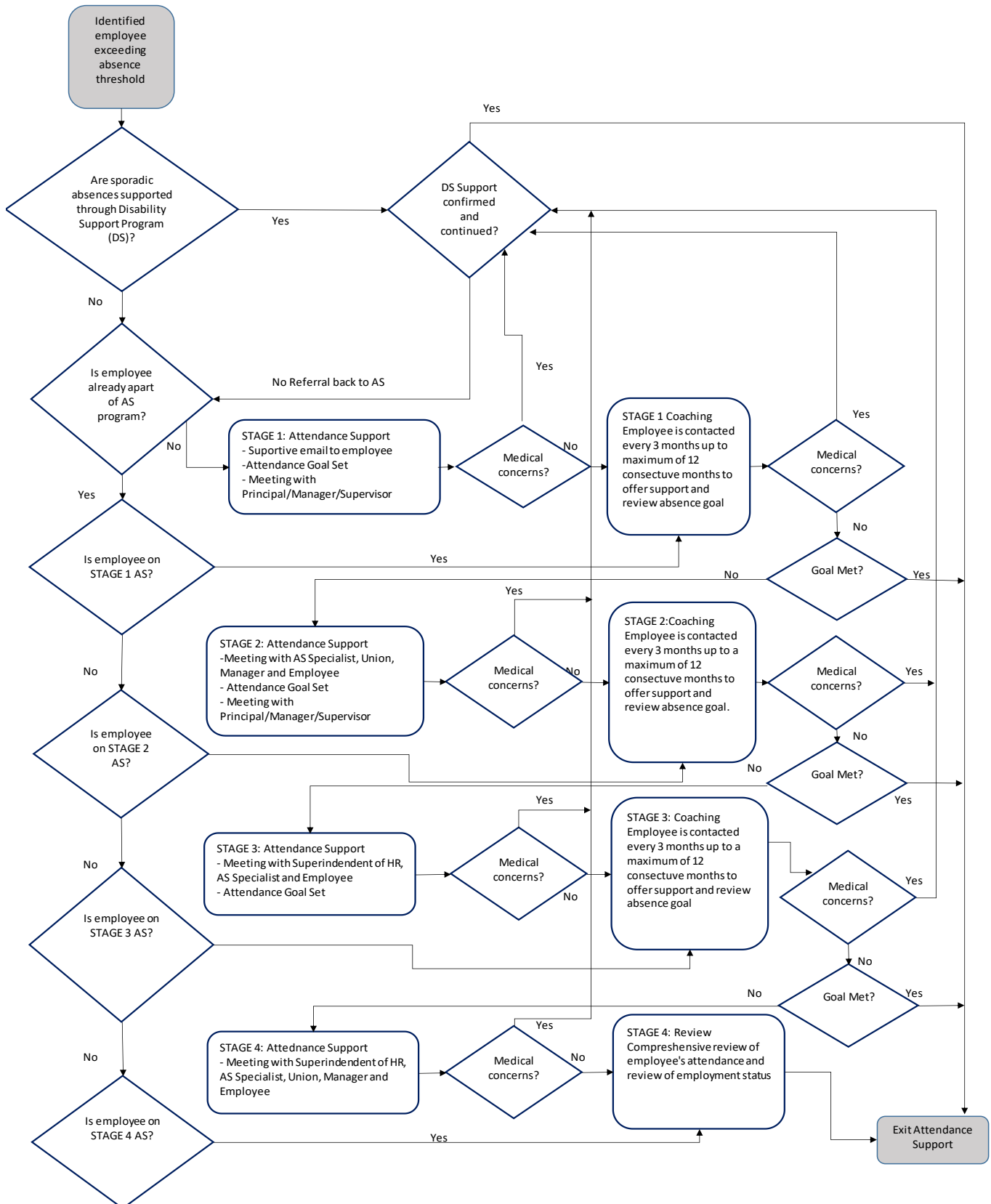
[Ontario Human Rights Code](#)

[Workplace Safety and Insurance Act](#)

[Attendance Support Program Flowchart](#)

YCDSB [Policy 413 Attendance Support Program](#)

## Attendance Support Program





## **YORK CATHOLIC DISTRICT SCHOOL BOARD**

### **PROCEDURE:**

## **SPONSORSHIPS APPROVAL AND RENEWAL PROCESS**

**An Addendum to Policy 607: Sponsorships**

**Effective: November 2014**

## PURPOSE

These procedures are designed in conjunction with the *YCDSB Policy 607 – Sponsorships* and specifies the process for the approval and renewal of sponsorships.

Policy 607 does not apply to facilities partnerships or charitable donations.

## RATIONALE

Sponsorships are mutually beneficial relationships between corporate or community partners and the Board and/or Schools. Approved and renewed sponsorships shall be aligned with the Board's Mission, Vision and Values, and shall be designed to support student learning and well-being.

## APPROVAL AND RENEWAL PROCESS

Depending on the level of the Sponsorship (Admin 39, pg. 2), the sponsorship will be approved and processed as follows:

1. The Principal shall review and approve Level 1 sponsorships at the school level in consultation with the Superintendent of Education as needed. Documentation, if applicable, is to be maintained with the school records as backup to the funds deposited.
  - 1.1 The Principal must consider the following factors when reviewing and approving sponsorship(s):
    - (i) What are the benefits of the sponsorship?
    - (ii) What are the obligations upon YCDSB arising from the sponsorship?
    - (iii) What are the risks associated with the sponsorship?
    - (iv) Is it within the Principal's power and capability to carry out those obligations?
    - (v) Will the school have the resources to carry out those obligations?
    - (vi) Is legal documentation required for the sponsorship?
    - (vii) Is all the information presented factually accurate?
    - (viii) Are any trademarks or logos included, and if so, have all licenses, consents or permissions been obtained to use that trademark or logo?
2. The Principal and/or Board staff shall complete and submit a Sponsorship Approval form (Admin 39) for Level 2-4 sponsorships to the ~~Budget and Audit~~ **Financial** Services Department along with all supporting and detailed documentation pertaining to the particular sponsorship.
3. A sponsorship agreement may be terminated by the Board if it is, or is deemed to be, in contravention of the Board's Mission, ~~and Vision,~~ **and Values** or contrary to Church teachings.
4. If in the case of a sponsorship renewal, initiated by the Principal, steps 5 onwards will be applied.
5. Levels 2\*-4 sponsorships will be processed by the ~~Budget and Audit~~ **Financial** Services Department who will review the submitted Sponsorship Approval form (Admin 39) and backup documentation. ~~Budget and Audit~~ **Financial** Services will determine the consultation **and approval** requirements based on the submitted documentation (Appendix A) that may include:
  - 5.1 Director of Education and/or Associate Director
  - 5.2 Chief Financial Officer and Treasurer of the Board
  - 5.3 Superintendent of Education: School Leadership
  - 5.4 Facilities/Maintenance Department (if involving school facilities or grounds)
  - 5.5 Information Systems Department (if involving computers/technology)
  - 5.6 Curriculum, Student Services and/or Communications Department (if impacted by a sponsorship)
  - 5.7 Any other department that may be impacted by a sponsorship

~~\* For Level 2 Sponsorship Applications: The Sponsorship Review Committee to review and assist with~~

~~the approval of sponsorship applications in accordance with the Considerations and Guiding Principles outlined within these guidelines.~~

6. Level 3 and 4 sponsorships will be forwarded to the appropriate ~~Board level departments~~ **Superintendent of Education: School Leadership** for consultation and ~~evaluated~~ **approved** by the **Chief Financial Officer and Treasurer of the Board and the Director of Education Sponsorship Review Committee**. The individual submitting the application will be contacted by email to arrange a presentation of the potential agreement.
7. Sponsorships that involve academic programs, facilities, grounds, equipment and/or resources require consultation and approval from the appropriate School Superintendent of Education, Department Superintendent and/or Senior Manager.
8. Insurance and liability clauses shall be part of the sponsorship agreement and require the consultation of appropriate Board level staff.
9. As Level 2 to 4 sponsorships are approved, the ~~Budget and Audit~~ **Financial** Services Department will send an authorizing email to the Principal or appropriate Board staff who submitted the application.
10. Funding for local school sponsorships (Levels 1-3) will be deposited into the school bank account distinguished in the appropriate sub-ledger as a “sponsorship” and will be processed in the same manner as other school generated funds. Backup documentation regarding the sponsorship is the responsibility of the School Principal and is to be maintained at the school level.
11. All documentation will be maintained by the ~~Budget and Audit~~ **Financial** Services Department for Level 2-4 sponsorships.
12. Funding for board sponsorships (Level 4) will be processed and posted as revenue to the board in a separate fund centre. Backup documentation regarding the sponsorship is the responsibility of the individual submitting the application. Copies of documentation will also be maintained by the ~~Budget and Audit~~ **Financial** Services Department for Level 4 sponsorships.
13. The applicant shall work with the sponsor, in conjunction with appropriate Board level departments (to ensure compliance with all Board policies and procedures) to develop and implement the advertising plan agreed upon.
14. A report on established Level 2-4 sponsorships will be provided on an annual basis to the ~~System~~ **Senior** Leadership Team and to the Board by the ~~Budget and Audit~~ **Financial** Services Department.



YORK CATHOLIC DISTRICT SCHOOL BOARD  
**Sponsorship Approval**

Admin 39  
Page 1 of 2  
November 2014

**School Name:** \_\_\_\_\_

**Contact Name:** \_\_\_\_\_ (Principal/Board Staff)

Please complete and submit this form to the ~~Budget & Audit~~ **Financial** Services Department **PRIOR** to accepting any Level 2, 3 or 4 sponsorship(s) as per YCDSB Policy 607. **Attach all documentation pertaining to this sponsorship that will assist in the approval or renewal process.** Please note that sponsorships include the exchange of public recognition (advertising) for the corporation/community partner; therefore these transactions are not considered to be donations and thereby, not eligible for income tax receipts.

1. Sponsor (Corporation/Community partner name):

\_\_\_\_\_

2. Sponsorship dollar amount expected: \$ \_\_\_\_\_

OR

Sponsorship value of items expected: \$ \_\_\_\_\_

3. Term of Sponsorship: ☐ One-time only OR From: \_\_\_\_\_ To: \_\_\_\_\_ (5 year maximum)

4. Describe the exact purpose of the Sponsorship:

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

5. Summarize the conditions/terms of the Sponsorship agreement (if any):

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

6. Describe how the educational opportunities of students will be enhanced:

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

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

Superintendent of Education: \_\_\_\_\_ Date: \_\_\_\_\_

*This section for use by ~~Budget & Audit~~ **Financial** Services Department/~~Sponsorship Review Committee~~ only:*

*Reviewed and Authorized by Department/~~Sponsorship Review Committee~~ as required:*

Department involved: \_\_\_\_\_

Superintendent/Sr. Manager Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Final Approval ☐ Granted ☐ Not Approved Reason

\_\_\_\_\_

Final Authorization: \_\_\_\_\_ Date: \_\_\_\_\_



## LEVELS OF SPONSORSHIP

Sponsorship agreements may be required depending on the various levels of sponsorship that are based on amount/value, duration or term of the agreement and the type of advertising.

Level	Impact	Amount	Duration/Term	Approval Process
Level 1	School	<=\$5,000	One-Time arrangement	Managed by the individual Principal in consultation with the School Superintendent as required.
Level 2	School	>\$5,000	One-Time arrangement	Principal submits a completed Sponsorship Approval form (Admin 39) along with any sponsorship documentation to the <del>Budget &amp; Audit</del> <b>Financial</b> Services Department. Superintendent of Education: School Leadership approval will be required. Further approvals shall be required if the term of one-time advertising arrangement is > 5 years.
Level 3	School	Any amount	Defined term (longer than One-Time arrangement)	A comprehensive sponsorship agreement that may involve contractual obligations. Principal submits a completed Sponsorship Approval form (Admin 39) along with the sponsorship documentation to the <del>Budget &amp; Audit</del> <b>Financial</b> Services Department. Further <b>review from</b> the Superintendent of Education: School Leadership <b>and</b> approvals, as appropriate from <b>the Chief Financial Officer and Treasurer of the Board, the Director of Education and all other</b> applicable Board Department staff, <del>and Sponsorship Review Committee</del> shall be required.
Level 4	Board	Any amount	One-Time arrangement or Defined term	A comprehensive sponsorship agreement that may involve contractual obligations with system wide impact. Principal and/or Board staff submits a completed Sponsorship Approval form (Admin 39) along with the sponsorship documentation to the <del>Budget &amp; Audit</del> <b>Financial</b> Services Department. Further <b>review from</b> the Superintendent of Education: School Leadership <b>and</b> approvals, as appropriate from <b>the Chief Financial Officer and Treasurer of the Board, the Director of Education and all other</b> applicable Board Department staff, <del>and Sponsorship Review Committee</del> shall be required.



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	<b>Facilities</b>
<i>Policy Number</i>	<b>707</b>
<i>Former Policy Number</i>	<b>505</b>
<i>Total Pages</i>	<b>6</b>
<i>Original Approved Date</i>	<b>April 30, 1990</b>
<i>Subsequent Approval Dates</i>	<b>February 25, 2014 January 25, 2022</b>

### ACQUISITION AND DEVELOPMENT OF SCHOOL SITES

#### 1. PURPOSE

The acquisition and development of school sites is an important obligation for school boards to consider in the provision of educational facilities and delivery of their provincial mandate. All public bodies must respond to the general sensitivity to land use and to the insistent demand that optimal value be obtained for public expenditures through the close cooperation of various public authorities. School Sites are an important resource in supplying many kinds of services to the community. The purpose for this policy is intended to provide the Board with guidance to the Board with respect to when considering the acquisition and development of future school sites (as defined herein) including but not limited to the parcel size, and other characteristics of school sites, and with respect to cooperation with other governmental and public authorities.

#### 2. OBJECTIVE

Prudent planning requires that school sites school sites to be developed in conjunction with the plans of municipal councils, other school boards and other authorities, when applicable, to achieve maximum service to the community. Sites shall be sized and located so as to optimize space available for curricular and co-curricular programs.

School boards are permitted to make agreements with other school boards and with municipal council(s) for the joint acquisition of land, the joint construction of facilities, the joint operation of the facilities, and the sharing of facilities on land owned by any of these public authorities, whether these facilities are to be used for cultural, recreational, athletic, educational and other community purposes. Such joint initiatives will be considered in conjunction with Policy 706: [Alternate Accommodation Arrangements](#).

#### 3. PARAMETERS

- 3.1. As prescribed by Pursuant to [Ontario Regulation 20/98](#), it shall be the policy of the Board to acquire and develop:
  - 3.1.1 Purchase Elementary school sites with the following acreage: of the useable sizes, as follows:

ELEMENTARY SCHOOL SITES	
Number of Pupils	Area (acres)
1 to 400	4
401 to 500	5
501 to 600	6
601 to 700	7
701 or more	8

~~3.1.1 Purchase~~ Secondary school sites with the following acreage: of the useable sizes, as follows:

SECONDARY SCHOOL SITES	
Number of Pupils	Area (acres)
1 to 1000	12
1001 to 1100	13
1101 to 1200	14
1201 to 1300	15
1301 to 1400	16
1401 to 1500	17
1501 or more	18

- 3.4.2 Pursuant to 3.1, if necessary, elementary school site(s) and/or secondary school site(s) parcel sizes, may vary to accommodate: ~~Vary site sizes prescribed above, if necessary, to accommodate:~~
- a) Safety concerns;
  - b) Topography and drainage features;
  - c) Land availability or the need to purchase additional land if it is reasonably necessary to meet a legal requirement relating to the site;
  - d) Facilities for pupil accommodation that the Board intends to provide on the site or to provide access to those facilities.

- 3.23 The standard elementary school site and/or secondary school site acreage as prescribed in Parameter 3.1 herein may be reduced by up to ~~one two and a half~~ (2.5) acres when either (a) ~~where a~~ the school site designation is located within high density growth intensification areas; or (b) ~~where~~ the Board deems appropriate.

- 3.34 A school site size may be further reduced where various components of a typical school site are accommodated through alternate arrangements and secured through formal agreements, memoranda ~~um(s)~~ of understanding, Localized Education Development Agreements, etc.

- 3.34.1 Agreements must detail how the various components of a typical school or school site will be provided on the reduced school site, including but not limited to:

- 3.4.1.1 Financial contribution for school construction to compensate for premiums associated with construction and operation of high density facilities (e.g., above or below grade parking structure,

- reduced building footprint, dedicated indoor/outdoor play space, elevators, air conditioning, etc.);
- 3.4.1.2 Exclusive use of an adjacent park during school hours; **and**
- 3.4.1.3 Shared facilities (e.g., Library, Gym, parking structures, etc.).
- 3.45 Purchased school sites shall be free from unsafe features, significant legal and historic restrictions, and shall conform in all respects with conditions required by the Ministry of Education.
- 3.5 ~~School sites will be purchased where the shape of the land, the amount of level land, and the grading of the proposed school site and park will be consistent with anticipated school and community recreational and athletic activities, and shall meet safety and maintenance needs.~~
- 3.6 **Where reasonably possible, school** sites shall be selected adjacent to a Catholic church. ~~where possible. The Archdiocese of Toronto and the local parish priest will be informed of the Board's plans to designate sites in new subdivisions.~~
- 3.7 **Where possible, and in consultation with local municipalities, school sites shall:**
- 3.7.1 **allow for appropriate dimensions to separate bus and car traffic;**
  - 3.7.2 **promote walkability;**
  - 3.7.3 **be free from areas with excessive noise emissions;**
  - 3.7.4 **be free from exposure to noxious gasses and fumes from neighbouring properties;**
  - 3.7.5 **allow for pedestrian and vehicular access and safety;**
  - 3.7.6 **recognize student safety, prudent avoidance of highways, airport proximity, transmission corridors including hydro and natural gas, stormwater management ponds and commercial or industrial development; and**
  - 3.7.7 **minimize additional lands required to meet school needs.**
- 3.78 **Where possible, selection of school** sites shall ~~be selected with~~ **have** the following desirable characteristics ~~where possible:~~
- 3.8.1 An **elementary school site:** ~~elementary school site~~
    - (a) shall be centrally located within the proposed attendance area, abutting a collector street and having access to the collector street.
    - (b) shall have a minimum frontage of 122 m (400 ft).
  - 3.8.2 A **secondary school site:** ~~secondary school site~~
    - (a) shall be located on a main arterial road and not in the centre of a residential subdivision.
    - (b) shall have a minimum frontage of 183 m (600 ft.), unless the shape of the lot calls for some special consideration.
- ~~3.3 Minimum frontage of school sites shall be 122 m (400 feet) for elementary and 183m (600 feet) for secondary schools, unless the shape of the lot calls for some special consideration.~~
- ~~3.7.4 School sites shall be located in consultation with the local municipality, in order to ensure:~~
- ~~3.7.4.1 Reasonable access in terms of public and private transportation,~~

- ~~\_\_\_\_\_ time and distance;~~
- ~~\_\_\_\_\_ 3.7.4.2 Freedom from excessive noise;~~
- ~~\_\_\_\_\_ 3.7.4.3 Freedom from noxious gases and fumes;~~
- ~~\_\_\_\_\_ 3.7.4.4 Freedom from danger to pedestrian safety; and,~~
- ~~\_\_\_\_\_ 3.7.4.5 Prudent avoidance of highway approaches, airports and flight~~
- ~~\_\_\_\_\_ paths, transmission corridors including hydro and natural gas, and~~
- ~~\_\_\_\_\_ commercial or industrial development.~~

- 3-89 The York Catholic District School Board shall cooperate with municipalities within the Region of York and the coterminous Boards to achieve the best use of (i) public lands for school purposes; and the best use of (ii) school sites by municipal authorities within the following general principles:
- 3.9.1 The Board is prepared to enter into specific agreement(s) as permitted by the Minister of Education to provide for joint use and cooperation of facilities on land jointly owned or on land currently owned by the Board, other school boards of the municipality or other authority where service to the students is significantly increased by such facilities. These types of initiatives will be considered in accordance with Policy 706 – Alternate Accommodation Arrangements.
  - 3.9.2 Wherever reasonably possible, elementary school sites elementary school sites shall be located adjacent to a neighbourhood park and secondary school sites secondary schools shall be located adjacent to a district/community park.
  - 3.9.3 The York Catholic District School Board may enter into an agreement with the municipality for the purposes of granting access to adjacent parkland to any future school site. Where parkland is adjacent to a school site, an agreement shall be sought by which part or all of the parkland shall be useable for school purposes.
  - 3.9.4 Where usable parkland and facilities are adjacent, the minimum size of a school site may be lowered as directed by the Board, provided that there is a written agreement with the municipality to offer the parkland to the school board first if part of all of the park is to be disposed of for other purposes.
  - 3.9.5 When a new school site is purchased which is adjoining parkland, the Board will work with the municipality to jointly plan and/or develop adjacent areas, where possible. full cooperation of the municipal council in planning and developing the adjacent areas on a joint basis shall be sought.
- 3.9 10 In all purchase offers, the Board Administration shall include the following notice clause:  
~~“The York Catholic District School Board has the first right of refusal of this site on the same terms and conditions.”~~ At any time prior to the closing of the transaction, the purchaser shall have the privilege of assigning this Agreement herein to the York Region District School Board, or any successor thereof, such assignment to be binding upon the Vendor herein, upon written notice to that effect to the Vendor, and upon such, this Agreement shall be deemed amended to the extent of substituting the name of the York Region District School Board, or any successor thereof, for that of the York Catholic District School Board, throughout, with the same effect as if the York Region District School Board has been an original signatory to this Agreement and the Purchaser shall thereafter be deemed released from all of its covenants and obligations

set out herein.”

3.10.1 Subject to input from the York Region District School Board, Parameter 3.10 may not apply in all situations.

3.40.11 To keep area residents informed as to the Board's intent to require the landowner to erect a sign on the designated school site indicating that the site is reserved for a Catholic school. The sign is to be erected as soon as road access to the school is available.

## 4. RESPONSIBILITIES

### 4.1 Board of Trustees

4.1.1 To support the Acquisition and Development of School Sites policy.

### 4.2 Director of Education

4.2.1 To oversee compliance with the Acquisition and Development of School Sites policy.

### ~~4.3 Associate Director~~

~~4.3.1 To ensure compliance with the Acquisition and Development of School Sites policy.~~

### 4.34 Coordinating Manager of Planning & Operations

4.34.1 To implement the Acquisition and Development of School Sites policy.

## 5. DEFINITIONS

### 5.1 High Density Growth Areas

A High Density Growth Area(s) includes, **but shall not be limited to**, areas with intensification or density targets, ~~such as but not limited to~~ Provincially Designated Urban Growth Centres, York Region Centres and Corridors, Major Transit Station Areas, etc.

### 5.2 Prudent Avoidance

~~Prudent avoidance is~~ **A reasonable effort to minimize potential known and unknown risks.** ~~precautionary principle in risk management that states reasonable efforts to minimize potential risks should be taken when the actual magnitude of the risks is unknown.~~

### 5.3 School Site

**Either an elementary school site or secondary school site, as applicable.**

### 5.4 Useable Parkland

**Means adjacent** Parkland areas ~~may be useable for school purposes, if adjacent to a school site and agreements are in place.~~

## 6. CROSS REFERENCES

### **Legislation**

[Ontario Regulation 20/98](#)

[Education Act](#)

[Municipal Act](#)



[Human Rights Code](#)

**YCDSB Policies**

YCDSB Policy 706 [Alternate Accommodation Arrangements](#)



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	<b>Finance</b>
<i>Policy Number</i>	<b>808</b>
<i>Former Policy Number</i>	
<i>Total Pages</i>	<b>3</b>
<i>Original Approved Date</i>	<b>February 7, 2012</b>
<i>Subsequent Approval Dates</i>	<b>January 26, 2016 November 29, 2016 January 25, 2022</b>

### TRAVEL, MEALS AND EXPENSE REIMBURSEMENT

#### 1. PURPOSE

The purpose of the policy is to clarify the procedures to be followed when public funds are used for the reimbursement of travel, meals, and other expenses.

#### 2. OBJECTIVE

It is the policy of the York Catholic District School Board to outline the process, rules and principles for the reimbursement of travel, meals and other expenses. The policy provides a framework of accountability, transparency, value for money and fairness to guide the effective oversight of public resources in the reimbursement of expenses incurred while on Board business.

#### 3. PARAMETERS

##### 3.1 Application and Scope

This policy sets out the rules for managing travel, meals and other expenses for reimbursement. These rules apply to:

- 3.1.1 Board Trustees
- 3.1.2 Board employees
- 3.1.3 External Committee Appointees
- 3.1.4 External consultants and contractors engaged by the Board, to provide consulting or other services.

##### 3.2 This policy shall be based on four key principles:

- 3.2.1 Accountability - All expenses support business objectives. Prior approval to incur expenses must be obtained.
- 3.2.2 Transparency - The rules for incurring and reimbursing travel, meal and other expenses are clear and easily understood.
- 3.2.3 Value for Money - Plans for travel, meals, accommodation and other expenses are necessary and economical with due regard for health and safety.



- 3.2.4 Fairness - Legitimate authorized expenses incurred are reimbursed.
- 3.3 This policy shall be administered in conjunction with the Travel, Meals and Expense Reimbursement Procedures.
- 3.4 Record-keeping practices must be maintained for verification and audit purposes.
- 3.5 Employees who have a Board issued Purchasing Card ("P-Card") shall use it whenever possible following Board P-Card procedures for travel, meals and expense reimbursement.
- 3.6 Expenses for a group must only be claimed by the most senior person present. Expenses cannot be claimed by an individual on behalf of ~~his/her~~ **their** approver.
- 3.7 Amounts expended that are in excess of the Board's maximum ~~meal~~ reimbursement rate will be the responsibility of the claimant.
- 3.8 All reimbursement shall be approved in accordance with York Catholic District School Board Approval Authority Schedule (AAS). Approvers are prohibited from approving their own expenses.
- 3.9 **The travel route selected should be the most efficient and economical way to travel.**
- 3.10 **York Catholic District School Board employees required to travel to multiple Board locations with no set primary work location shall be reimbursed for travel between Board locations.**
- 3.11 **In extenuating circumstances, the Director of Education may recommend an exemption or exception to this policy to the Board of Trustees for approval.**

#### **4. RESPONSIBILITIES**

##### **4.1 Board of Trustees**

- 4.1.1 To ensure that expenses submitted are in compliance with Policy 111 *Trustee Services and Expenditures*.


##### **4.2 Director of Education**

- 4.2.1 To oversee the compliance of the Travel, Meals and Expense Reimbursement policy.
- 4.2.2 May approve exceptions to this policy.
- 4.2.3 **In extenuating circumstances, may recommend an exemption or exception to this policy to the Board of Trustees for approval**

##### **4.3 Chief Financial Officer and Treasurer of the Board (CFO)**

- 4.3.1 To ensure that the policy and procedures adhere to the Broader Public Sector (BPS) Expense Directive and ensure that applicable staff are accurately informed with respect to this policy.
- 4.3.2 May approve exceptions to this policy **in accordance with section 4.2.3.**
- 4.3.3 May review and update policy and procedures on a periodic basis.

##### **4.4 Claimants**

- 
- 4.4.1 To ensure compliance with all Board policies and procedures
  - 4.4.2 To obtain all appropriate approvals before incurring expenses.
  - 4.4.3 To submit original, itemized receipts with all claims and ensure claim does not exceed the actual amount spent. (Refer to Policy Addendum 8.6 for missing receipts procedure).
  - 4.4.4 To submit claims monthly, but at least within ninety (90) calendar days of the

- date of travel.
- 4.4.5 To provide explanation where required if claim receipts are inadequate.
- 4.4.6 To plan and schedule their day to ensure the most economical and efficient route is taken to minimize the expenditure.
- 4.4.7 To submit all travel expenses prior to September 15, for the fiscal year ending August 31.
- 4.4.8 To submit any claims for expenses, if leaving employment or taking a leave of absence, prior to departure.

#### **4.5 Approvers**

- 4.5.1 To ensure compliance with all Board policies and procedures.
- 4.5.2 To exercise best judgement to ensure expenses are minimized.
- 4.5.3 To provide approval for expenses that ~~was~~ were incurred while on Board business.
- 4.5.4 To ensure that the conferences or external workshops/seminars ~~is~~ are necessary, reasonable, associated with the employee's duties, and supports the objectives of the Board.
- 4.5.5 To certify claims for travel are based on a planned and scheduled work day using the most economical and efficient route to minimize expenditures.
- 4.5.6 To provide approval only for claims that includes all appropriate documentation.
- 4.5.7 To ensure that expenditures are within approved annual budget allocations.

### **5. CROSS REFERENCES**

[Canada Revenue Agency. Automobile and motor vehicle benefits](#), Personal driving (personal use)

[Ministry of Education. Broader Public Sector Expenses Directive](#)

[Ministry of Education. Broader Public Sector Perquisites Directive](#)

YCDSB Policy 105 [Trustee Professional Development](#)

YCDSB Policy 111 [Trustee Services and Expenditures](#)

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

YCDSB Policy 701 [Access to School and Board](#)

[Premises](#)

YCDSB Policy 801 [Use of Board and School Funds for Recognition or Acknowledgement](#)

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

YCDSB Policy 803 [School Generated Funds](#)

#### **Related Procedures and Forms:**

Admin 3 Expense Reimbursements for non-mileage expenses

Admin 19A Missing Original Detailed Receipt Approval Form Schools Only

Admin 19B Exception Approval Form

Admin 83 Professional Development, Travel Meals and Other Expenses

Out of Province (outside ONTARIO) Application and Authorization Form

Purchasing Card Procedure

Purchasing Reference Guide

Travel Reimbursement Input Program (TRIP) accessed through MyPortal

TRIP Quick reference guide and User Guide for Claimant and Approver

York Catholic District School Board Approval Authority Schedule (AAS)



## **YORK CATHOLIC DISTRICT SCHOOL BOARD**

### **Travel, Meals and Expense Reimbursement Procedures**

#### **Addendum to Policy 808: Travel, Meals and Expense Reimbursement**

**Effective: January 1, 2023**

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## **INTRODUCTION**

This document is intended to set out the definitions and procedures to be followed by York Catholic District School Board ("Board") in accordance with Policy 808: Travel, Meals and Expense Reimbursement.

### **1. ACCOUNTABILITY FRAMEWORK**

- 1.1 Approval levels for expense reimbursements are included in the Purchasing Reference Guide "PRG" and York Catholic District School Board Approval Authority Schedule (AAS). Additional authorities may be required as specified in this document.
- 1.2 Approvers are accountable for their decisions, which should be:
  - 1.2.1 Subject to good judgment and knowledge of the situation;
  - 1.2.2 Exercised in appropriate circumstances; and
  - 1.2.3 Comply with the principles and mandatory requirements set out in policy and the expense procedures.
- 1.3 When a situation arises and discretion needs to be exercised, approvers must consider whether the request is:
  - 1.3.1 Able to stand up to scrutiny by the auditors and members of the public;
  - 1.3.2 Properly explained and documented; and
  - 1.3.3 Fair, equitable, reasonable and appropriate.
- 1.4 It is the responsibility of both the approver and the claimant to work out appropriate arrangements which would meet the test of being fair and equitable.

### **2. PROFESSIONAL DEVELOPMENT**

- 2.1 Before registering to attend a Professional Development event, employees are responsible for obtaining approval.
- 2.2 Reimbursements will only be processed after attending the event. To eliminate the lag between the reimbursement and registration/advance payment requests, Board cheque or PCard may be used to pay service providers directly.
- 2.3 For Professional development outside of Ontario, authorization must be received from the Director of Education or Chief Financial Officer and Treasurer of the Board. See Reimbursement procedures in Section 8.

### **3. TRAVEL EXPENSES**

#### **3.1 Air/Rail/Bus/Personal Use Vehicle/other methods of transportation**

- 3.1.1 All travel receives prior approval, with the appropriate level of approval authority identified in the Purchase Reference Guide (PRG) and the AAS. Authority to approve travel is dependent on the destination:
  - 3.1.1.1 Within Ontario. Approval must be received from their Principal, Supervisor Officer, Manager or designate.
  - 3.1.1.2 Outside Ontario. Approval must be received from the Director of Education or Chief Financial Officer and Treasurer of the Board. See Reimbursement procedures in Section 8.

- 3.1.2 The type of travel selected should be the most **efficient** and economical way to travel to align with the principles established in this guideline. The Board will reimburse coach class or economy fares.
- 3.1.3 The following expenses will not be reimbursed:
  - 3.1.3.1 Travel expenses arising out of travel on behalf of any other organization where the employee is not a representative or delegate of the Board.
  - 3.1.3.2 Cost of additional private medical/health insurance will not be reimbursed for travel within Canada.
  - 3.1.3.3 Trip cancellation insurance.
  - 3.1.3.4 Personal Travel (see section 3.1.7).
- 3.1.4 When an employee's personal vehicle is used for Board business, travel will be reimbursed at the Board's published travel rate as established in Appendix A.
- 3.1.5 Personal vehicles used on behalf of the Board shall be insured at the vehicle owner's expense.
- 3.1.6 Those driving a personal vehicle cannot make claims for deductible amounts or damages as a result of a collision.
- 3.1.7 Kilometre reimbursement for travel between an employee's home and regular place of employment (defined as primary work location (PWL) is considered personal travel and is not reimbursable. The basis of reimbursement is:
  - 3.1.7.1 The daily incremental kilometres driven above the sum of kilometres travelled from home to primary work location and primary work location to home;
  - 3.1.7.2 The amount eligible for kilometre reimbursement, excludes personal travel;
  - 3.1.7.3 The PWL and address of an employee will be determined from the Employee's record in Human Resources Department.
- 3.1.8 For travel outside York Region and out of province of Ontario, the reimbursement shall be calculated as the actual distance travelled unless the nature of the travel is not eligible for full reimbursement.
- 3.1.9 Travel Distances will be calculated using the navigation tool (e.g. Google Maps) in the Board's reimbursement Program using the shortest time (without traffic) with no tolls.
- 3.1.10 PWL will be calculated using the shortest route as determined by the navigation tool in the Board's reimbursement Program.
- 3.1.11 Toll roads may be reimbursed if necessary. Preapproval from your manager is required. Only the toll portion will be reimbursed.
- 3.1.12 Taxi – may be justified where travel by taxi is more economical.
- 3.1.13 Car Rental – requires prior approval and should be restricted to professional development events outside of York Region.
- 3.1.14 Public Transit – local public transportation including hotel/airport shuttles should be used wherever possible.

## **3.2 Accommodation**

- 3.2.1 Employees shall be reimbursed for hotel/motel accommodation in a single standard room.
- 3.2.2 Hotel accommodation will only be covered for the applicable conference/meeting date(s) and for locations outside York Region.

### **3.3 Other**

- 3.3.1 Phone calls: If you are away on Board business, reimbursement will be made for reasonable, necessary personal calls home for each night away.
- 3.3.2 Parking: Reimbursement for necessary and reasonable expenditures on parking.
- 3.3.3 Internet: When away from the office on business, internet access may be reimbursed if required for normal business activity.

## **4. MEALS**

- 4.1 The Board shall reimburse employees cost of meals while traveling on Board business, subject to the meal allowance rates and claim requirement in Appendix B.
- 4.2 The most senior staff member in attendance shall pay the bill to ensure proper expense authorization take place. Meals paid by a subordinate that the approver is also in attendance must be approved by the approver's supervisor. In the case of a catering or takeout order, approval from the claimants' supervisor is sufficient. The number of attendees and their names must be indicated on the claim.
- 4.3 Meal expenses may not be claimed where the meals are already included in another expense, airline, conference fees or fees of other organizations.
- 4.4 When an employee's attendance is required 'outside standard work hours' , the employee is eligible to claim a meal following the Board's reimbursement rate in Appendix B or the kilometres to their residential address, but not both. Reimbursement for mileage is only applicable if the employee is travelling from their residential address outside standard work hours.
  - 4.4.1 Examples where an employee's attendance is required, but not limited to, include:
    - 4.4.1.1 Catholic School Council meetings
    - 4.4.1.2 Board Meetings
    - 4.4.1.3 Trustee Committee meetings
- 4.5 Reimbursement for the cost of alcoholic beverages is not permitted.

## **5. HOSPITALITY**

- 5.1 For the purposes of this guideline, hospitality is the provision of food, beverage, accommodation, transportation and other amenities paid out of public funds.
- 5.2 Hospitality may only be provided to individuals/groups, other than noted below:
  - 5.2.1 The York Catholic District School Board or
  - 5.2.2 Any of the Ontario government ministries, agencies and public entities covered by the OPS Travel, Meal and Hospitality Expenses Directive (available on the Ministry of Government Services website).
- 5.3 The Board shall reimburse hospitality expenses only when it's economical and appropriate to do so.
- 5.4 Hospitality may never be offered solely for the benefit of anyone covered in 5.2. Examples include office social events, ticket costs for theatre, concert, movie or sporting events, individual retirement parties and holiday lunches or other expenses that do not support Board business.



**6. EXPENSES FOR CONSULTANTS AND OTHER CONTRACTORS (SHOULD BE READ IN CONJUNCTION WITH THE 'PRG')**

- 6.1 Under no circumstances can hospitality, incidental or food expenses be considered allowable expenses for consultants and contractors under the rules or in any contract between an organization and a consultant or contractor. Therefore, they cannot claim or be reimbursed for such expenses, including:
  - 6.1.1 Meals, snacks and beverages
  - 6.1.2 Gratuities
  - 6.1.3 Personal telephone calls
- 6.2 Reimbursement for allowable expenses can be claimed and reimbursed only when the contract specifically provides for it.

**7. NOT ELIGIBLE FOR REIMBURSEMENT**

In addition to items listed in 3.1.3, the following will not be reimbursed:

- 7.1 Recreational costs (e.g. Fitness facilities, video rentals, mini-bar charges, etc.)
- 7.2 Personal expenses (e.g. personal grooming, laundry or dry cleaning)
- 7.3 Valet parking (unless circumstances warranted and explanations provided)
- 7.4 Traffic or parking violations

**8. REIMBURSEMENT PROCEDURE**

- 8.1 To request reimbursement for kilometres, parking and toll, employees or preparers shall use the Travel Reimbursement Input Program (*TRIP*) accessed through MyPortal.
  - 8.1.1 Instructions for completion can be found in the Boards Conferences or within the *TRIP* application.
- 8.2 To request reimbursement for non-mileage, employees or preparers shall complete the Admin #3 form (Expense Reimbursement non mileage).
  - 8.2.1 Instructions for completion are included with the Admin #3.
- 8.3 Reimbursement will be included as a non-taxable payment added to an employee's regular remuneration.
- 8.4 For claims that relate to Professional Development events, the agenda/registration form must be attached to the Admin # 3 claim.
- 8.5 Out of Province travel – An Admin #83 form (Travel Meals and Other Expenses Out of Province (outside Ontario Application and Authorization) is to be used to obtain the appropriate authorization prior to registration and must be included as part of the reimbursement request.
- 8.6 Missing Receipts: If an original detailed receipt is unavailable, identify this on the Admin # 3 and provide the vendor name, description, reason and the dollar amount. The Approver must initial this item.

## **9. CROSS REFERENCES - RELATED POLICIES AND PROCEDURES**

There are other procedures that have been established for specific types of transactions. These are cross referenced within the Travel, Meals and Expense Reimbursement Policy 808. Please refer to these specific items when submitting reimbursement.

### **Related YCDSB Policies:**

YCDSB Policy 105 Trustee Professional Development  
YCDSB Policy 111 Trustee Services and Expenditures  
YCDSB Policy 423 Conflict of Interest  
YCDSB Policy 701 Access to School and Board Premises  
YCDSB Policy 801 Use of Board/School Funds for Recognition/Acknowledgement purposes  
YCDSB Policy 802 Purchasing, Lease & Rental of Goods & Services  
YCDSB Policy 803 School Generated Funds

### **Related Procedures and Forms:**

Travel Reimbursement Input Program (*TRIP*) accessed through MyPortal  
*TRIP* Quick reference guide and User Guide for Claimant and Approver  
Admin #3 – Expense Reimbursements for non-mileage expenses  
Admin# 83 – Professional Development, Travel Meals and Other Expenses  
Out of Province (outside Ontario) Application and Authorization Form  
Admin #19B – Exception Approval Form  
Purchasing Card Procedure  
Purchasing Reference Guide  
York Catholic District School Board Approval Authority Schedule (AAS)

### **Other:**

Ministry of Education, Broader Public Sector Expenses Directive  
Ministry of Education, Broader Public Sector Perquisites Directive

## **APPENDIX A - KILOMETRE REIMBURSEMENT RATES FOR PERSONAL VEHICLES USED FOR BUSINESS TRAVEL**

The reimbursement will be paid at the following rates per kilometre (km) for Business Travel:

<b>Reimbursement Rate (\$CAD) (*)</b>
For travel dates effective January 1, 2022 to December 31, 2022: <ul style="list-style-type: none"><li>• \$0.61 per kilometer for the first 5,000 kilometers; and</li><li>• \$0.55 per kilometer after 5,000 kilometers</li></ul>
For travel dates effective January 1, 2023: <ul style="list-style-type: none"><li>• \$0.68 per kilometer for the first 5,000 kilometers; and</li><li>• \$0.62 per kilometer after 5,000 kilometers</li></ul>

(\*)Rates will be periodically reviewed by the Board.

### **Approved Business travel includes:**

- Travel to meetings/in services,
- Conferences or consultations,
- Representing the Board at Business events

### **Business travel excludes** (See appendix C for examples):

- Social events
- Optional travel
- Personal visitation to funerals
- Travel from home to (PWL)

## **APPENDIX B - MEAL REIMBURSEMENT RATES**

Meals are reimbursed at the following rates:

Meal	Reimbursement Rates (\$ CAD) (*)
Breakfast	\$12
Lunch	\$20
Dinner	\$35

(\*) Rates will be periodically reviewed by the Board.

- Taxes and gratuities are included in the meal rates. A reasonable gratuity for a restaurant meal is 10-15%.
- All meals reimbursed for travel of one day or less than one day are to be the actual costs of the meal up to the appropriate meal allowance
- For travel of more than one day, the maximum allowance for any one meal (Breakfast, Lunch or Dinner) may be exceeded, but the total reimbursed will be limited to the daily maximum allowance (\$67). Receipts are required in all cases.
- For travel in the U.S. or other international countries, meal reimbursements must not exceed the Canadian equivalent.

## APPENDIX C - BUSINESS AND PERSONAL TRAVEL GUIDANCE WITH BUDGET CATEGORIES

The following table assists with processing employee reimbursements that qualify as business travel and identifies the budget category.

Item #	Description	Additional Details	Reimbursable		Budget Category
			YES	NO	
1.	Staff social events	Examples include but not limited to: retirements, Christmas functions, birthday parties, staff social events. Refer to Policy 801 for further guidance		<b>X</b>	N/A
2.	Funeral visitation/attendance - For employees of the Board (superordinate, subordinate, or colleague)	Travelled by all Board employees		<b>X</b>	N/A
		Travelled by Trustees	<b>X</b>		Department Budget
	Funeral visitation/attendance - For students	Travelled by Principal/teacher	<b>X</b>		Central Budget
		Travelled by Trustees	<b>X</b>		Department Budget
	Funeral visitation/attendance - For Related family of all Board employees	Travelled by all Board employees and Trustees		<b>X</b>	N/A
3.	Employees not on call - Employees requested by the Board to travel to work outside their work calendar (weekends and holidays).	With compensation or lieu time (less PWL deduction)	<b>X</b>		Department Budget
		Without compensation or lieu time	<b>X</b>		Department Budget
4.	In-service, professional development and conferences at Board's request as part of employee's job function	Hosting Department	<b>X</b>		Department Budget
5.	Conferences and educational seminars/courses for employee's personal development or accreditation	Examples - Masters, AQ courses		<b>X</b>	N/A
6.	Hospital visits- For Students and all employees	Travelled by all Board employees and Trustees		<b>X</b>	N/A
7.	Bank and post office – Travel	School Staff	<b>X</b>		Central Budget
		CEC Staff	<b>X</b>		Department Budget
8.	Board Meetings –Travel	School Staff	<b>X</b>		Central Budget
		CEC Staff	<b>X</b>		Department Budget
9.	Board organized school council events	Examples - Annual Conference and YCPIC	<b>X</b>		Central Budget
10	Subject Council and IPRC		<b>X</b>		Central Budget
11	Travel relating to sporting events, teams, clubs, excursions, leagues and tournaments	Transportation provided to the event		<b>X</b>	N/A
		Principal approved - Coach or supervisor only in their own	<b>X</b>		School GSB/ School Bank

Item #	Description	Additional Details	Reimbursable		Budget Category
			YES	NO	
		vehicle			Account
12	Main school events - Travel and refreshments	Examples - Sacraments, dances, prom, graduation, BBQ's	X		School GSB
13	Parent/Teacher interview – Travel and refreshments		X		School GSB
14	Catholic School Council meetings - Travel and refreshments	School Staff	X		School GSB
15	School purchases – Travel	Travel must be during the employees work calendar	X		School GSB
		Travel during July and August submitted by 10 month and 11 month employees		X	N/A

Factors	Definition
Primary work location ("PWL")	<ul style="list-style-type: none"> <li>PWL is the location where an employee normally reports to on a daily basis and usually has a work station, or mailbox</li> <li>Per the policy, the PWL needs to be approved by the Manager/Principal/Superintendent and is consistent and remains static over a school year or semester (unless the employee changes positions).</li> <li>Where an Employee regularly reports to more than one location, the Supervisor(Manager/Superintendent) will assign the PWL</li> <li>Employees who have no set primary work location and regularly travel to multiple Board locations, will have the floating PWL to be the first and last Board site visited during the day. The employee will be reimbursed for travel between Board locations</li> </ul>
Floating PWL	
Budget categories	
Department Budget	Budget for a specific department and is the responsibility of the Fund Centre Manager
Central Budget	Budget maintained centrally for Board organized events attended by school staff
School GSB	Allocation of budget by the Board provided to schools to fund educational resources and is the responsibility of a school principal
School Generated Funds/School Bank Account	Funds raised at the school level for the purpose of enhancing the means by which educational goals are achieved and is the responsibility of a school principal <b>Note:</b> Funds collected for travel and deposited into School bank account, an EFT can be used to offset the travel charge to the School GSB
N/A	Not applicable as the expense is considered personal and non-reimbursable



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	<b>Governance</b>
<i>Policy Number</i>	<b>118</b>
<i>Former Policy Number</i>	
<i>Total Pages</i>	<b>5</b>
<i>Original Approved Date</i>	<b>January 27, 2015</b>
<i>Subsequent Approval Dates</i>	<b>November 27, 2018 March 28, 2023</b>

### TRUSTEE CODE OF CONDUCT

#### 1. PURPOSE

The York Catholic District School Board confirms that the role of Trustee is one where public trust and confidence is essential because Trustees are elected to represent all stakeholders in the Board. The York Catholic District School Board believes that personal commitment to high ethical standards is required by all individuals elected to the role of Trustee. This will ensure that the Board can responsibly fulfill its obligations and discharge its duties in a manner motivated by the spirit of the Gospel and modeled on the examples of Jesus Christ. Trustees of the York Catholic District School Board are expected to fulfill their duties and responsibilities consistent with Gospel Values, the teachings of the Catholic Church, the Board's By-Laws and the *Education Act*.

#### 2. OBJECTIVE

This policy has been established to ensure that the Board of Trustees, ~~including Student Trustees will~~, at all times conduct themselves in a manner consistent with the Mission, Vision and Values of the York Catholic District School Board. Furthermore, Trustees commit themselves to ethical, professional, respectful and lawful conduct in the promotion of Gospel values and the provision of quality faith-based Catholic education for its students.

#### 3. PARAMETERS

3.1 Trustees shall support a shared commitment to excellence in Catholic education that promotes the integration of our Catholic faith as well as the continuous improvement of student achievement and well-being through the delivery of effective and appropriate education programs, services and effective stewardship of the Board's resources and engagement of our communities.

3.1.1 Trustees shall demonstrate a public commitment to the York Catholic District School Board's Trustee Code of Ethics at each Inaugural Meeting of the Board.

### **3.2 CATHOLIC FAITH, COMMUNITY AND CULTURE**

Trustees acknowledge that Catholic schools are an expression of the teaching mission of the Church and shall, within the duties prescribed in the *Education Act* and its Regulations:

- 3.2.1 Provide an example to the Catholic Community that reflects the teaching of the Church;
- 3.2.2 Ensure the Board provides the best possible Catholic education according to the programs approved by the Canadian Conference of Catholic Bishops and the Provincial Minister of Education;
- 3.2.3 Recognize and rigorously defend the constitutional right of Catholic education and the democratic and corporate authority of the Board;
- 3.2.4 Respect the confidentiality of the Board;
- 3.2.5 Ensure the affairs of the Board are conducted with openness, justice and compassion;
- 3.2.6 Work to improve personal knowledge of current Catholic educational research and practices;
- 3.2.7 Affirm a strong sense of Christian Catholic Community; and,
- 3.2.8 Provide support, encouragement and prayer for the efforts of all persons engaged in the ministry of Catholic Education.

### **3.3 RESPECT, CIVILITY AND COMMUNICATION**

Trustees share in the responsibility of creating a positive working and learning environment that is safe, harmonious, comfortable, inclusive and respectful. Trustees shall:

- 3.3.1 Respect and comply with all applicable federal, provincial and municipal laws;
- 3.3.2 Uphold and abide by all Board policies, procedures, protocols and the York Catholic District School Board Trustee Code of Ethics (Appendix "A");
- 3.3.3 Demonstrate honesty and integrity;
- 3.3.4 Treat others fairly and with dignity and respect at all times, especially when there is disagreement;
- 3.3.5 Employ appropriate language and professionalism in performing their duties as Trustees, and in all matters of communication (oral and written) including email, social media, telephone and in person meetings with staff, parents, other stakeholders and members of the community at large.

### **3.4 COMPLYING WITH LEGISLATION**

Trustees shall comply with all Federal and Provincial legislation and any contractual obligations of the Board in conducting the business of the Board. Trustees shall:

- 3.4.1 Familiarize themselves and comply with the duties of Board members as set out in Section 218.1 of the *Education Act* including any applicable regulations.
- 3.4.2 Familiarize themselves with duties and/or requirements applicable to them in the *Municipal Freedom of Information and Protection of Privacy Act*, the *Municipal Conflict of Interest Act*, and YCDSB by-laws and policies.

### **3.5 CONFIDENTIALITY**

Trustees acknowledge that as part of their duties they may be privy to private, confidential and/or legally privileged financial, business and/or commercial information. Such information may include, but is not limited to, information relating to the Board's organizational structure, operations, business plans, technical projects, business costs, research data, inventions, trade secrets or other work produced,



developed by or for the Board, confidential student and personnel information, legal matters and opinions.

- 3.5.1 Except as required by law, all Trustees and former Trustees agree not to use, directly or indirectly, for the Trustee's benefit or the benefit of any person, organization, form, or other entity, the Board's proprietary or confidential information disclosed or entrusted to that Trustee. Trustees recognize that such inappropriate use of confidential information for their benefit may constitute a breach of trust contrary to Section 122 of the *Criminal Code*.
- 3.5.2 The confidentiality of personal information received in the course of duties shall be respected and protected. Trustees shall keep all information received, including but not limited to, in-camera discussions and actions in complete confidence. Information received shall not be discussed in public where another person not privy to the information could accidentally overhear or read such information.
- 3.5.3 A Trustee's duty of confidentiality survives their term of office.

### **3.6 ENFORCEMENT**

- 3.6.1 Trustees will at all times conduct themselves in a manner consistent with the Code of Conduct outlined in this policy.
- 3.6.2 Only a Trustee can allege that the Board's Code of Conduct has been breached by another Trustee.
- 3.6.3 A Trustee who has reasonable grounds to believe that a member of the Board has breached the Board's Code of Conduct may notify the following person(s) in writing of the alleged breach:
  - (i) The Director of Education, if the notice relates to the conduct of the Board's Chair or Vice-Chair,
  - (ii) In all other situations, the Board's Chair.
- 3.6.4 Trustees may, in some circumstances, want to respond to inappropriate statements or behavior at a meeting at which the inappropriate conduct takes place. Roberts Rules of Order may assist as Trustees can call for a point of order. The Chair of the Meeting may also call a recess, or caution a Trustee or Trustees about conduct which is contrary to the expectations outlined in the Trustee Code of Conduct.
- 3.6.5 If a Trustee also, or instead, wishes to preserve their right to subsequently make a complaint in accordance with the Procedures, it may be appropriate to ask the Secretary of the Board to note a particular comment or action in the minutes, or to give the Trustee notice at the meeting that a formal complaint will be forthcoming, noting the conduct and/or comments which are believed to be a breach of the Trustee Code of Conduct.
- 3.6.6 A complaint of Trustee conduct that is contrary to this policy shall be addressed in a timely manner according to the Procedure: *Alleged Breach and Complaint Protocol*, an addendum to this Policy.
- 3.6.7 If the complaint, including any supporting documentation, is not, on its face, a contravention of the Board's Code of Conduct, or more applicable to other legislation, then the complainant shall be informed in writing. The following

matters shall not be dealt with through the Procedure: *Alleged Breach and Complaint Protocol*:

3.6.7.1 Criminal matters

3.6.7.2 *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA): the complainant will be referred to the Board's Privacy Manager if appropriate.

3.6.7.3 *Municipal Conflict of Interest Act*.

~~3.6.7.4 Outstanding complaints under another process such as civil litigations or a matter at the Human Rights Tribunal, in which case timelines outlined within the procedure will be suspended pending the outcome of the other proceeding.~~

3.6.7.4 If the complaint is not a complaint with respect to non-compliance with the Code of Conduct or the complaint is covered by other legislation or complaint procedure under another Board policy, the Integrity Commissioner shall advise the complainant in writing as follows:

- (i) if the complaint is an allegation of a criminal nature consistent with the *Criminal Code of Canada*, the complainant shall be advised that if the complainant wishes to pursue any such allegation, the complainant must pursue it with the appropriate police force;
- (ii) if the complaint is with respect to non-compliance with the *Municipal Conflict of Interest Act*, the complainant shall be advised to review the matter with the complainant's own legal counsel.

3.6.8 The Board of Trustees does not have the authority to impose sanction(s) other than those specifically defined by the *Education Act*.

3.6.9 In accordance with the *Human Rights Code* and the *Trustee Code of Ethics*, every Trustee of the York Catholic District School Board in discharging their duties to the Board shall ensure the right to equal treatment of every person including but not limited to, fellow Trustees, members of the public and staff without discrimination and harassment.

3.6.9.1 Provision 3.6.8 applies to all forms of written and oral communication, including via social media platforms.

### 3.7 INTEGRITY COMMISSIONER

3.7.1 A Trustee shall not obtain counsel directly from the Integrity Commissioner.

3.7.1.1 A Trustee who is alleged to have breached the Board's Code of Conduct shall not vote on obtaining counsel from the Integrity Commissioner.

3.7.1.2 If a Trustee obtains counsel directly from the Integrity Commissioner the Trustee shall be responsible for all expenses incurred for obtaining counsel.

## 4. RESPONSIBILITIES

### 4.1 Board of Trustees

4.1.1 To oversee the compliance with the Trustee Code of Conduct Policy.

### ~~4.2 Student Trustee~~

~~4.2.1 To abide by the parameters of this policy in the fulfillment of their elected duties.~~

#### **4.23 Trustee**

4.23.1 To make the declaration and oath of office prior to commencing his/her role as Trustee.

### **5. DEFINITIONS**

#### **5.1 Conflict of Interest**

All Trustees must abide by the rules and regulations defined within the *Municipal Conflict of Interest Act*. It is solely the personal responsibility of the individual Trustee to make any declaration of a conflict.

#### **5.2 Student Trustee**

~~A full-time student enrolled in the senior division of a school of the board elected by the students of the board.~~

#### **5.23 Trustee**

A person elected or acclaimed to the office of trustee of the Board pursuant to the provisions of the *Municipal Elections Act* or appointed to the office of trustee pursuant to the provisions of the *Education Act*.

### **6. CROSS REFERENCES**

#### **YCDSB Policies**

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

[YCDSB Procedure \*Alleged Breach and Complaint Protocol\*](#)

#### **Legislation**

[Education Act](#)

[Municipal Conflict of Interest Act](#)

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

[Ontario Regulation 7/07 Student Trustee](#)

## TRUSTEE CODE OF ETHICS

### Preamble:

The Trustees of the York Catholic District School Board believe that personal commitment to high ethical standards is required to ensure that the board can responsibly fulfill its obligations and discharge its duties in a manner motivated by the spirit of the Gospel and modeled on the examples of Jesus Christ. Board members recognize that Trustees occupy positions of public trust and confidence and are dedicated to serving the community in a professional, impartial and Catholic manner.

Accordingly, as a Catholic School Trustee:

- ☐ I will strive to serve my local electorate while maintaining a system-wide perspective that upholds the principles of equity and fairness.
- ☐ I will accept that authority rests with the board and that I have no individual authority outside of the board. I will abide by the majority decisions of the board once they are made, but shall be free to explain the position that I upheld when the decision was made provided it does not undermine the authority of the board.
- ☐ I will strive to develop and implement Board policies that are equitable and consistent with the YCDSB Mission, Vision and Core Values.
- ☐ I will act with integrity and work to ensure that all business of the board is conducted with openness, fiscal accountability and compassion.
- ☐ I will accept my obligation to attend and prepare for all board and assigned committee meetings. I will work with other board members and staff in a spirit of respect, collaboration and proper decorum in spite of any differences of opinion that arise during debate.
- ☐ I will respect and nurture the human and divine nature of each individual without judgment or reproach and will strive to reflect Gospel values in all that I say and do.
- ☐ I will not discuss confidential information obtained in my capacity as a board member. I will not discuss those matters outside the meetings of the board or the board's committees. I will not use privileged information for either personal gain or to the detriment of the board.
- ☐ I will report to the Board alleged breaches, frauds, improprieties and/or conflicts which come to my attention.
- ☐ I will accept my responsibility for understanding legislation pertaining to the *Municipal Conflict of Interest Act*. I will not use my position for personal advantage or to the advantage of any other party not representing the total interest of the YCDSB. I will resist outside pressure to make such use of my position.
- ☐ I will endeavour to participate in professional development opportunities which enrich my faith life and/or enhance my ability to serve our Catholic school communities.
- ☐ I will treat fellow Trustees, members of the public, and staff with dignity and respect to ensure a safe and equitable work environment free from abuse, bullying, intimidation, discrimination and harassment.



**YORK CATHOLIC DISTRICT SCHOOL BOARD**

## **PROCEDURE: ALLEGED BREACH OF THE TRUSTEE CODE OF CONDUCT**

**Addendum to Policy 118: Trustee Code of Conduct**

Effective: November 2018

## **ALLEGED BREACH OF THE TRUSTEE CODE OF CONDUCT: PROCEDURE AND ENFORCEMENT**

### **PURPOSE**

The *Alleged Breach of the Trustee Code of Conduct* procedure is designed in conjunction with YCDSB Policy 118 *Trustee Code of Conduct* and outlines the complaint resolution process that is to apply to any alleged breach of the Code of Conduct.

All participants in an investigation of an alleged breach of the code of conduct, including trustees who make a report, witnesses, and the trustee alleged to be responsible for the breach, shall keep the details and results of the investigation confidential, and shall not discuss the matter with anyone other than those conducting the investigation.

The Board may wish to seek legal advice as to whether the particular proceedings or part of the proceedings can be held in the absence of the public.

### **A. ALLEGATION OF A BREACH OF THE TRUSTEE CODE OF CONDUCT**

In the spirit of collegiality, the Board of Trustees, including Student Trustees, strongly encourages Trustees to resolve any conflict between Trustees by engaging in open, respectful dialogue. When a Trustee feels that another Trustee may have breached the Code of Conduct, it is hoped that the Trustees will meet to discuss the concern thereby possibly resolving the situation. It is recognized that in certain circumstances the Trustee alleging the breach may not be comfortable approaching the other Trustee and instead will initiate the Informal Complaint Procedure without notifying the Trustee that is alleged to have breached the Code of Conduct.

It is recognized that from time to time a contravention of the Code of Conduct may occur that is committed through inadvertence or an error of judgement made in good faith. In the spirit of collegiality and in the best interests of the board, the purpose of notifying a Trustee of an alleged breach of the Code of Conduct is to assist the Trustee in understanding their obligations under the Code of Conduct. Only serious and/or reoccurring breaches by a Trustee should be investigated following the Formal Complaint Procedure.

A Trustee who has reasonable grounds to believe that another Trustee of the Board has breached the Board's Code of Conduct may bring the alleged breach to the attention of the Chair of the Board no more than fifteen (15) calendar days after the alleged breach comes to the attention of the Trustee reporting the alleged breach.

In the case of an allegation of a breach of the Code of Conduct by the Chair of the Board, this process shall be modified to read Vice-Chair of the Board. **If the alleged breach of the Code of Conduct relates to the Chair or Vice-Chair, the Trustee shall notify the Director of Education.**

### **INFORMAL COMPLAINT PROCEDURE**

The Chair of the Board shall meet informally with a Trustee who is alleged to have breached the Code of Conduct to discuss the alleged breach. This meeting will occur as soon as possible after the alleged breach has been brought to the attention of the Chair. The purpose of the meeting is to bring the allegation of the breach to the attention of the Trustee and to discuss measures to resolve the concern. The Chair will facilitate a meeting between the two Trustees so as to discuss remedial measures to resolve the concern. The Chair may invite the Vice-Chair to attend the meeting. The intent of this process is to address alleged breaches in a timely manner and meetings shall occur at mutually convenient times. If at all possible the timeline from receiving an allegation of a breach to the face to face meeting shall be less than fifteen (15) calendar days.

If the Trustee bringing the allegations of a breach of the Code of Conduct is not satisfied with the outcome of the Informal Process, they have ten (10) calendar days after the date of the face to face meeting to initiate the Formal Complaint Procedure.

### **FORMAL COMPLAINT PROCEDURE**

A Trustee initiates the Formal Complaint Procedure by providing to the Chair of the Board a written, signed complaint that includes the following:

- i) The name of the Trustee who is alleged to have breached the Code of Conduct.
- ii) The alleged breach of the Code of Conduct.
- iii) Information as to when the alleged breach occurred and when it came to the attention of the Trustee making the allegation.
- iv) The grounds for the belief by the Trustee that a breach has occurred.
- v) The names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.

The Trustee who files the Formal Complaint always has the right to withdraw the complaint or to return to the Informal Complaint Procedure at any point in the process.

The Chair of the Board shall provide a copy of the written complaint to the Trustee who is alleged to have breached the Code of Conduct within five (5) calendar days. The Trustee who is alleged to have breached the code of Conduct shall have ten (10) calendar days to review the complaint before it is forwarded to the entire Board of Trustees. The Trustee who is alleged to have breached the Code of Conduct may choose to ask the Chair of the Board if the Trustee making the allegation wishes to return to the Informal Complaint Procedure. The decision to return to the Informal Complaint Procedure rests solely with the Trustee making the allegation. At no time will this request to return to the Informal Complaint Procedure be used as a delay tactic.

Within fifteen (15) calendar days of receiving a formal written complaint, the Chair of the Board shall provide to all Trustees a confidential copy of the complaint. If necessary, a Special Committee of the Whole meeting shall be convened to decide, by resolution, whether or not the complaint merits investigation. The Board may decide that the complaint is out of time, trivial, frivolous, vexatious or not made in good faith, or that there are no grounds or insufficient grounds for a formal inquiry and such, an inquiry shall not be conducted. The resolution shall be by recorded vote with no discussion and/or debate. If the Board decides that an inquiry is not warranted, then a confidential letter stating the reasons for not doing so shall be provided to both Trustees within five (5) calendar days of the meeting.


If the Board chooses to proceed with a formal inquiry, then the Trustee making the allegation and the Trustee that is alleged to have breached the Code of Conduct will be notified in writing within five (5) calendar days of the decision.

### **B. FORMAL INQUIRY AND DECISION BY BOARD**

The formal inquiry of an allegation of a breach of the Code of Conduct shall be conducted by an independent third party **and/or the Integrity Commissioner** and shall be completed in a timely manner, preferably less than ~~one (1) month~~ **60 days** after the special Board meeting decision to launch the formal inquiry.

The following shall guide the inquiry:

- i) The *Statutory Powers Procedures Act* does not apply, i.e. no formal trial-type hearing shall occur.
- ii) Procedural fairness and the rules of natural justice shall govern the formal inquiry and all matters shall be conducted in private.
- iii) The formal inquiry may involve written statements by those involved as well as written statements made by any witnesses.
- iv) The parties involved shall have an opportunity to review the draft report of the investigator to make



sure there are no errors of fact. The parties shall have ten (10) calendar days from the receipt of the



- final draft to make final submissions in writing.
- v) If the Trustee who is alleged to have breached the Code of Conduct refuses to participate in the formal inquiry, the formal inquiry will continue in their absence.
  - vi) The final report shall outline the finding of facts but not contain a recommendation or opinion as to whether or not the Code of Conduct has been breached.
  - vii) If the investigator discovers that the subject matter of the formal inquiry is being investigated by police, that a charge has been laid, or is being dealt with in accordance with a procedure established under another Act, the formal inquiry shall be suspended until the police investigation, charge, or matter under another Act has been finally disposed. This reason for the suspension shall be reported to the Board of Trustees.
  - viii) **The investigator will make a determination with respect to a complaint of an alleged breach no later than 90 days after commencing the investigation, unless the Integrity Commissioner notifies the Board and the member who is subject of the complaint that an extension is necessary and the reasons for the extension.**

The final report shall be delivered to the Board of Trustees and the Board will make the decision as to whether or not the Code of Conduct has been breached and the sanction assigned. Trustees shall consider only the findings in the final report when voting on the decision and sanction. No Trustee shall undertake their own investigation in the matter.

If the Board of Trustees determines that there has been no breach or that the contravention occurred but that the Trustee took all reasonable measures to prevent the alleged breach or that the contravention that occurred was trivial or committed through inadvertence or an error of judgement made in good faith, then no sanction shall be imposed.

The determination of a breach of the Code of Conduct and the imposition of a sanction must be conducted by resolution of the Board in a public session. The resolution **shall** be recorded, by way of a recorded vote, in the minutes of the meeting. Both the determination of a breach and the decision on sanction shall require a vote of a simple majority (50% + 1) of the Trustees present and eligible to vote. The Trustee alleged to have breached the Code of Conduct shall not participate in the voting.

Section 207(2) of the *Education Act* specifies that consideration of an alleged breach of the Trustee Code of Conduct policy must be at a meeting open to the public, unless the alleged breach involves one of the matters listed in section 207(1) outlined below.

Where the proceedings must be held at a public meeting of the Board, the Trustee alleged to have breached the Code of Conduct is entitled to attend the public meeting, but not participate in the discussion, or attempt to influence the outcome, or vote.

Despite s. 207(1) of the *Education Act*, the part of the meeting during which the alleged breach is considered may be closed to the public when the alleged breach involves any matters described below, 207(2):

- i) The security of the property of the board.
- ii) The disclosure of intimate, personal, or financial information in respect of a member of the board or committee, an employee or prospective employee, or a pupil or his parent/guardian.
- iii) The acquisition or disposal of a school site.
- iv) Decisions in respect of negotiations with employees of the board.
- v) Litigation affecting the board.

## **C. LEGAL EXPENSES**

In circumstances where a legal or procedural issue arises in the course of a complaint, a Trustee may find it necessary to retain legal counsel. The Board may, at its discretion, approve for reimbursement in whole or in part such legal costs.

In the event that a Trustee obtains counsel directly from the investigator, the Trustee shall be responsible for all expenses incurred for obtaining counsel and will be subject to sanction(s) determined by the Board of Trustees.

#### **D. SANCTIONS**

If the Board determines that a Trustee has breached the Board's Code of Conduct, the board may impose one or more of the following sanctions as per the *Education Act* S218.3:

- i) Censure of the Trustee.
- ii) Barring the Trustee from attending all or part of a meeting of the Board and/or a meeting of a committee of the Board.
- iii) Barring the Trustee from sitting on and/or attending one or more committees of the Board for a period of time specified by the Board.

The Board of Trustees do not have the authority to impose sanctions other than those specifically defined by the *Act*.

The Board shall not impose a sanction which is more onerous than the above but may impose one that is less onerous, such as a warning, a formal apology in writing, or a requirement that the Trustee successfully complete specified professional development courses at the expense of the board.

A Trustee who is alleged to have breached the Board's Code of Conduct shall not vote on a resolution to determine the breach, or to impose a sanction, or to reconsider either finding [*Education Act*, s. 218.3(12)]. The Trustee who made the allegation of a breach is entitled to vote on any resolution disposing of the complaint.

A Trustee who is barred from attending all or part of a meeting is not entitled to receive any materials that relate to that meeting that are not available to members of the public.

The Board has no power to declare the Trustee's seat vacant for a breach of Code of Conduct. The imposition of a sanction barring a Trustee from attending a Board meeting shall be deemed to be authorization for the Trustee to be absent from the meeting and therefore not in violation of the *Education Act* regarding absences from meetings.


#### **E. NOTIFICATION AND RECONSIDERATION OF DECISION BY BOARD**

If the board determines that a Trustee has breached the Board's Code of Conduct, the Board shall:

- i) Give the Trustee written notice of the determination, the reasons for the decision, and any sanctions imposed by the Board.
- ii) Inform the Trustee that they may make a written submission to the Board in respect of the determination or sanction by the date specified in the notice that is at least fifteen (15) calendar days after the notice is received by the Trustee.
- iii) Consider any submissions made by the Trustee and shall confirm by resolution, vary or revoke the determination or sanction within fifteen (15) calendar days of receiving the submission from the Trustee.

If necessary a Special Board meeting will be held to meet the above deadlines, unless there is agreement from the Trustee to extend the timeline to deal with the matter at a regularly scheduled meeting.

The Board's decision to confirm, vary, or revoke a determination of a breach of the Code of Conduct and the imposition of a sanction must be conducted by resolution of the Board in a public session. The resolution shall be recorded in the minutes of the meeting together with the reasons for confirming, varying, or revoking the previous determination or the imposition of a sanction. The decision shall require a vote of a simple majority (50% + 1) of the Trustees present. The Trustee requesting the reconsideration shall not participate in the voting.



The Board shall provide to the Trustee requesting the reconsideration written notice and reasons for the decision to confirm, vary or revoke the earlier determination of a breach of the Code of Conduct.

The imposition of any sanction(s) shall be stayed pending notification of the Board's final decision.

## TRUSTEE CODE OF CONDUCT ALLEGED BREACH BY A TRUSTEE WITH RESPECT TO ANOTHER TRUSTEE

Alleged Breach of the Trustee Code of Conduct brought to the attention of a Trustee



15 days

Trustee notifies Chair of alleged breach.  
Informal Complaint Procedure commences.



15 days

Chair facilitates a private meeting with the complainant and the  
Trustee alleged to have breached Code of Conduct.

Matter Resolved



10 days

Matter Not Resolved



Trustee making complaint initiates Formal Complaint Procedure



5 days

Chair forwards copy of written complaint to Trustee alleged to have breached Code of Conduct for review.



10 days

Yes

Trustee asks Chair if complainant will return to Informal Process.

10 days



No



Complaint sent to entire Board.  
Board decides by resolution whether or not to proceed to Formal Inquiry.



5 days

Board provides written response and initiates Formal Inquiry if so deemed.

PAGES

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WERE REMOVED

AS THEY WERE

DUPLICATE

**YORK CATHOLIC DISTRICT SCHOOL BOARD**  
**SPECIAL EDUCATION ADVISORY COMMITTEE**  
**REPORT NO. 2023: 09**

**To: Regular Board Meeting**

**October 30, 2023**

A meeting of the Special Education Advisory Committee was held on **October 16, 2023** in a hybrid format in person at the CEC, 320 Bloomington Rd. W and virtually over Google meet.

**PRESENT:**

Committee Members:	N. Byrne*, A. Connolly*, A. Grella, S. Gatti*, N. Lai*, N. Welch, J. Wigston, M. Xue, Y. Zhou*
Association Representatives:	L. Campeotto*, M. Marcello*, C. Sandig*
Administration:	A. Cabraja*, D. Candido, L. Lausic*, E. Strano*
Regrets:	J. Gamboa, D. Legris, J. Man
Recording	C. Mong*
Guests:	A. Goncalves, <i>Student Champion, LDAYS</i> M. Iafrate*, <i>Vice-Chair of the Board, YCDSB</i> C. McNeil, <i>CFO and Treasure of the Board, YCDSB</i> M. Prinzo*, <i>Mental Health, YCDSB</i> F. Puma, <i>Parent of YCDSB</i> A. Saggese*, <i>Trustee, YCDSB</i> K. Scanlon, <i>Manager of Budget Services, YCDSB</i>

*\*Denotes Virtual attendance*

- 1. ACTION ITEM(S): NIL**
- 2. CORRESPONDENCE: NIL**
- 3. PRESENTATIONS/DISCUSSIONS/INFORMATION:**
  - LDAYS Presentation
  - Budget Presentation
  - Student Services Department updates
- 4. ASSOCIATION REPORTS: NIL**
- 5. ITEMS FOR FUTURE AGENDA:**
  - RIAT Audit Report (Student Services)
  - Hearing Awareness Inservice
- 6. NEXT MEETING: November 16, 2023**

J. WIGSTON, CHAIR, SEAC

**York Catholic District School Board**

**REPORT NO. 2023:03 of the  
JOINT BOARD CONSORTIUM  
PUBLIC SESSION**

**To: Regular Board Meeting**

**October 30, 2023**

A regular session of the Joint Board Consortium was held electronically on Wednesday, October 18, 2023 commencing at 4:05 p.m.

**PRESENT:**

YRDSB Trustees: L. Hoeg, and N. Mahmood

YRDSB Staff: B. Cober, and V. Maharaj

YCDSB Trustees: F. Alexander, and J. DiMeo

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

STSYR Staff: N. Smith

Presiding: YRDSB Board Trustee N. Mahmood

Recording Officer: L. Toniutti

Regrets: R. Lynn

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

**2. BUSINESS ARISING FROM THE MINUTES OF THE PREVIOUS MEETING:**  
There was no business arising from the minutes of the May 10, 2023 meeting.

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

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

**5. DISCUSSION/INFORMATION ITEM(S):**  
The Committee received information for the following:  
a) September 2023 Start-Up Report  
b) Student Transportation Enhanced Ministry Reporting

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

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

**Adjourned by common consent**

**York Catholic District School Board**

**REPORT NO. 2023:03**

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

**To: Regular Board Meeting**

**October 30, 2023**

A meeting of the Ad-Hoc International Language Extended Day Committee was held on Thursday, October 19, 2023 starting at 6:38 pm.

**PRESENT:**

**Trustee Committee Members:** J. DiMeo, M. Iafrate, A. Saggese

**Other Trustees:** N/A

**Absent with Notice:** N/A

**Administration:** D. Scuglia, A. Arcadi, C. McNeil, K. Scanlon

**Recording:** S. Greco

**Presiding:** A. Saggese, Committee Chair

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

**2. DISCUSSION / INFORMATION ITEMS:**

a) International Language Extended Financial Update

**3. FUTURE MEETING DATE: TBD**

**4. ADJOURNMENT: 6:41 pm**

A. Saggese, Committee Chair



**York Catholic District School Board**

**REPORT NO. 2023:03**

**STUDENT SUCCESS & PATHWAYS COMMITTEE**

**To: Regular Board Meeting**

**October 30, 2023**

A meeting of the Student Success & Pathways Committee was held on Monday, October 23, 2023 at 6:30 pm.

**PRESENT:**

**Trustee Committee Members:** F. Alexander, M. Barbieri, M. Iafrate, A.Saggese, J. Wigston

**Other Trustees:** E.Crowe

**Absent with Notice:** N/A

**Administration:** A. Arcadi, D. Scuglia

**Staff:** N. Galatianos, N. Gencarelli, G. Falzone, M.Highet,  
D. LaGamba, , C. Mazzeo, M. Perry, D. Pimentel

**Recording:** L. Coquim

**Presiding:** A. Saggese, Committee Chair

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

**2. DISCUSSION / INFORMATION ITEMS:**

- a. Religious Education Updates
- b. School Improvement Planning
- c. UFLI Foundations
- d. Pathways Updates
- e. Artificial Intelligence

**3. FUTURE MEETING DATE:** December 4, 2023

**4. ADJOURNMENT:** 9:10 p.m.

A. Saggese, Committee Chair

**REPORT NO. 2023:04 of the  
CORPORATE SERVICES COMMITTEE  
PUBLIC SESSION**

**To: Board of Trustees**

**October 30, 2023**

A public session of the Corporate Services Committee was held in the Boardroom at 320 Bloomington Road West and via Google Meets on Tuesday, October 24, 2023, commencing at 6:32 p.m.

**PRESENT:**

Committee Members: F. Alexander, E. Crowe, J. DiMeo, A. Grella\*, M. Iafrate A. Saggese\*, J. Wigston

Administration: D. Scuglia, J. Sarna, C. McNeil, T. Pechkovsky, J. Tsui, A. McDonald, S. Morrow, B. Pageau

Absent with Notice: M. Barbieri, C. Cotton, T. McNicol, Student Trustees J. James, A. Zamanifar and M. Galstyan

Recording: K. Errett

Presiding: J. Wigston, Committee Chair

*[\*Denotes attendance via Google Meets]*

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

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

**3) SUB-COMMITTEE REPORT: Nil**

**4) STAFF PRESENTATION: Nil**

**5) OUTSIDE PRESENTATION(S):**

a) Education Development Charges By-Law Renewal (Watson & Associates Economists Ltd.)

**6) DISCUSSION ITEMS: Nil**

**7) INFORMATION ITEMS:**

The Committee processed the following:

a) Minutes of the June 7, 2023 meeting were approved.

b) Purchasing Bid Activity Report

c) OSBIE Insurance Report: Property Claims

**8) NOTICE(S) OF MOTION: Nil**

**9) FUTURE ITEMS: Nil**

**ADJOURNMENT: 7:17 p.m.**

**On Motion: Crowe/DiMeo and CARRIED**

J. Wigston, Committee Chair

**York Catholic District School Board**

**REPORT**

**Report to:** Board of Trustees

**Date:** October 30, 2023

**Report:** Trustee Appointment to YCDSB Charitable Foundation

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**BACKGROUND:**

At the September 26, 2023 Regular Board Meeting, the Board of Trustees approved the following Motion:

*THAT an Ad-Hoc Committee be established to do the preliminary groundwork necessary to create a Charitable Foundation;*

*THAT this Committee regularly reports to the Board.*

The Board of Trustees were asked to submit their names to the Chair of the Board if they were interested.

**RECOMMENDATION:**

**THAT** the Board appoint Trustees Michaela Barbieri, Elizabeth Crowe and Jennifer Wigston to the **YCDSB Charitable Foundation Committee**

Submitted by: Frank Alexander, Chair of the Board



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	<b>Governance</b>
<i>Policy Number</i>	<b>106</b>
<i>Former Policy Number</i>	<b>803</b>
<i>Total Pages</i>	<b>3</b>
<i>Original Approved Date</i>	<b>May 1969</b>
<i>Subsequent Approval Dates</i>	<b>May 1988, June 22, 1999, January 2003, March 2008, February 25, 2014 November 29, 2016 January 31, 2017 June 15, 2021 March 29, 2022</b>

### DELEGATIONS TO THE BOARD

#### 1. PURPOSE

The Board recognizes that all stakeholders ~~need to~~ have a voice in the decision-making process of the Board and **need** to have their concerns heard. This policy is intended to provide the guidelines under which the above may occur. This policy is consistent with all applicable legislation, including the *Education Act*, The *Ontario Human Rights Code*, *Municipal Freedom of Information and Protection of Privacy Act* (MIFIPPA), and *Occupational Health and Safety Act* (OHSA).

#### 2. OBJECTIVE

The York Catholic District School Board values the input ~~members of~~ **the members of the** community ~~may provide into issues~~ where they have a particular concern or interest. ~~subject to approved guidelines.~~ **The purpose of this policy is to ensure that** delegations to the Board enable members of the **YCDSB** community to ~~give timely input on items to be discussed on a Board Agenda.~~ **provide input on items that may appear on Board Agendas and fall within the governance role of the Board of Trustees.**

#### 3. PARAMETERS

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

~~In an Effort to Conducting Efficient Board Meetings:~~

~~All approved delegations will be heard and Trustees may ask questions for clarification purposes only. There will be no engagement or debate between the Board of Trustees, Board staff and the official spokesperson of the delegation.~~

- 3.1 Every effort will be made by the York Catholic District School Board to post meeting agendas on the YCDSB website three (3) business days prior to the Board meeting. An individual or group wishing to make a delegation to the Board regarding an item that appears on the agenda shall submit Form Admin 29(a) and all written (verbatim speech) and electronic materials/presentations to the *Administrator to the Director and Trustee Services* **no later than noon** on the last business day before the meeting.
- 3.1.1 If a delegate submits a request on a topic that is not on the agenda, the delegate's request may be deferred to a Committee/Special/Regular Board meeting at which time that agenda item will be addressed.
- 3.2 Upon receipt of a public request to make a delegation in accordance with the parameters outlined in this policy 3.1, the ~~Executive Committee of the Board~~ **Chair of the Board and the Director of Education** will:
- Review the request and determine whether the ~~presentation~~ **delegation** will be heard. (Presentations contrary to directives by the Ministry of Education, Ministry of Labour, Ministry of Health and our local and provincial Health Units will not be heard).
  - Determine if ~~the an~~ approved delegation request will be heard before the whole Board, in a private **(In Camera)** session of the Board, referred to a Committee of the Board, or referred to the Director of Education to determine appropriate action(s).
  - Approve up to three (3) delegations for any Board meeting with priority given to requests related to an item on the agenda.**
  - Determine whether a Special Board meeting shall be scheduled to hear multiple delegations on a particular matter.**
  - Determine whether to defer a request for a delegation to a future meeting.**
- 3.3 Delegates shall be notified of their approved delegation one (1) day prior to the Board meeting.
- 3.4 Additional delegations may be added to a Board meeting agenda at the discretion of the Chair of the Board and the Director of Education.
- 3.5 Where the matter brought before the Board requires a decision, the Board will **conduct debate as necessary and** notify the official spokesperson through written communication of the decision, or of the date of the meeting at which a decision is to be made.
- 3.6 ~~An individual or delegation wishing to make a presentation to the Board, requesting A~~ **delegation request related to** the development of a proposed policy, or the revision of an existing policy must also complete and submit Appendix 4 (Rationale for the Development, Review or Revision of a Policy) of Policy 101: Meta Policy: Policy Management and Governance along with Form Admin. 29(a) to the Administrator to the Director and Trustee Services as outlined in parameter 3.1.
- 3.7 ~~An individual or delegation wishing to make a presentation to the Board~~ **A delegation request** related to a specific Pupil Accommodation Review shall only be received by the Board of Trustees at a Special Meeting of the Board in accordance with Board Policy 713:

Pupil Accommodation Review and the procedures that are an addendum to this policy.

- 3.8 All delegates wishing to present at the York Catholic District School Board must be a parent/guardian of a student enrolled in a YCDSB school and/or a resident of York Region.
- 3.9 Up to two (2) individuals may serve as a spokesperson for any delegation and no other person shall address the Board except by request of a Trustee and permission of the Chair.
- 3.10 All delegates must agree to be live-streamed during the meeting.

## 4. RESPONSIBILITIES

### 4.1 ~~Executive Committee~~

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

### 4.21 Director of Education

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

### 4.32 Administrator to the Director and Trustee Services

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

## 5. DEFINITIONS

### 5.1 Delegation

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

### 5.2 Petition

A formal request presented to an Official of the Board pertaining to a defined issue and/or concern. Such requests will be presented in the form of a ~~typewritten~~ document containing original ~~written or electronic~~ signatures, ~~valid email addresses which may only be associated with one signatory, resident addresses, telephone numbers and postal codes. only, written directly on the face of the petition, printed and names, addresses, postal codes and email addresses. Email, faxed, or photocopied.~~ ~~Incomplete~~ petitions ~~are~~ ~~shall~~ not be accepted and will not be presented

## 6. CROSS REFERENCES

### Legislation

YCDSB [Policy 101 Meta Policy: Policy Management and Governance](#)

YCDSB [Policy 713 Pupil Accommodation Review](#)

### Appendices

[Admin 29\(a\)](#) Public Request to Make a ~~Presentation~~ ~~Delegation~~ or Present a Petition

[Admin 29\(c\)](#) Public Request to Make a ~~Presentation~~ ~~Delegation~~ Related to a Pupil

*Accommodation Review*  
[Appendix 4](#) *Rationale for the Development, Review or Revision of a Policy*

DRAFT

## **YCDSB GENDER, SEXUALITY AND CATHOLIC EDUCATION COMMITTEE TERMS OF REFERENCE 2022**

### **Background**

The Director of Education chairs and convenes the Gender, Sexuality and Catholic Education Committee for the purpose of advancing the YCDSB mission and vision as it relates, particularly, to students who identify as 2SLGBTQQIA+. Guided by Gospel Values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their God-Given potential in a safe, inclusive and caring environment. Core members of the committee were selected to bring a diversity of perspective and expertise to expand our thinking, challenge perspectives and enable faith-filled, student-focused solutions. By doing so, we seek to support our vision that YCDSB students will become creative and critical thinkers who integrate Catholic values into their daily lives as socially responsible global citizens. The committee acknowledges the existing body of Catholic Church Teaching relevant to our mandate.

### **Purpose/Mandate**

1. The purpose of this committee is to establish system level guidance, rooted in a Catholic context, regarding how to:
  - 1.1. support students, staff and families who identify as Two-Spirit, Lesbian, Gay, Bisexual, Trans, Questioning, Queer, Intersex, and/or Asexual (“2SLGBTQQIA+”);
  - 1.2. guide the teachings and incorporate knowledge about 2SLGBTQQIA+ community and the particular social justice issues that are faced by the 2SLGBTQQIA+ community to our students, staff and families;
  - 1.3. demonstrate that all 2SLGBTQQIA+ students, staff and families at the YCDSB are beloved children of God, each with their own unique gifts and talents.

### **2. Guiding Principles**

All decisions and/or recommendations of the committee will be informed by:

- 2.1. a thorough and correct understanding of Catholic Church Teachings and a recognition of our call to pastoral care;
- 2.2. inputs from subject-matter experts and stakeholders including those with lived experience;
- 2.3. an evidence-based, data driven analysis that is developed in consultation



with a broad array of stakeholders;

- 2.4. a primary focus on the well-being and achievement of the 2SLGBTQQIA+ students enrolled in YCDSB schools;
- 2.5. an intersectional understanding that inequities and oppression cut across different identity categories, and that social identities have multiple dimensions; for instance, gender identity and sexual orientation in relation to race, culture, economic status, ability, age, immigration status and other socially constructed identities.

### 3. Expected Outcomes

#### Understand and Plan

- 3.1. A prioritized list of items that the committee will consider as it develops a shared awareness of issues of concern.
- 3.2. An environmental scan to inform a shared understanding of the scope and extent of the issues of concern.
- 3.3. A review of all related existing board policies, practices and procedures and, if required, recommendations for amendments.

#### Create

- 3.4. A readily accessible list of recommended programs and resources that are approved for use in YCDSB schools (i.e. the approved list).
- 3.5. A prominent and frequently updated web page with resources, Q&As and contact information.
- 3.6. A well-understood process for how the system will support 2SLGBTQQIA+ students. The process will assign responsibilities, recommend resource allocation and establish expectations for monitoring.
- 3.7. Increased engagement with student advocates and allies of 2SLGBTQQIA+ students.
- 3.8. Increased participation in professional development for teachers, guidance instructors, mental health lead(s), student services staff, administrators and trustees on the experiences of 2SLGBTQQIA+ students, implications for student success and related social justice issues.
- 3.9. Increased capacity to further our mandate by sponsoring and/or approving initiatives such as research, programs, events and training.

#### Monitor and Evaluate

- 3.10. Regular reports to the Board of Trustees.
- 3.11. Support budget recommendations to the Board of Trustees to advance the work of this committee and related system-wide initiatives, as needed.

#### **4. Committee Membership**

- 4.1. Bishop of the Archdiocese of Toronto - Northern Pastoral Region
- 4.2. ~~Two (2)~~ **Three (3)** Trustee(s)
- 4.3. Director and/or Associate Director
- 4.4. Superintendent of Curriculum and Assessment
- 4.5. Human Rights and Equity Advisor and/or Human Rights and Equity Officer
- 4.6. Superintendent of Human Resources & International Education or designate
- 4.7. Mental Health Lead and/or Superintendent of Education: Exceptional Learners
- 4.8. Religious Education Team
- 4.9. Indigenous Education Lead and/or Principal of Indigenous Education
- 4.10. Principal of Student Success and Pathways
- 4.11. Principal or Vice Principal - Elementary and Secondary
- 4.12. anyone else deemed appropriate by the Committee

#### **5. Working Groups & Resource Personnel**

- 5.1. Working groups will be established as required to provide an opportunity for members to work collaboratively on specific issues and projects.
- 5.2. Resource Personnel will be invited as needed.

#### **6. Meeting Schedule and Time**

- 6.1. The committee will meet at least three (3) times a year.
- 6.2. The sub-committees and working groups shall meet as needed to fulfill their mandates.

#### **7. Measurement and Evaluation**

- 7.1. Further to 2.3, metrics shall be determined at the earliest possible stages of the committee's work and resources shall be allocated to the collection and analysis of information for the purpose of measuring and evaluating the committee's impact and effectiveness.
- 7.2. The committee shall report regularly on its activities and achievements.

- 7.3. The terms of reference will be reviewed annually by the committee beginning September 2023.

**Membership:**

Anthony Arcadi  
 Bishop John Boissonneau  
 Mark Brosens  
 Diana Candido  
 Nancy Davie  
 Danny DiLallo  
 Lisa Falconi  
 Michelle Farrell  
 Michael Gray  
 Maria Iafrate

Lou Paonessa  
 David Pimentel  
 Eugene Pivato  
 Michelle Prinzo  
 Angela Saggese  
 Francesca Sarcinella  
 Jennifer Sarna  
 Domenic Scuglia (Chair)  
 Shannon Ulgiati  
 Jennifer Wigston

**Last Revision/Approval Date: May 30, 2023** (*Updated Committee Membership*)



## Ontario Catholic School Trustees' Association

September 27, 2023

### MEMORANDUM

**TO:** Chairpersons and Directors of Education  
- All Catholic District School Boards

**FROM:** Nick Milanetti, Executive Director

**SUBJECT:** 2024 AGM Resolutions

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#### PLEASE REVIEW THIS INFORMATION AT A MEETING OF YOUR BOARD

The study and processing of resolutions is one of the fundamental responsibilities of OCSTA. The resolution process provides member boards with the opportunity to shape the work of the Association by bringing important issues which have provincial implications to the attention of all trustees in the province. Delegates will consider and vote on all resolutions received from OCSTA members.

During the year, important issues of a provincial nature that arise at the board level may be used to develop resolutions for OCSTA. Resolutions may be submitted at any time up until the deadline of 12:00 p.m. February 9, 2024.

#### Attachments

- *Guidelines*
- *Sample Resolution/Template*
- *Explanation of Committee Recommendations & Resolution Procedures*
- *OCSTA Mission, Vision, Strategic Priorities*
- *Chart of 2023 Resolutions with AGM Decisions*
- *Related By Law Section 5.9 (Resolutions)*



Ontario Catholic School  
Trustees' Association

## Guidelines for Preparing Resolutions

To improve the effectiveness of the resolution process, we ask boards to review the following guidelines.

Resolutions are your opportunity to shape the work of the Association by addressing problems, solutions or concerns, which affect Catholic education in Ontario. **A resolution approved by the membership at the Annual General Meeting calls for priority action by OCSTA and the commitment of OCSTA resources to address the particular issue outlined in the resolution.**

- A. All Resolutions will be reviewed by the Resolutions Committee and a Committee Recommendation will be added to each Resolution. Committee Recommendations will be guided by the following criteria.**

The resolution:

- a. Is in keeping with the Mission, Vision and Strategic Priorities of the Association.
- b. Is of a provincial nature and addresses an area of concern for the province's Catholic school boards and is a matter that requires attention or action.
- c. Is written in language appropriate for province-wide consideration (language contained in resolutions is often incorporated into subsequent communications to the government or other relevant parties).
- d. Is accompanied by substantiated rationale.
- e. OCSTA addresses education funding issues in the **Annual Finance Brief to the Minister** and submission to the yearly **Pre-Budget Consultation**. Boards are encouraged to submit education funding issues requiring Association action and advocacy by the middle of October.

**B. Steps in Preparing a Resolution**

1. Review the Mission, Vision and Strategic Priorities of OCSTA. (attached)
2. Identify the concern. Be sure the concern is a matter of **province-wide** scope.
3. Research and gather sufficient supporting background materials to substantiate the resolution. If the concern has been presented/dealt with in a previous resolution, review the outcome of that process to assess what changes in approach/additional information might be useful.
4. Write the resolution in the following proposed format taking care to ensure that:
  - a. Each "*Whereas*" is accompanied by adequate background material.
  - b. The "*Therefore be it Resolved*" directs OCSTA to take specific action.

**C. Writing A Resolution**

Structure

The resolution should be assigned a succinct title that identifies the problem or issue (or its proposed solution). There should be two parts to the resolution: a preamble followed by a resolving clause (or clauses).

### 1. Preamble

The preamble is a brief statement of background or rationale coming before the resolving clause(s). The purpose of the preamble is to provide information without which the point or the merits of a resolution are likely to be poorly understood.

Each clause in a preamble is written as a separate paragraph, beginning with the word “WHEREAS”.

### 2. Resolving Clauses

A resolving clause indicates what action(s) is to be taken given the “WHEREAS” clause(s) in the preamble. If more than one action is being recommended, the “Therefore be It Resolved” portion should be divided into a), b), c), etc.

### 3. Submission Statement

Please include the following information in the submission statement.

[Mover’s Name]  
[Seconder’s Name]  
[Board Name]  
[Topic]

## D. Submission Deadline Date

The **final** deadline date for receipt of resolutions in the OCSTA office is **12:00 p.m. EST, February 9, 2023**. Please submit resolutions by email to Connie Araujo-De Melo at [cdemelo@ocsta.on.ca](mailto:cdemelo@ocsta.on.ca).

## E. Regulations

Please see the attached current regulations regarding submission and presentation of resolutions at the Annual General Meeting.

These guidelines, the enclosed sample resolution, and the resolution session procedures are provided as a reference that we hope you will find useful in preparing effective resolutions for your Association and Catholic education in Ontario.

# Sample Resolution

The following example is taken from a Resolution dealt with at a previous AGM and is provided for your reference.

**Moved by:** [Mover's Name] [Board Name]

**Seconded by:** [Seconder's Name]

**Topic:** [e.g. Vacancies on School Boards]

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**Whereas:** from time to time a vacancy occurs in the office of a member of the board; and

**Whereas:** according to Section 221(1) of the *Education Act*, the vacancy must be filled by either a by-election or by appointment; and

**Whereas:** boards choosing to appoint a new trustee will, most commonly, engage in an open and fair process of selection; and

**Whereas:** the *Education Act* requires that the process be fully completed within 60 days of the office becoming vacant; and

**Whereas:** the 60 day time period may encompass a part of the year (e.g. Christmas, summer months, March Break) when board operations and processes are reduced, thus making the timelines very tight and, potentially, unmanageable;

**Therefore be it Resolved that:**

OCSTA petition the Ministry of Education to review the section of the *Education Act* which relates to trustee vacancies with a view to extending the timeline by either increasing the number of days or altering the requirement that the process be completed within a designated number of regular school days.

Does the above resolution reflect the interest of students and/or publicly funded Catholic School Boards in the province of Ontario? Yes ☐ No ☐

Please briefly outline below how the above resolution is of province-wide scope reflecting the interest of students and/or publicly funded Catholic School Boards in the province of Ontario.

## ***Explanation of Committee Recommendations & Resolution Session Procedures***

Resolution sessions will be conducted using “**Robert’s Rules of Order**” and the provisions of the OCSTA Constitution. The chairperson of the session will ensure compliance with their rules.

### ***Explanation of Committee Recommendations***

The **Resolutions** Committee will study the resolutions and offer recommendations on the best way to meet their intent. The recommendations and their implications are:

- i. **Approve**  
The direction given in the “therefore be it resolved” section of the resolution will be carried out.
- ii. **Approve and refer to the ..... committee for appropriate implementation.**  
The resolution will be forwarded to the designated committee for implementation.
- iii. **Receive and refer to the ..... committee for study.**  
The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee’s recommendation, the Board of Directors will determine whether or not the resolution will be implemented.
- iv. **Not support**  
No action will be taken.
- v. **No recommendation**  
The committee is not making any recommendation with respect to the resolution.
- vi. **No action required**  
The intent of the resolution has been met. No further action will be taken.
- vii. **No action required – In Progress**  
OCSTA is actively working to meet the intent of the resolution.

### ***Resolution Session Procedures***

Delegates wishing to speak to a resolution must state their name and the name of the board they represent.

The mover of a resolution will have the opportunity to be the first and last to speak to that resolution. Other trustees may speak **once** to a resolution.

The chairperson may declare a motion out of order giving the reasons for doing so. The chairperson’s decision may be challenged by a majority vote of those voting delegates at the session when the vote is called.

Voting will be by a show of hands. Delegates carrying proxies must have and show the proxies they are carrying. Ballots will be provided in the event that a vote by ballot is called for.

**Note Re Quorum:** *Quorum for the transaction of business at any meeting of the Members shall require the presence in person or by proxy of not less than a total of forty (40) current Members.*



## ***Grouped Resolutions***

- a. the chair of the session will ask for a mover and seconder to approve the **grouping** of various related resolutions.
- b. the chair of the session will ask for movers and seconders for the committee recommendation for each group.
- c. delegates will vote on the committee recommendation for each group.

Delegates may request that any resolution(s) be removed from a “group” to be handled individually. These will be addressed when the group from which they have been removed has been dealt with.

## ***Resolutions Handled Individually***

*These will include resolutions removed from the groups and resolutions for which the committee has not made any recommendation.*

### **A. Resolutions with committee recommendations**

1. The chair of the session will announce the resolution number and the name of the sponsoring board:
  - ☐ the chair will call for the sponsoring board to move and second **the committee recommendation;**
  - ☐ delegates will speak to the committee recommendation;
  - ☐ delegates will vote on the committee recommendation.
2. If the sponsoring board does not move the committee recommendation from the floor:
  - ☐ the chair will call for the sponsoring board to move their **original resolution;**
  - ☐ delegates will speak to the resolution;
  - ☐ delegates will vote on the resolution.
3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

### **B. Resolutions without committee recommendations**

1. These resolutions will be handled as follows:
  - ☐ the chair will call for the sponsoring board to move their **original resolution;**
  - ☐ delegates will speak to the resolution;
  - ☐ delegates will vote on the resolution.
2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

### C. Amendments from the Floor

Amendments made on the floor relate to the “therefore be it resolved” section of the resolution and **must be written out** and handed to the chairperson. The chairperson will consider the amendment and, if necessary, discuss it with the parliamentarian or others to ensure that it is clearly understood.

- ☐ the chair will **read** the amendment;
- ☐ delegates will speak to the amendment;
- ☐ delegates will vote on the amendment;
- ☐ delegates will vote on the resolution as amended.

If the amendment is defeated:

- ☐ delegates will be asked to speak to the original resolution;
- ☐ delegates will vote on the original resolution.

### D. **Members’ Discussion Right**

Under Article 5.11 (*Members Discussion Right*), any Member entitled to vote at an Annual Meeting is entitled to raise for discussion at that meeting any matter with respect to which the Member would have been entitled to submit a proposal, subject to the conditions outlined in Sections 5.10.1 to 5.10.5<sup>8</sup>, and provided that:

- 5.11.1 if such Member continues such discussion for three minutes or more, the Chair of the meeting may interrupt the Member and permit others to speak to the discussion item, for up to three minutes per member; and
- 5.11.2 no discussion item shall be put to the membership for a vote at the meeting at which it was raised for discussion.

---

<sup>8</sup>S.56(1)(b) of the ONCA



## Ontario Catholic School Trustees' Association

### Our Mission

*Inspired by the Gospel, the Ontario Catholic School Trustees' Association provides the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.*

### Our Vision

*Ontario is enriched by a publicly funded Catholic education system governed by locally elected Catholic school trustees who serve with faith, commitment and compassion.*

The Association's **Strategic Priorities** are as follows:

#### **1. Enhance Political Advocacy for Catholic Education**

- a. Strengthen current advocacy platform by building positive new relationships and reinforcing existing ones with groups like OAPCE, OCSOA, CWL, etc.
- b. Communicate and promote current messages about the value of Catholic education to our key target audiences: parents, students, politicians, teachers, alumni, parishioners, etc.

#### **2. Engage Trustees in an Enriched Development Program**

- a. Assess the current needs and interests of members to guide development of appropriate programming.
- b. Ensure OCSTA programing provides timely and relevant content to support trustees in their roles as advocates and spokespersons for Catholic education.

#### **3. Manage Human and Fiscal Resources to Effectively meet Changing Needs**

- a. Align the work of committees, staff and fiscal resources behind structures and initiatives that support the association's three key priorities.
- b. Ensure OCSTA is structurally aligned to successfully fulfill its role as the legislated Employer Bargaining Agent for all of Ontario's English Catholic District School Boards.



Ontario Catholic School  
Trustees' Association

## 2023 RESOLUTIONS WITH AGM DIRECTIVES

	BOARD	TOPIC	AGM DECISION
1.	Dufferin-Peel CDSB	Technology Funding	Approve
2.	Dufferin-Peel CDSB	Tutoring Funding	Approve
3.	Dufferin-Peel CDSB	Municipal Voting	Approve
4.	Simcoe Muskoka CDSB	Cyber Security	Approve & Refer to Political Advocacy Committee
5.	Simcoe Muskoka CDSB	Reinstating the Board Leadership Development Strategy	Approve & Refer to Political Advocacy Committee
6.	York CDSB	Funding to Support AODA Requirements	Approve & Refer to Political Advocacy Committee
7.	Halton CDSB	Dedicated Capital Funding Stream to improve Accessibility in Schools	Approve & Refer to Political Advocacy Committee
8.	Halton CDSB	Additional Funding to Equalize EI and CPP Federal Payments	Approve & Refer to Political Advocacy Committee
9.	Halton CDSB	Funding to Support Ontario's Education Equity Action Plan in School Boards	Approve & Refer to Political Advocacy Committee
10.	Simcoe Muskoka CDSB	Capital Project Funding / Approval Process	Approve & Refer to Political Advocacy Committee
11.	Simcoe Muskoka CDSB	Human Rights and Equity Advisors and Equity Initiatives	Receive & Refer to Political Advocacy Committee
12.	Algonquin & Lakeshore CDSB	School Safety Zone Liaison Committees	Receive & Refer to Political Advocacy Committee
13.	Toronto CDSB	Misuse of Social Media Platforms re Harmful Challenges	Approve & Refer to Catholic Education & Trustee Enrichment Committee
14.	Halton CDSB	Additional Ministry Funding Support for Supply Staffing	Receive & Refer to Labour Relations Committee



Ontario Catholic School  
Trustees' Association

**Excerpt from  
Ontario Catholic School Trustees' Association  
General Working By-law 2020-1**

**5. MEETINGS OF MEMBERS**

**5.9 Resolutions from CDSBs**

Any CDSB may submit a Resolution for consideration at an Annual Meeting to address any challenge or opportunity which affects Catholic education in Ontario, subject to the following:

- 5.9.1 each such Resolution shall have been received at the Head Office of the Corporation not less than sixty (60) days prior to the date of the Annual Meeting;
- 5.9.2 each such Resolution shall have been considered and reported upon by a Committee of the Board, or by the Board of Directors;
- 5.9.3 each such Resolution shall be circulated among all CDSBs not less than thirty (30) days prior to the Annual Meeting;
- 5.9.4 each such Resolution shall be included in the notice of the Annual Meeting; and
- 5.9.5 no such Resolution shall be acted upon unless approved by a majority of the votes cast at an Annual Meeting.



# York Catholic District School Board

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

October 24, 2023

## ADVANCED PLACEMENT/PACE PROGRAM

- Whereas** families have received communication regarding the changes to the location of their child's secondary school AP/PACE Program location beginning 2024/2025 which Trustees have not been provided, contrary to the Board's Communication Policy #110 and the sudden changes have left families feeling stressed and worried about possible Mental Health concerns for their children,
- Whereas** the changes have had a significant impact on these families in the community but yet there was no community consultation on the proposed changes, including a failure to establish a Boundary Review Committee as outlined in the Board's Long Term Accommodation Plan (LTAP);
- Whereas** the changes involve boundary changes which are not operational issues and require the approval of the YCDSB Board of Trustees for which there is no Board of Trustees resolution for the change,
- Whereas** PACE/Advanced Placement programming falls under the powers of the Board of Trustees and no such approval was given by Trustees for the programming change,
- Whereas** changes to the boundaries is part of the LTAP process but were done outside the LTAP process without engaging the boundary review process

## LET IT BE RESOLVED

**THAT** any changes to the Advanced Placement/PACE Program stop immediately, including the cancellation of the Board staff's proposed changes expected to take effect for the 2024-2025 school year

**THAT** any changes being considered by the Senior Staff of the Board to Advanced Placement /PACE Boundary or program changes be fully outlined in a detailed report to the Board of Trustees, explaining all the rationale for the proposed changes including students impacted, transportation costs, plans as to community consultation.

Respectfully submitted,

Maria Iafrate  
Trustee, Richmond Hill

Joseph DiMeo  
Trustee Richmond Hill

Ref: 2024:05:1024:MI, JD



# York Catholic District School Board

Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1  
Tel: 905-713-1211, 416-221-5051, 1-800-363-2711, Voice Mail Box: 17130  
Fax: 905-713-1272 • www.ycdsb.ca

October 24, 2023

## TEMPORARY HIRING FREEZE

- Whereas** the Board is currently in a deficit and as a result has many pressures throughout the Board;
- Whereas** the Board will be having an audit conducted by the Ministry of Education which could provide strategies to assist in effective management of Board processes;
- Whereas** the Board's current practices for hiring personnel need to be followed.

## LET IT BE RESOLVED

**THAT** effective immediately all hiring for new positions will cease until Ministry completes the York Catholic School Board's audit;

**THAT** current vacant positions be brought to Trustees for approval;

**THAT** all vacancies including "backfills" cease effective immediately;

**THAT** when hiring resumes, going forward that the board hiring policy be the framework for all hires because it is fair and transparent and follows Human Rights.

Respectfully submitted,

Joseph DiMeo  
Trustee, Richmond Hill

Ref: 2024:06:1024:JD

## York Catholic District School Board

# REPORT

**Report To:** Board of Trustees  
**From:** Administration  
**Date:** October 30, 2023  
**Report:** Policy 115 – Perquisites

---

### **EXECUTIVE SUMMARY**

This report provides an annual report to the Board of Trustees on perquisites (perks) in accordance with York Catholic DSB Policy 115.

### **BACKGROUND INFORMATION**

In February of 2011, the Ministry of Finance (BPS Supply Chain Secretariat Division) announced a BPS Directive to replace the 2009 Supply Chain Guideline which included a directive regarding perquisites.

*Policy 115, Perquisites* provides guidelines to follow in order to remain transparent when spending public funds. Policy 115 Guidelines Section B, Item 4, directs that an annual summary report be made publicly available on the Boards website, reflective of any allowable perquisites (if any) which have been granted.

### **CONCLUSION**

No perquisites were requested or granted during 2022-2023 school year.

Prepared by: William Kwon, Senior Budget Specialist  
Submitted by: Calum McNeil, Chief Financial Officer and Treasurer of the Board  
Endorsed by: Domenic Scuglia, Director of Education and Secretary of the Board



## YORK CATHOLIC DISTRICT SCHOOL BOARD

**REPORT TO:** Board of Trustees

**FROM:** Administration

**DATE:** October 30, 2023

**RE:** **Policy 203 Student Transportation Services – Semi Annual Report**  
2023-2024 Transportation Exemptions- Director's Report 1

### Executive Summary:

The purpose of this report is to provide Trustees a summary of Transportation Exemptions approved by the Director for the 2023/24 school year. This is the first semi-annual report for the year as required by Student Transportation Services Policy 203.

### Background Information:

Eligibility requirements for transportation are identified within Student Transportation Services Policy 203. These eligibility requirements include distance criteria, program exceptions, medical exceptions etc. In addition, the policy recognizes that from time to time there may be extenuating circumstances where transportation may be approved by the Director of Education. These exceptions are to be reported to the Board on a semi-annual basis.

The following table is a summary of Transportation Exceptions for the 2023/24 school year, as of October 19, 2023.

Item #	School	Date Approved	Start Date	End Date	Comments	Student Eligibility for Transportation	Annual Expenditure	Number of Riders
1	St. Joseph CES	9/27/2023	9/5/2023	6/28/2024	Compassion	N	\$3,821.69	1
2	St. Gregory the Great Catholic Academy	8/31/2023	9/5/2023	6/28/2024	Extenuating circumstances	N	\$3,181.78	4
3	St. Maximilian Kolbe CHS	9/18/2023	9/5/2023	6/28/2024	Door Stop	N	\$3,543.68	1
4	St. Thomas Aquinas CES	8/31/2023	9/5/2023	6/28/2024	Compassion	N	\$60.58	1
5	St. Joan of Arc CHS	9/18/2023	9/5/2023	6/28/2024	Extenuating circumstances	N	\$3,167.25	1
6	St. Elizabeth Seton	8/31/2023	9/5/2023	10/31/2024	Compassion	N	\$271.88	1
7	St. Joseph CES	9/27/2023	9/5/2023	6/28/2024	Extenuating circumstances	N	\$785.26	1
8	Father Bressani CHS	9/1/2023	9/6/2023	6/28/2024	Extenuating circumstances	N	\$0.00	1
9	Holy Name CES	9/18/2023	9/18/2023	6/28/2024	Extenuating circumstances	N	\$24,835.07	1
10	St. Robert CHS	8/31/2023	9/5/2023	6/28/2024	Compassion	N	\$935.70	1
11	St. Thomas Aquinas CES	9/18/2023	9/18/2023	6/28/2024	Extenuating circumstances	N	\$484.47	1
12	Holy Cross Catholic Academy	8/31/2023	9/5/2023	6/28/2024	Extenuating circumstances	Y	\$880.85	1
13	St. Marguerite d'Youville CES	8/31/2023	9/5/2023	6/28/2024	Compassion	Y	\$0.00	2
14	Notre Dame CES	9/18/2023	9/18/2023	6/28/2024	Extenuating circumstances	N	\$0.00	1
15	St. Jerome CES	8/31/2023	9/5/2023	6/28/2024	Extenuating circumstances	N	\$1,162.62	1
16	St. Joseph the Worker	9/18/2023	9/18/2023	6/28/2024	Compassion	N	\$2,145.71	1
17	St. Elizabeth Seton	8/31/2023	9/5/2023	6/28/2024	Extenuating circumstances	N	\$319.70	1
18	St. Maximilian Kolbe CHS	9/1/2023	9/5/2023	6/28/2024	Extenuating circumstances	N	\$800.00	1
						<b>Total</b>	<b>\$46,396.24</b>	<b>22</b>

The Director has a budget allocation of \$41,986 for the 2023-24 school year. Current exceptions are just over \$46,000.00.

### Summary:

The semi-annual report for transportation exceptions provides Trustees with an overview of transportation exceptions approved by the Director of Education in compliance with Policy 203.

Prepared and Submitted By: Tom Pechkovsky, Coordinating Manager Planning and Operations  
Endorsed By: Domenic Scuglia, Director of Education  
Jennifer Sarna, Associate Director

# REPORT

## York Catholic District School Board

**Report to:** Board of Trustees

**From:** Administration

**Date:** October 30, 2023

**Report:** **Trustee Honoraria Term November 15, 2023 to November 14, 2024**

---

### **EXECUTIVE SUMMARY**

The purpose of this report is to provide the trustee honoraria rates for the term November 15, 2023 to November 14, 2024 in accordance with the Board's Policy #114 Trustee Honorarium.

### **BACKGROUND INFORMATION**

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

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

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

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

### **CURRENT STATUS**

#### ***Enrolment ADE Determination:***

For the Trustee Honorarium enrolment calculation, the enrolment used is the regular day school average daily enrolment (ADE) of pupils of the board based on the previous school year's (2022-23) estimates which was 49,271.

The 2022-23 estimated ADE of 49,271 represents a decrease of 1,382 pupils from the 2021-22 estimated ADE of 50,653. Accordingly, the following trustee honorarium determination will show a decrease for the period November 15, 2023 to November 14, 2024.

***Trustee Honorarium Determination:***

Based on the 2022-23 estimates ADE of 49,271 the following is the resulting trustee honoraria:

<b>TRUSTEE HONORARIA</b> <b>Term of Office November 15, 2023 - November 14, 2024</b>				
	TRUSTEE		VICE-CHAIR	CHAIR
<b>Honorarium</b>				
<b>Nov 15/23 to Nov 14/24</b>	\$ 14,522	\$	18,254	\$ 21,986
<b>Honorarium</b>				
<b>Nov 15/22 to Nov 14/23</b>	\$ 14,764	\$	18,530	\$ 22,297
<b>Honorarium Change</b>	\$ (242)	\$	(276)	\$ (311)

Prepared by:	William Kwon, Senior Budget Specialist
Submitted by:	Calum McNeil, Chief Financial Officer and Treasurer of the Board
Endorsed by:	Domenic Scuglia, Director of Education and Secretary of the Board

## YORK CATHOLIC DISTRICT SCHOOL BOARD

**MEMO TO:** Board of Trustees

**FROM:** Administration

**DATE:** October 30, 2023

**SUBJECT:** Notice of Motion Finding Transportation Efficiencies Thru School Bell Time Review

---

### **Executive Summary:**

The intent of this report is to provide an update regarding the review school bell times conducted by STSYR this past summer.

### **Background:**

The following Motion (copy attached) was approved by the Board of Trustees at the June 20, 2023 Regular Board Meeting..

***LET IT BE RESOLVED THAT Student Transportation Services undertake a bell time review to find transportation efficiencies with a report to come to the Board for September 2024 implementation.***

As reported in June, Student Transportation Services of York Region (STSYR) provides transportation services for the York Catholic District School Board and York Region District School Board and determines eligibility for riders based on the boards' policies. Operationally STSYR has established various procedures and protocols to guide the application of this work, and ensure consistency, including in the area of Bell Time Reviews as outlined in the June 20, 2023 report to Board.

### **STSYR Bell Time Review:**

In the summer of 2023, STSYR staff conducted a focused bell time review to enhance routing efficiencies. Staff identified 5 schools with bell times that restrict run-tiering and communities with narrow bell time distribution.

Using the *Bus Planner Pro* routing software, different bell time alterations were assessed on their impact to optimize bus routes and reduce transportation costs. The five York Catholic District School Board (YCDSB) schools selected had their bell times adjusted by a maximum of 20 minutes. These bell time changes resulted in a fleet reduction of 18 vehicles and total consortia cost savings of just over \$700,000.00, approximately 30% of which would be a savings to the YCDSB.

**Next Steps:**

Given the integration of the YRDSB and YCDSB routes, as well as joint routes, there is a greater potential for efficiencies in a coordinated bell time review. Given the potential benefits to both school boards and the overall benefit of a coordinated review Administration has reached out to the YRDSB soliciting their participation in a joint bell time review.

**Summary:**

STSYR staff conducted a focused bell-time review of YCDSB schools during the summer of 2023. An analysis adjusting the bell time of 5 schools identified a number of efficiencies which would potentially reduce the fleet and costs savings for the Board.

Given the potential for even greater efficiencies of a coordinated bell time review with YRDSB, Administration has reached out to the YRDSB to seek their interest in a review for both school boards. Administration will continue to work with STSYR and YRDSB to explore a joint bell time review as well as other efficiencies and will provide updates to the Board accordingly.

Prepared and Submitted by: Tom Pechkovsky, Coordinating Manager of Planning and Operations  
Endorsed by: Dom Scuglia, Director of Education  
Jennifer Sarna, Associate Director.



# York Catholic District School Board

Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1  
Tel: 905-713-1211, 416-221-5051, 1-800-363-2711, Voice Mail Box: 17131  
Fax: 905-713-1272 • www.ycdsb.ca

May 23, 2023

## Finding Transportation Efficiencies Thru School Bell Time Review

- Whereas** in a report to the Joint Board Consortium dated December 2014, staff stated the following: "Savings can result from changing some existing school bell times. Changing bell times would ensure that school bus routes operate as efficiently as possible and would allow for the re-use of existing vehicles."
- Whereas** a process for School Bell Time Management was developed and presented to the Joint Board Consortium dated June 2015. It recommended that parents were notified no later than December for changes to be implemented the following September
- Whereas** the implementation of the process was postponed indefinitely, ie never implemented, because Student Transportation Services wanted to implement new routing software which would make modeling easier.
- Whereas** the new transportation funding model did not adequately address the YCDSB's transportation funding shortfall
- Whereas** the board has a deficit and other boards have found significant savings by undertaking a system wide review. For example, Durham DSB and Durham Catholic DSB saved \$1.9 M in 2017 and took 48 buses off the road after implementing a system-wide bell-time review. In 2022-23 they undertook a second study to find further savings since school demographics and riderships had changed.
- Whereas** reducing the number of buses will help address the bus driver shortfall.

## LET IT BE RESOLVED

**THAT** Student Transportation Services undertake a bell time review to find transportation efficiencies with a report to come to the Board for September 2024 implementation.

Elizabeth Crowe  
Trustee  
Aurora / King / Whitchurch-Stouffville

**Reference No. 2023:11:0523:EC**

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Elizabeth Crowe, Trustee – Aurora/King/Whitchurch-Stouffville  
elizabeth.crowe@ycdsb.ca • Home Tel: 905-939-8911

## **YORK CATHOLIC DISTRICT SCHOOL BOARD**

**REPORT TO:** Board of Trustees

**FROM:** Administration

**DATE:** October 30, 2023

**RE:** Stouffville Multi-Use Project Update.

---

### **EXECUTIVE SUMMARY**

This report aims to provide the Board of Trustees with an update on the progress of the Stouffville Multi-Use project.

### **PROJECT UPDATE**

The General Contractor (GC) is diligently progressing with the construction. The following advancements have been observed as of October 20, 2023

1. Structural steel installation, block work, and brick veneer on all elevations are complete.
2. Aluminum windows and doors on the elevation are fully installed.
3. Received the preliminary electrical form from Hydro.
4. Testing for Electrical, HVAC, Fire protection, and plumbing is beginning.
5. Metal siding installation on the elevation is currently underway.
6. Hollow Metal (HM) doors, including glazing, are installed. Painting of the doors and frames is ongoing.
7. Substantial progress on painting in Part A is evident, with work continuing in the Gym area and on the steel ceiling.
8. The installation of transition membranes and spray foam around window frames in Part A and staircases is ongoing.
9. Tile flooring installation continues in Part A on the 2nd floor and in the childcare area.
10. Millwork has begun in Parts C and B.
11. Installation of the drop ceiling in Parts C and B is ongoing.
12. The installation of light fixtures, control panels in classrooms, diffusers, and grilles has begun in Part A.
13. Work has started on installing lockers in Parts C and B.
14. External work updates: spray foam application is finished in Part A, and sliding metal installation is about 70% complete.
15. Concrete paving and sidewalk leveling activities are in progress around the school.
16. Field leveling in both the Elementary and High School areas is complete.
17. Tree planting around the field is currently underway.

Please see the attached drawing indicating all the school sections.

**Hydro Connections:**

Power was supplied by Hydro, and the GC has initiated testing for mechanical and electrical work.

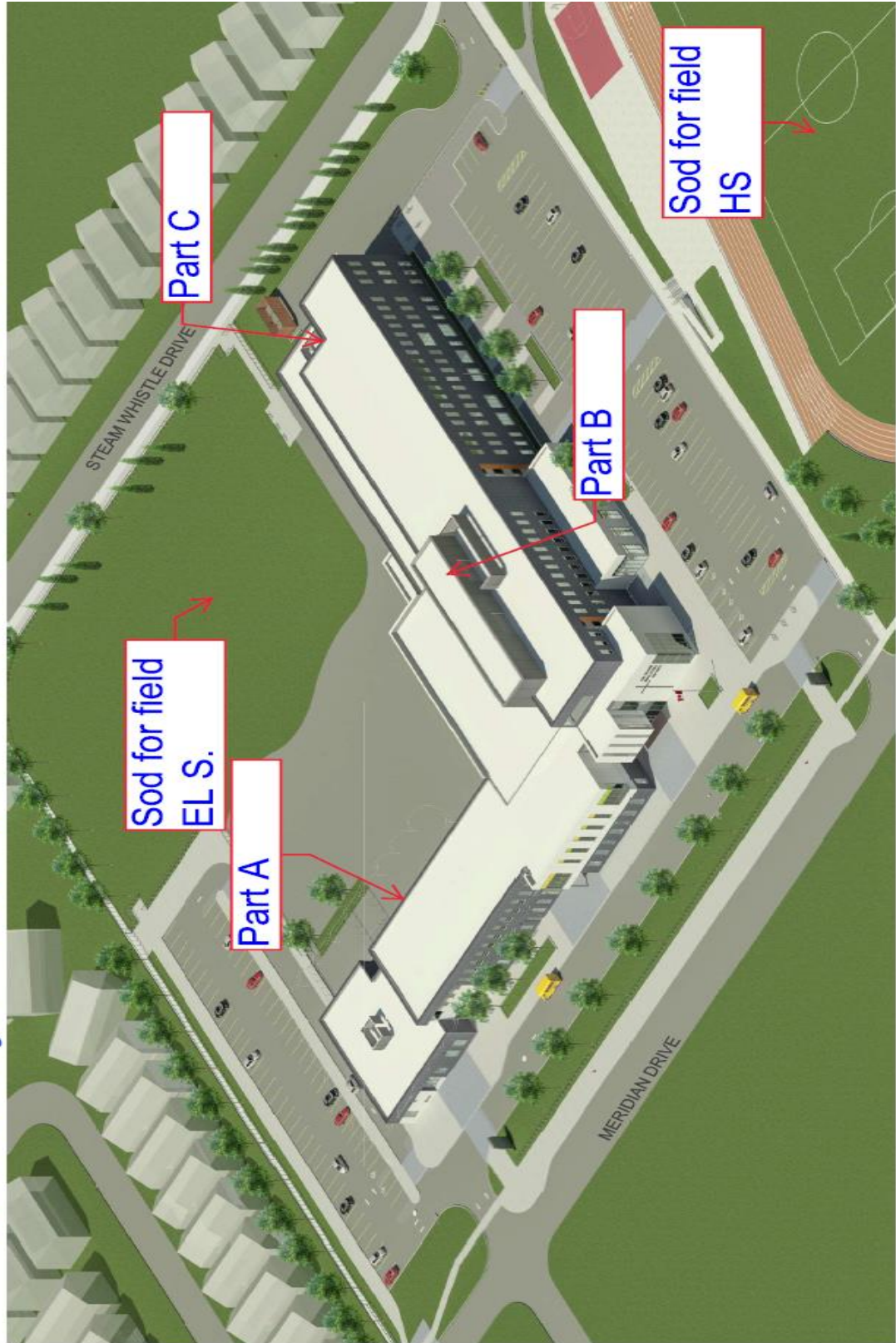
**Construction Schedule Update**

According to the GC's most recent schedule, substantial performance of work is projected for February 2, 2024. This reflects a delay surpassing eight months compared to the initial target date of June 1, 2023, mentioned in the Contract. Despite these challenges, the Board staff have vigilantly overseen the GC's endeavors, ensuring the maintenance of robust construction momentum. Attached below are the most recent photographs capturing the building's current state, which should provide a clearer visual understanding of the progress made.

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



## Bird's Eye View from North West Corner





Viewing the northwest elevation reveals a brick veneer with aluminum siding and a concrete sidewalk.





West Elevation

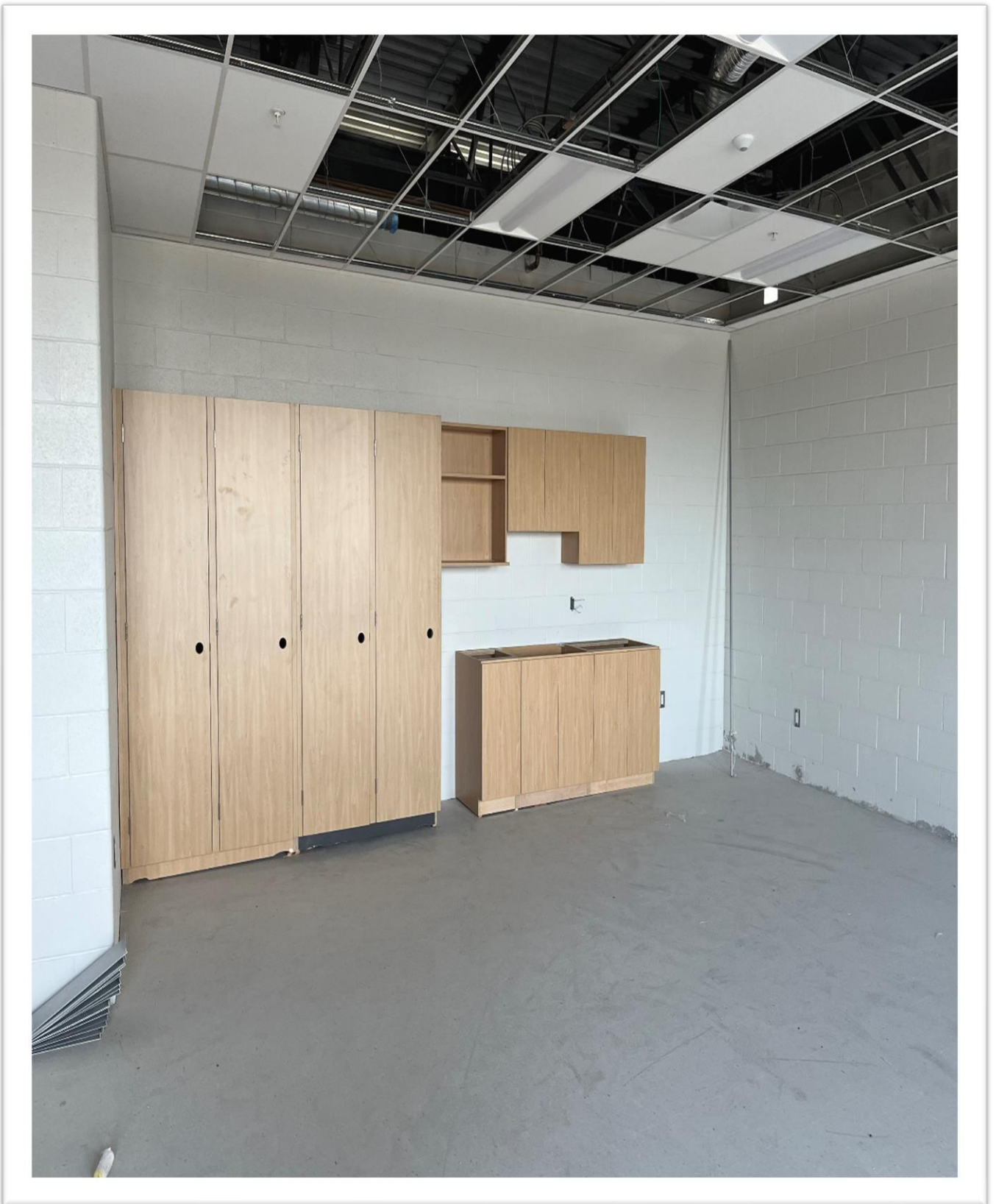


Preparing for an electricity test in the classroom



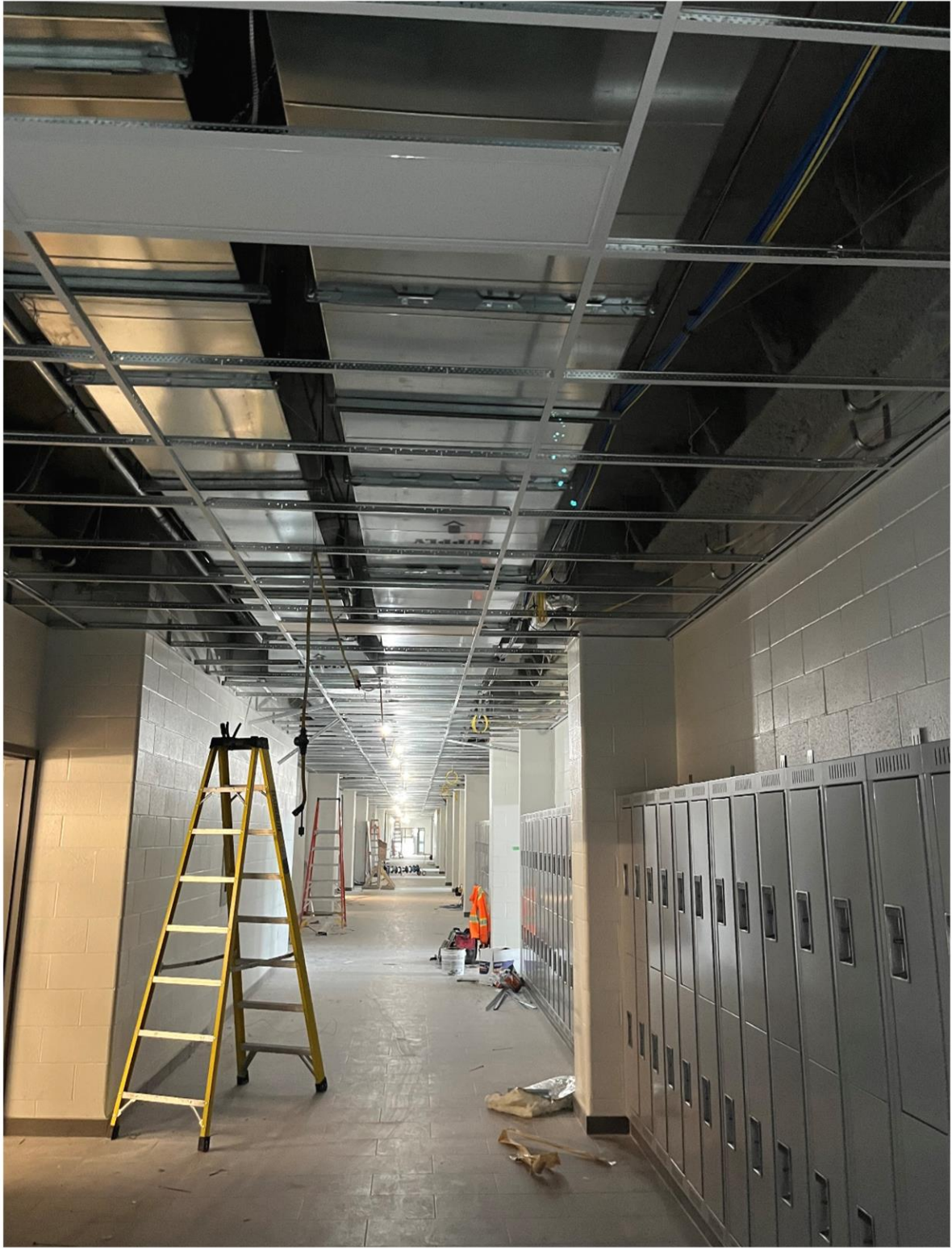


High school locker installation in progress



Millwork installation in progress at Elmanter School





Ceiling work ongoing in the corridor area





Ongoing tree and landscape work.





Steel fencing around the field



**SSP: October 23, 2023**

Curriculum & Assessment

## Religious Education Updates





## GROWING IN FAITH GROWING IN CHRIST



# K

TEACHER RESOURCE

## KINDERGARTEN HAS ARRIVED!

- Bible stories based on Scripture
- Short stories, poems, and wordless stories
- Kindergarten-friendly language
- Reflects the Kindergarten Catholic Religious Expectations
- Lessons follow a three-part structure:
  - Let's Wonder
  - Let's Discover
  - Let's Explore

Anticipating a Fall 2023 publication date for print and digital



## GROWING IN FAITH GROWING IN CHRIST



DISCIPLESHIP AND CULTURE  
Grade 9-10  
Catholic Religious Education  
Religious Education Resource

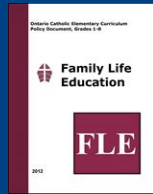
## GRADE 9:

In early stages of development. Consultation process has begun.  
The central theme of the program will be 'Discipleship'.





## Family Life Curriculum: Fully Alive Program



The Fully Alive Program is the only approved resource to address human development and sexual health topics, among many others, in our Catholic schools because it has been carefully reviewed and examined by the Bishops of Ontario before receiving their approval. The way in which key terms are addressed in the Fully Alive Program are aligned with Catholic views and determined to be age appropriate by the Bishop approved Institute for Catholic Education Family Life Curriculum.



## The Fully Alive Program



Currently, a revision of the program is under way, albeit still in the early stages of development. Once again, ICE (Institute for Catholic Education) is working closely with ACBO (Assembly of Catholic Bishops of Ontario), the latter of which will approve of the resource, while the former will be responsible for producing the finished product, and ultimately, a revised curriculum document. \*The hope is for Fall 2024 for Gr. 1 program.





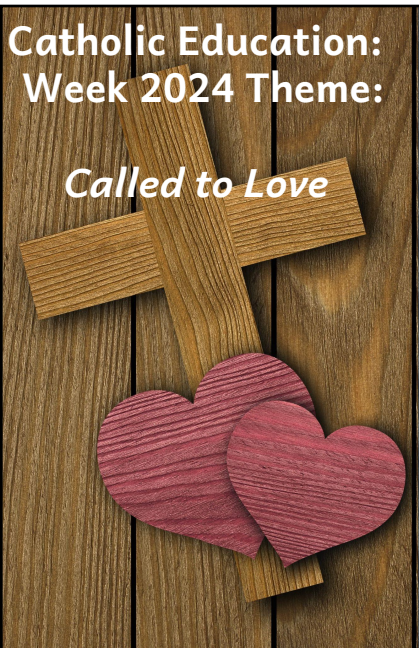
## Family Life Curriculum: Lead Teacher Staff Representative

New this year, from our department, will be inservicing for one staff representative per school for the purposes of capacity building as it pertains to the Family Life curriculum and the *Fully Alive* program.



Catholic Education:  
Week 2024 Theme:

*Called to Love*



- **Faith Day:**  
**September 22, 2023**

- **Catholic  
Education  
Week:**  
**May 5-10, 2024**



## YCDSB Faith Ambassador Program 2023-24



- **Note that these events are open to all staff.**



*"We are ambassadors  
of the acceptable time;*



*... in appeal through us ... See now  
!" Corinthians 5:20, 6:22*



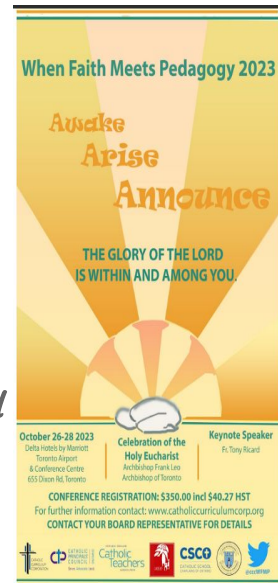
**Save the Date:  
YCDSB Annual Board  
Wide Mass of  
Reconciliation and  
Renewal  
Thursday, March 21,  
2024**



## When Faith Meets Pedagogy 2023: *Awake, Arise, Announce*

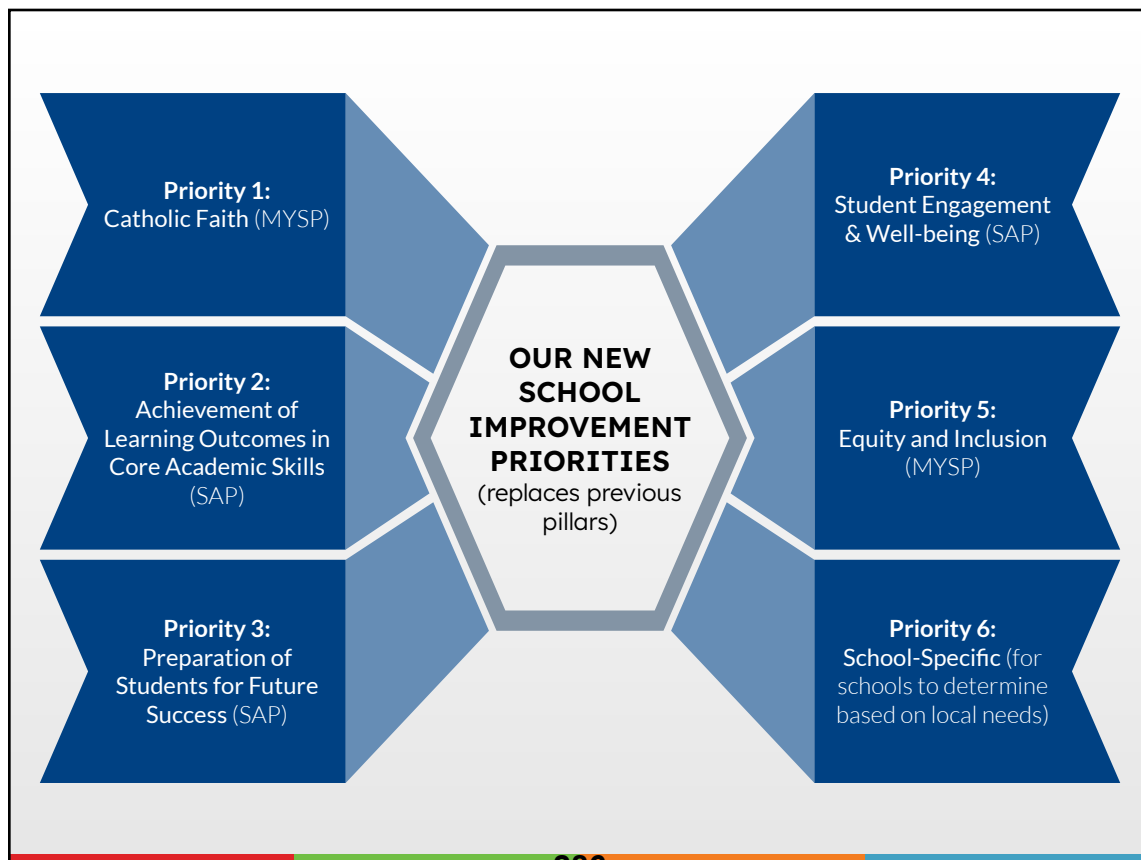
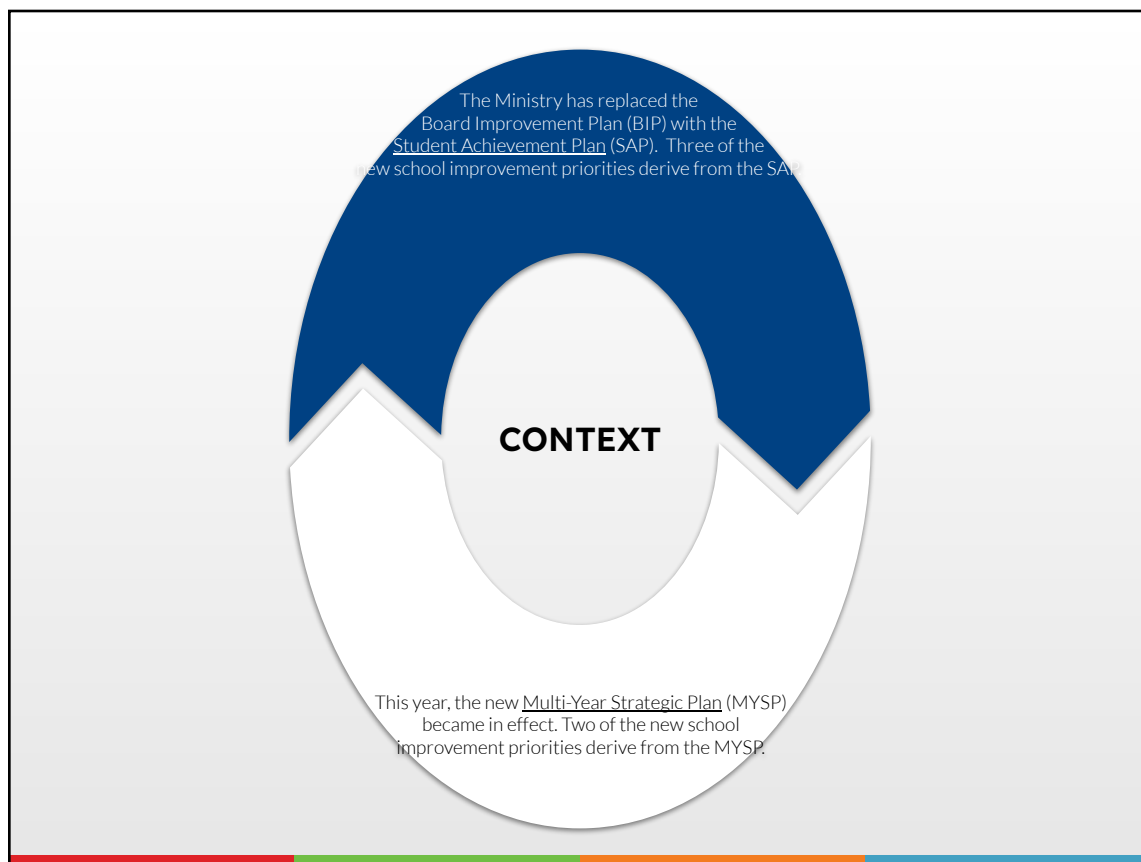
### YOUTH FORUM

- *Organized by the When Faith Meets Pedagogy (WFMP) Conference 2023 Committee (biennial celebration, this year the first time since Covid)*
- *Thursday, October 26TH*
- *Over 1000 students expected from across the province, YCDSB sending a delegation of approximately 150*
- *Adult WFMP commences on the evening of the 26th, and right through to Saturday, the 28th*
- *YCDSB sending nearly 100 participants*



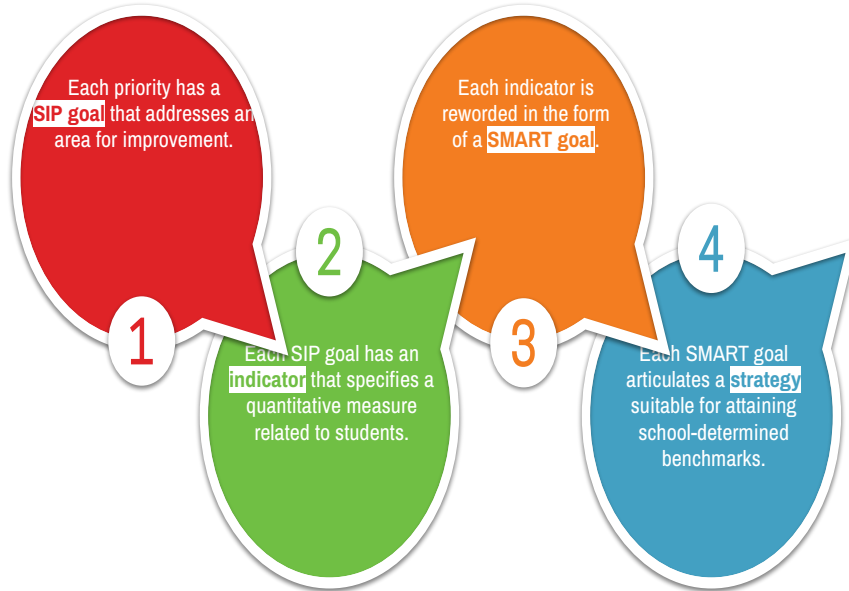
### School Improvement Planning








## STRUCTURE OF EACH SCHOOL IMPROVEMENT PRIORITY




# SCHOOL IMPROVEMENT PLANNING TEMPLATES

Google Doc templates were provided for school staff to **draft** their school improvement plans (a single document is used per school). Once principals approve their school improvement plans, they copy-paste their information for official submission to the new SIP app developed by IT.

<div> <h2>School Improvement Plan (Elementary)</h2>  </div>			
<p>Ensuring all students are assessed and supported for every student. For each priority and indicator, K-200 schools will set school-level data on their student populations to further inform actions.</p>			
<div> <h3>Priority 1: Catholic Faith</h3> </div>			
INDICATOR	DEFINITION	2022 TARGET	2025 TARGET
Percentage of students who are in a parish.	Not all students who are in a school need to be in the parish, so this measures education outside of the school.	The percentage of students in or active near 100% of the school year who are in a parish or active near 100% of the school year.	100% of the students in or active near 100% of the school year.

## School Improvement Plan (Secondary)



Priority 3: Increase student attendance and prepare for future readiness. The main priority and includes: 100% of schools will set school-based goals to ensure preparation to further reduce attrition.

Priority Statement/Outcome Area	Objective	Meat Metric	Strategy
Improve student attendance from 90% to 95% in 2020-2021	100% of students who attend in excess of 180 days in the school will be recognized for attendance awards	The average grade of students at or above 180 days in the school will be 90% or higher. The average attendance award program from 90% to 95%.	100% of students who attend in excess of 180 days in the school will be recognized for attendance awards

Student Improvement Plan - Secondary 2020-2021 Curriculum & Assessment Department

### Elementary Template

### Secondary Template



# School Improvement Plan (Secondary)



Levelling up achievement outcomes and experiences for every student. For each priority and indicator, YCDSB schools will use school-level data on their student populations to further refine actions.

## Priority 1: Catholic Faith

SCHOOL IMPROVEMENT PLANNING GOALS	INDICATORS	SMART GOALS	STRATEGIES
Improve students' religious literacy and achievement in Religious Education.	% of students who meet or exceed level 3 in the report card for Religious Education classes.	The percentage of students at or above level 3 in the report card for Religious Education classes will improve from ##% to ##%.	[To be inputted by school]

In the SIP template, priorities 1 to 5 have predetermined SIP goals, indicators, and SMART goals informed by the Ministry of Education (SAP) or Board (MYSP).

School staff reference data to **input** numerics.

School staff **input** an appropriate strategy.

### Key:

Informational

Action item

## Priority 6: School-Specific

There is the option to add additional rows as needed.

SCHOOL IMPROVEMENT PLANNING GOALS	INDICATORS	SMART GOALS	STRATEGIES
[To be inputted by school]	[To be inputted by school]	[To be inputted by school]	[To be inputted by school]
[To be inputted by school]	[To be inputted by school]	[To be inputted by school]	[To be inputted by school]
[To be inputted by school]	[To be inputted by school]	[To be inputted by school]	[To be inputted by school]

School staff **input** SIP goal.

School staff **input** indicator.

School staff **input** SMART goal.

School staff **input** strategy.

In the SIP template, priorities 6 is where custom information can be inputted to address local needs.

# SCHOOL IMPROVEMENT PLANNING WORKFLOW



School staff review and discuss the school improvement planning template. Though the naming of the priorities are new, their focus still applies to previous school improvement work. Identify successes and/or challenges associated with each priority.



Principal organizes school teams to input the required information associated with each priority into the school improvement planning template. Data is also examined (e.g., EQAO scores, report cards, climate and exit surveys, etc.)



Once school principal approves the School Improvement Plan, they are to copy-paste the information to the SIP app (submission is due on **November 3, 2023**). Only administrators have access to the SAP App.



Schools, under the oversight of the principal, are to monitor, reflect, and be responsive to the progress being made around SIP goals throughout the school year (refer to this [template](#)). Aim for a mid-year reflection in February 2024 and end-of-year reflection in June 2024.



**School Improvement Plan**

School Year 2023-2024

All Saints CES: Priority 1 - Catholic Faith

School  
All Saints CES

**Priority 1**  
Catholic Faith

Priority 2  
Achievement of Learning Outcomes in Core Academic Skills

Priority 3  
Preparation of Students for Future Success

Priority 4  
Student Engagement & Well-being

Priority 5  
Equity and Inclusion

Priority 6  
School-Specific

**Priorities**

**Strategy**

**Goal - Improve students' religious literacy and achievement in Religious Education**

**1 Religious Education**

**Indicator**  
The percentage of students who meet or exceed level 3 in the report card for Religious Education classes

Current value  
96.93 %

**Indicator**

**Smart Goal**  
The percentage of students who meet or exceed level 3 in the report card for Religious Education classes will improve to





Goal\* %  
This is where you input your goal value

**SMART Goal**

Strategies Edit Mode

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**School Improvement Plan**




School Year 2023-2024

School  
Cardinal Carter CHS

Priority 1  
Catholic Faith

**Priority 2  
Achievement of Learning  
Outcomes in Core Academic  
Skills**

Priority 3  
Preparation of Students for  
Future Success

Priority 4  
Student Engagement & Well-  
being

Priority 5  
Equity and Inclusion

Priority 6  
School-Specific

### Cardinal Carter CHS: Priority 2 - Achievement Of Learning Outcomes In Core Academic Skills

**Goal 1 - Improve students' literacy learning and achievement**

**Check status**
**Submit Plan**

1
OSSLT/TPCL

Indicator

The percentage of fully participating, first-time eligible students who are successful on the OSSLT/TPCL

Current value
%










Smart Goal

The percentage of fully participating, first-time eligible students who are successful on the OSSLT/TPCL will improve to

Goal\*
%

This is where you input your goal value

Strategies
Edit Mode

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# welcome

**Marlene Perry**

K-12 Literacy  
Consultant

**Maxine Highest**

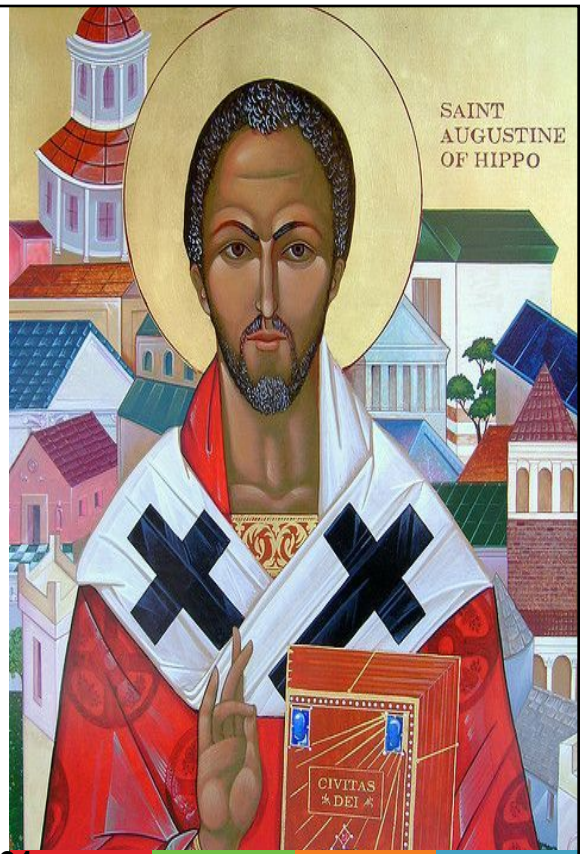
K-8 Consultant with a  
focus on the early years

## ST. AUGUSTINE OF HIPPO

Reading habits have evolved over time.

In the past, people used to read out loud. However, until recently, reading silently was considered a unique skill.

St. Augustine even mentioned it in his *Confessions* as an interesting anecdote.

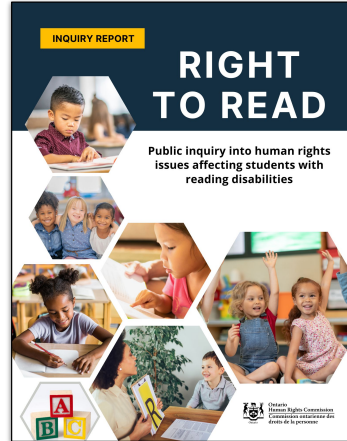


## RIGHT TO READ REPORT (RECOMMENDATION # 27)

“

The Ontario Human Rights Commission has affirmed the importance of *mandatory explicit, systematic and direct instruction in foundational reading skills, including phonemic awareness, phonics and decoding, and word reading proficiency.*

”



Home

> Curriculum context

Grades

Glossary

Resources

Downloads

**D2L**

DESIRE2LEARN

Supports for learning:  
[www.dcp.edu.gov.on.ca/en/vle](http://www.dcp.edu.gov.on.ca/en/vle)

ELEMENTARY

### Language (2023)

[bit.ly/elem-lang](https://bit.ly/elem-lang)

Version history →



### Grades [View all →](#)

Grade 1

#### Language

Here you will find the expectations and learning for the four areas of study for Grade 1 Language.

[Read online →](#)

Grade 2

#### Language

Here you will find the expectations and learning for the four areas of study for Grade 2 Language.

[Read online →](#)

Grade 3

#### Language

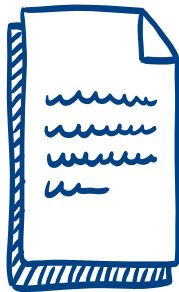
Here you will find the expectations and learning for the four areas of study for Grade 3 Language.

[Read online →](#)



# Supports

## System Memo C:009 New Language Curriculum



**York Catholic District School Board**  
**Curriculum & Assessment**

**Memo To:** Elementary Principals and Vice-Principals  
Elementary Teachers

**CC:** Marlene Perry, Literacy Consultant K-12: Curriculum & Assessment  
Marlene Hight, Elementary Program Consultant K-8: Curriculum & Assessment  
Robert Carrone, Elementary Program Consultant K-8: Curriculum & Assessment  
Benakio, STREAM Consultant K-12: Curriculum & Assessment  
Karen Colucci, ESL/ELD Consultant  
Daniel La Gamba, Coordinator of Elementary Programs: Curriculum & Assessment

**From:** Anthony Arcadi, Superintendent of Education: Curriculum & Assessment

**Date:** August 31, 2023

**Re:** New Language Curriculum (Grades 1 to 8)

**Reference #:** C:009

The Ministry of Education has unveiled a new elementary Language curriculum that is to be implemented in classrooms across the province starting in September 2023 (refer to this [link](#)). Courtesy of the Board, a pdf version is available of the curriculum expectations (refer to this [link](#)) and curriculum context (refer to this [link](#)). A summary of the key changes enacted in this new curriculum can be referenced via this [link](#).

A Ministry webinar is also available that provides an introduction to this new curriculum (refer to this [link](#)).

**The Strands in the Language Curriculum**

Curriculum expectations are now organized into the following four distinct but related strands:

- A. Literacy Connections and Applications (refer to the [Strand A Continuum](#))
- B. Foundations of Language (refer to the [Strand B Continuum](#))
- C. Comprehension: Understanding and Responding to Texts (refer to the [Strand C Continuum](#))
- D. Composition: Expressing Ideas and Creating Texts (refer to the [Strand D Continuum](#))

An alignment chart is also available for Grades 7 to 9 (refer to this [link](#)).

*New Language Curriculum (Grades 1 to 8) - System Memo: August 31, 2023*

## EXPLORING THE STRANDS: WHAT'S CHANGED

- Oral Communication
- Reading
- Writing
- Media Literacy

Curriculum Structure (2006)

- Literacy Connections and Applications (A)
- ☐ Foundations of Language (B)  
[strand that UFLI aligns with]
- Comprehension: Understanding and Responding to Texts (C)
- Composition: Expressing Ideas and Creating Texts (D)

Curriculum Structure (2023)



## Strand B: Foundations in Language

### B1. Oral and Non-verbal Communication

- Effective Listening Skills
- Listening Strategies for Comprehension
- Speaking Purposes and Strategies
- Oral and Non-verbal Communication Skills
- Word Choice, Syntax, and Grammar in Oral Communication

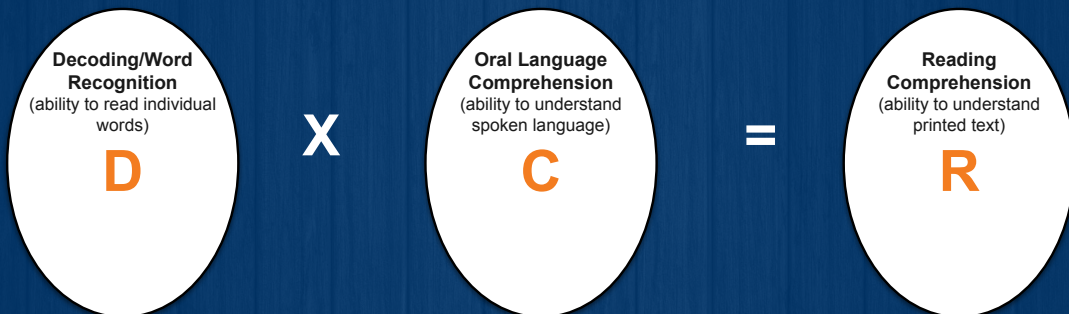
### B2. Language Foundations for Reading and Writing

- Phonemic Awareness
- Alphabetic Knowledge
- Phonics: Grapheme–Phoneme Correspondence
- Word-Level Reading and Spelling: Using Phonics Knowledge
- Word-Level Reading and Spelling: Applying Orthographic Knowledge
- Word-Level Reading and Spelling: Applying Morphological Knowledge
- Vocabulary
- Reading Fluency: Accuracy, Rate, Prosody

### B3. Language Conventions for Reading and Writing

- Syntax and Sentence Structures
- Grammar
- Capitalization and Punctuation

## SIMPLE VIEW OF READING BY GOUGH & TUNMER





# SCOPE AND SEQUENCE

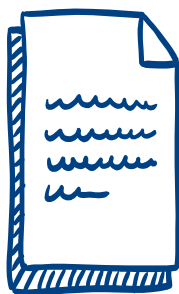
Systematic and explicit instructional strategies follow a Scope and Sequence.


Language Foundations Continuum for Reading and Writing, Grades 1-4. Overall Expectation B2					
Grade 1 B2.1					
Phonemic Awareness					
Phonemic awareness refers to the ability to reflect on the sound structure of spoken language. Phonemic awareness is a component of phonological awareness. It refers to the ability to identify and manipulate the smallest unit of sound in spoken words, called a phoneme. When students begin to identify, isolate, segment, blend, and manipulate individual sounds or phonemes in words, they are developing and consolidating their phonemic awareness. Teaching these skills occurs largely in the context of teaching the decoding and spelling of written words.					
Kindergarten/Grade 1*	Grade 1	Grade 2	Grade 3	Grade 4	
<b>Recognizing and orally manipulating phonemes</b>	<ul style="list-style-type: none"> <li>Identifying phonemes in spoken words by segmenting them into individual sounds (e.g., "cat" has three sounds: /c/, /a/, /t/). Test each sound by itself, and then blend them back together.</li> <li>Identifying phonemes in written words by segmenting them into individual sounds (e.g., "cat" has three sounds: /c/, /a/, /t/). Test each sound by itself, and then blend them back together.</li> <li>Identifying and segmenting the individual phonemes in words and writing (e.g., "cat" has three sounds: /c/, /a/, /t/). Test each sound by itself, and then blend them back together.</li> </ul>				
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UFLI Foundations: Curriculum Correlations				
UFLI Foundations correlates with the <a href="#">Language Curriculum</a> as follows: Kindergarten-Grade 1 (B2), Grade 1 (B2.1), and Grade 2 (B2.2).				
<b>Alphabet</b>	<b>Alphabet Review &amp; Enrich</b>	<b>Vowels</b>	<b>Consonants</b>	<b>Phonics</b>
1. B/N	Words and CVC	61. B/N	61. B/N	105. B/N
2. B/N	CVC, CVCVC, & CVCVCVC	62. B/N	62. B/N	106. B/N
3. B/N	VC			

# Supports

## System Memo C:107 UFLI Support Guide





**York Catholic District School Board**  
**Curriculum & Assessment**

**Memo To:** Elementary Principals and Vice-Principals  
K-4 Teachers

**CC:** Marlene Perry, Literacy Consultant K-12: Curriculum & Assessment  
Maxine Hight, Elementary Program Consultant K-8: Curriculum & Assessment  
Robert Cannone, Elementary Program Consultant K-8: Curriculum & Assessment  
Marisa Benakis, STREAM Consultant K-12: Curriculum & Assessment  
Karen Coleco, ESL/JELD Consultant: Curriculum & Assessment  
Daniel La Gamba, Coordinator of Elementary Programs: Curriculum & Assessment

**From:** Anthony Arcadi, Superintendent of Education: Curriculum & Assessment

**Date:** September 21, 2023

**Re:** UFLI Foundations Implementation Support Guide

**Reference #:** C:107

As a continuation of [System Memo C:109](#), the Curriculum Department is pleased to offer a UFLI Foundations Implementation Support Guide (refer to this [link](#)). This guide provides a curated collection of suggested resources for becoming familiar with and implementing the UFLI Foundations program.

The UFLI Foundations program aligns with the Ministry's [Language Foundations Continuum for Reading and Writing, Grades 1-4: Overall Expectations B2](#). This continuum describes the progression of foundational knowledge and skills appropriate for students. In particular, it groups the progression of knowledge and skills (i.e., phonemic awareness, alphabet knowledge, phonics, word-level reading and spelling, vocabulary, reading fluency) in larger ordered sequences, beginning with basic concepts and progressing to more complex concepts. A chart is available (refer to this [link](#)) that highlights the correlation between UFLI's scope and sequence and the new Language curriculum. The companion resources that correspond with the UFLI manual have all been curated into a single document as well (refer to this [link](#)).


If you have any questions, please contact [marlene.perry@ycdsb.ca](mailto:marlene.perry@ycdsb.ca) or [maxine.hight@ycdsb.ca](mailto:maxine.hight@ycdsb.ca).

For efficient access to key curriculum-related information that is curated and developed by the Curriculum & Assessment Department, please refer to [cand.ycdsb.ca](#) and our X account ([@CQA\\_YCDSB](#)).

UFLI Foundations Implementation Support Guide - System Memo: September 21, 2023

1

## UFLI Foundations Virtual Inservice



**York Catholic District School Board**  
**Curriculum & Assessment**

**Memo To:** Elementary Principals and Vice-Principals  
Elementary K-4 Teachers

**CC:** Marlene Perry, Literacy Consultant K-12: Curriculum & Assessment  
Maxine Hight, Elementary Program Consultant K-8: Curriculum & Assessment  
Robert Cannone, Elementary Program Consultant K-8: Curriculum & Assessment  
Marisa Benakis, STREAM Consultant K-12: Curriculum & Assessment  
Karen Coleco, ESL/JELD Consultant: Curriculum & Assessment  
Daniel La Gamba, Coordinator of Elementary Programs: Curriculum & Assessment

**From:** Anthony Arcadi, Superintendent of Education: Curriculum & Assessment

**Date:** September 28, 2023

**Re:** UFLI Foundations In-service

**Reference #:** C:123

As a continuation of System Memos [C:109](#) and [C:107](#), the Curriculum Department is pleased to offer optional in-servicing on UFLI Foundations.

These virtual sessions (repeat sessions, choose one) will include:

1. Introduction to the Language Strand B Continuum
2. UFLI scope and sequence of instruction (aligned with Ministry continuum)
3. A guided tour of the UFLI Foundations manual (not required to attend the session)
4. Examination of a UFLI two-day lesson sequence
5. Showcase of YCDSB's UFLI implementation resources and supports

Date	Time	Location	PL#
Tuesday, October 10, 2023	3:30 pm - 4:30 pm	Via Google Meet	21421
Wednesday, October 11, 2023	4:00 pm - 5:00 pm	Via Google Meet	21422

A Google Meet link will be issued upon registration

Please register online via [Professional Learning](#). If you require registration support, please contact the Call Centre at 1-888-767-4778, Option #3.

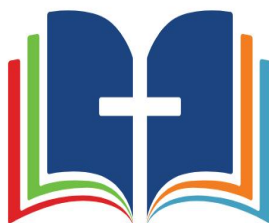
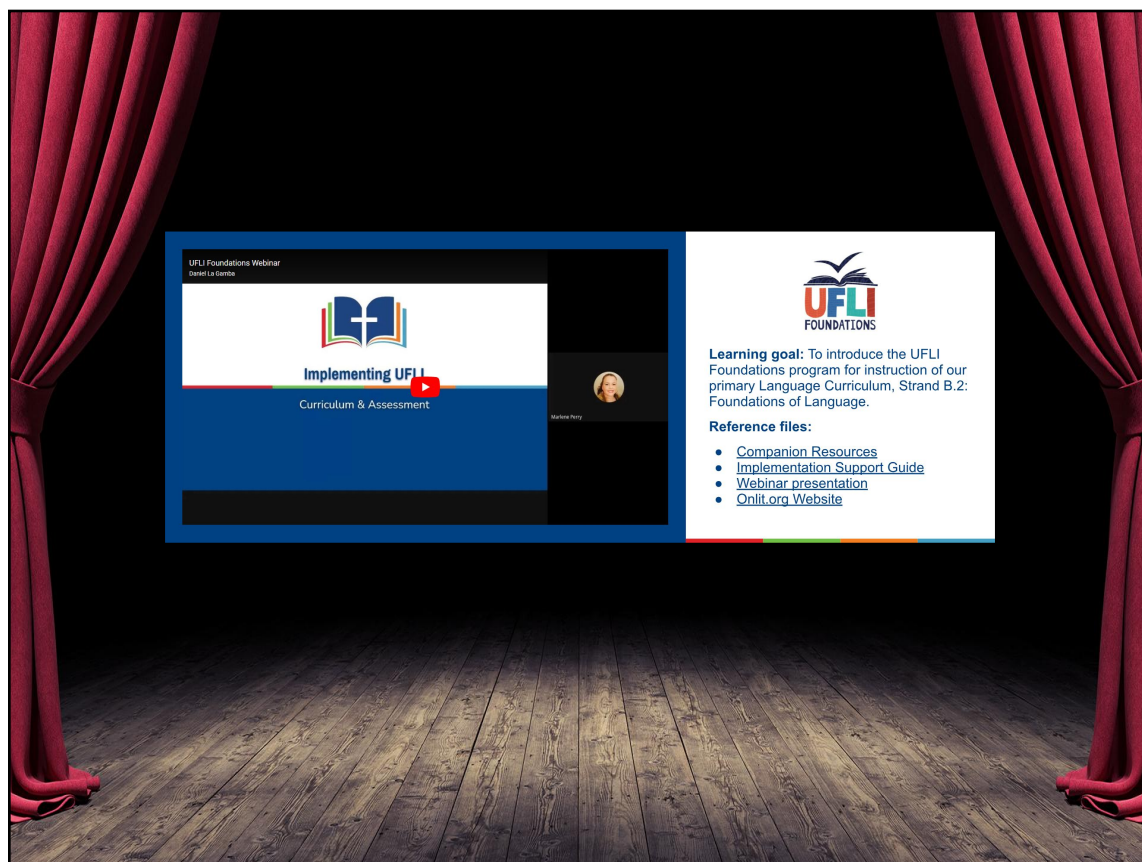
If you have any questions, please contact [marlene.perry@ycdsb.ca](mailto:marlene.perry@ycdsb.ca).

For efficient access to key curriculum-related information that is curated and developed by the Curriculum & Assessment Department, please refer to [cand.ycdsb.ca](#) and our X account ([@CQA\\_YCDSB](#)).

UFLI Foundations In-service - System Memo: September 28, 2023

1

**300+**  
Teachers in attendance!



## Getting Started with UFLI Foundations

Curriculum & Assessment

Click [here](#)

## SUGGESTED SCHEDULE FOR A 2-DAY LESSON

	Step	Time
	Day 1	
Warm Up & Review	Step 1: Phonemic Awareness	2 minutes
	Step 2: Visual Drill	3 minutes
	Step 3: Auditory Drill	5 minutes
	Step 4: Blending Drill	5 minutes
Introduction	Step 5: New Concept	15 minutes
	Day 2	
Review	Step 5: New Concept (review)	3 minutes
Reading & Spelling Words	Step 6: Word Work	6 minutes
Reading & Writing Connected Text	Step 7: Irregular Words	6 minutes
	Step 8: Connected Text	15 minutes



UFLI  
FOUNDATIONS

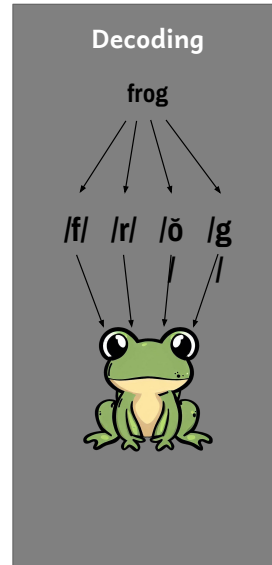
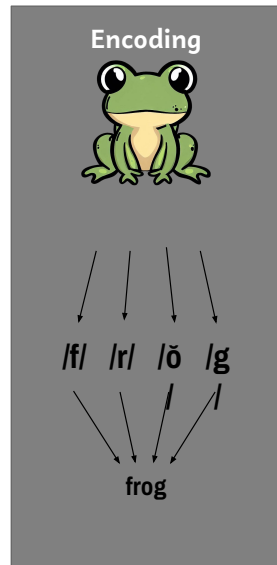
# Lesson 45

## sh /sh/

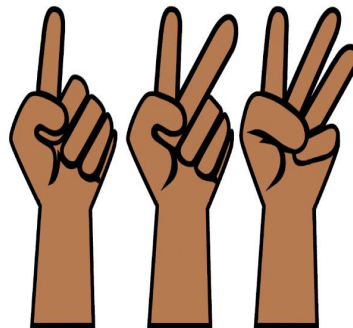
[illegible]

## ENCODING & DECODING

A fundamental goal of instruction is to teach students to orthographically map words.



## Phonemic Awareness



# Visual Drill

a



f



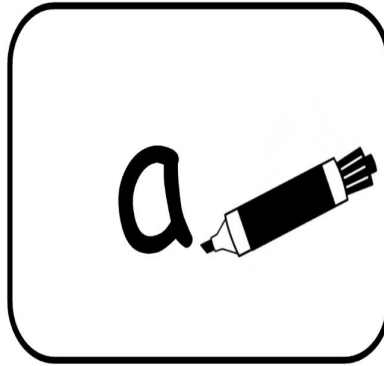
# U



# S



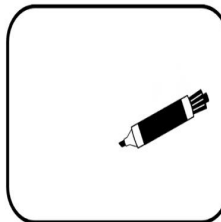
# Auditory Drill



# New Concept

mat

cat





## ADDITIONAL SUPPORTS

- PD on the Fly: Phonological and Phonemic Awareness
- PD on the Fly: Phonological Awareness and Phonics
- PD on the Fly: Decodable Texts
- PD on the Fly: The Six Types of Syllables
- PD on the Fly: Sentence Scrambles
- PD on the Fly: Cursive Writing



## Pathways Updates



## Ontario Youth Apprenticeship Program



OYAP Priorities 2023 - 2024

### Grow Participation in OYAP

- Marketing
- Experiential Learning Opportunities
- Educator workshops
- Employer engagement

### Increase Apprenticeship Completion Rates

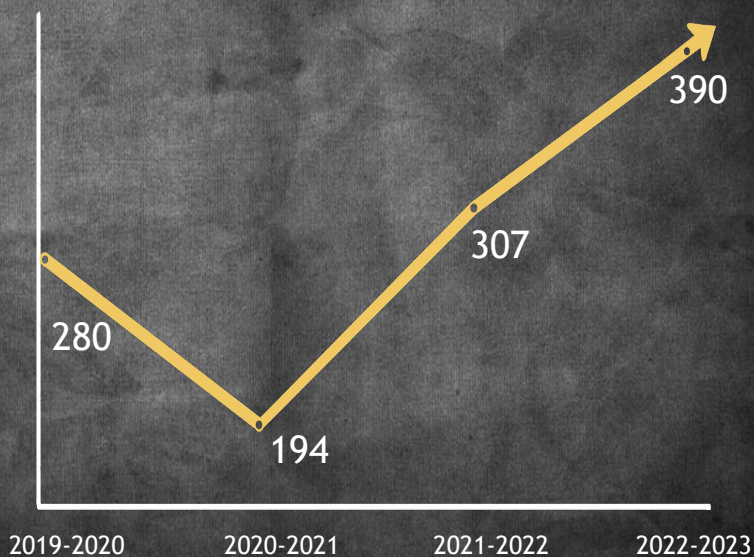
- Pathway planning events for families
- Next steps presentation and guide for OYAP graduates
- Summer Transition Support Program

### Promote Underrepresented Trades to Girls

- Women In Trades Symposium
- CRH Career Day
- Dreamer Day

The Ministry of Labour, Immigration, Training, and Skills Development funds DSBs based on our number of OYAP participants.

# Ontario Youth Apprenticeship Program



# Ontario Youth Apprenticeship Program



## Women in Trades



# Ontario Youth Apprenticeship Program



## Focus on Youth

The Focus on Youth program supports opportunities for a positive transition to adulthood by creating high quality employment experiences for in-risk high school students.

**Program Goals are to provide in-risk student hires:**

- from high needs areas with access to safe, high quality employment experiences and needed income supports
- with the ongoing guidance and support of a caring adult
- with an experience that encourages student success by using an Individual Pathways Plan for career mapping and student recognition.

**YCDSB is one of 24 school boards that offers the Focus on Youth program**





## Focus on Youth-YCDSB Model

### YCDSB staff referral of student:



Low academic achievement/low level of engagement with school (i.e., poor academic achievement, absenteeism, and students commonly subject to disciplinary action)

- Poverty and/or homelessness.
- Systemic racism and/or discrimination (e.g., students who may face either one or the intersection of the following: anti-Black racism, anti-Indigenous racism, homophobia, transphobia, anti-disability, or sexism)
- Lack of access to community services/supports/resources.
- Lack of safety in school, at home, and/or in the community.



### 56 Referrals and Student Interviews

- 2-Credit Co-op-Summer
- Employability Skills
- Certifications
- 4-day Technology (Woodworking and Computer Design)
- \$3000 Stipend



### 29 Student Hires

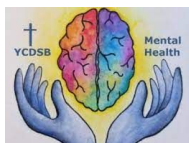
Students were hired to work as mentor/camp counsellors in our YCDSB Summer camps



Future Ready



## Focus on Youth-Workshops for All Co-op Students



### 1. YCDSB Mental Health Workers

- Wellbeing
- Anxiety & coping strategies
- Time Management



### 2. Daniel Lewis-Motivational Speaker

- Effective Leadership
- Building empathy
- Resilience

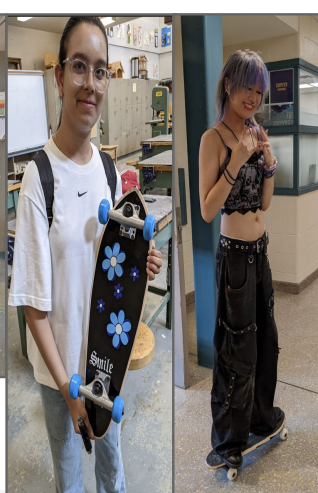


Future Ready



## Technology Workshop

- 4-day Woodworking & Computer Design
- Taught by two YCDSB Technology teachers
- Made skateboards & designed a skateboard wrap



## Focus on Youth-YCDSB Metrics

### 29 Student Hires-from 12 of 15 high schools

Students are hired to work as mentor/camp counsellors in our YCDSB Summer camps

- 3 students AKOMA
- 11 students in the International Language and Summer Fun Camp
- 15 students in Kickstart Jr.



**96.6%** Program Completion

**54** Credits Earned

**7** YCDSB Programs/Partners Accessed

- Pathways
- Student Success Teams
- Continuing Education: Secondary and Elementary
- Mental Health
- AKOMA and Black Graduation Coaches
- Technological Education
- Settlement Worker

**Question 1: What did you learn through your time at your camp placement?**

- I learned the importance of being punctual, caring for the well-being of others, and working alongside my supervisor;
- I also learned what it was like being apart of a job even for a month and that it does require a lot of hard work and time management;

**Question 2: What was the most useful part of the program for you?**

- The most useful part was attendance, I wanted to prove to myself that I could go everyday and I did.
- working with the teachers.

**Question 3: What was the least useful part of the program for you?**

- Nothing. I enjoyed everything about this experience.
- I think the least important was all of the assignments paired with the actual work.

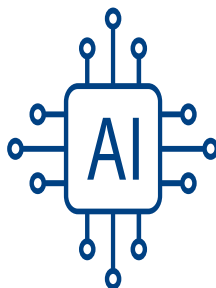
**Question 4: How would you rate your camp placement on a scale from 1-10? Question 5: How would you rate your Technology workshop on a scale from 1-10?**

- Both were rated 8-10

**Question 6: Is there anything you would have liked to see in the program that we did not cover? Please provide a detailed response.**

- I loved the program as everything was so beautiful.
- Nope, I loved the program and I would do it all again in a heartbeat!
- More snacks

## Artificial Intelligence





**Artificial intelligence (AI)** is the emulation of human intelligence by computer programs.

## GENERATIVE ARTIFICIAL INTELLIGENCE (GAI)

1

The transformative changes happening in AI are largely because of Generative AI (GAI).

2

GAI is a type of AI that generates wholly original text, images, audio, videos and code.

3

ChatGPT is an example of Generative AI.

4

Generative AI can provide personalized educational content to support learning.



As digital disciples, we need to be responsive to the benefits and challenges of AI through a Catholic mindset.





**An A.I.-Generated Picture  
Won an Art Prize. Artists  
Aren't Happy.**

*GAI Tool: Midjourney*



## Focus Topics

AI is already having a profound influence on many areas in education today (not limited to those indicated).



## ACADEMIC INTEGRITY

Considerations	Strategies
It is important to model that a digital disciple is someone who respects and gives credit to the intellectual property of others, and this includes content generated by AI.	If a learning task involves the use of AI, citation guidelines should be utilized (refer to this <a href="#">example</a> from the University of Waterloo).
<a href="#">Board Policy 309</a> specifies that “Teachers shall ensure that there are appropriate preventative strategies, solution-focused communication and consequences for cheating [and] plagiarizing.”	Given that AI can evade detection tools, being attentive to inconsistencies between the quality of work submitted for evaluation by a student and their previous work continues to be a beneficial practice.



## ASSESSMENT

Considerations	Strategies
According to <a href="#">Growing Success</a> , “Evidence of student achievement for evaluation is collected over time from three difference sources - <i>observations, conversations, and student products</i> ” (p. 39).	Placing less onus on products and more on <b>observations</b> and <b>conversations</b> (refer to this <a href="#">link</a> for examples) can provide a pathway to mitigate instances where the use of AI is presented as student work. This represents an opportunity to focus on the <b>process</b> of learning.



## PRIVACY

Considerations	Strategies
AI tools, such as ChatGPT, retain any prompts entered by users indefinitely and will maintain a <b>permanent copy</b> of that data. The terms of use and privacy policy of AI tools should always be reviewed for suitability in the classroom setting (refer to <a href="#">System Memo C:022</a> for information about yellow tools).	<p>AI prompting must avoid the following:</p> <ul style="list-style-type: none"> <li>● Providing any specific student information (e.g., names, birthdates, etc.)</li> <li>● Discussing sensitive topics that involve personal information related to students</li> <li>● Including direct identifiers, such as home addresses and phone numbers</li> <li>● Using real-life examples or scenarios that could potentially</li> </ul>



## DIGITAL LITERACY

Considerations	Strategies
The Ministry of Education advocates for the promotion of <a href="#">digital literacy</a> in every grade and subject. This includes engaging with <b>emerging technologies</b> such as AI.	<p>To stay informed about AI, educators can:</p> <ul style="list-style-type: none"> <li>● Read relevant news and articles</li> <li>● Gain first-hand experience using AI</li> <li>● Read real-world examples and case studies showcasing how AI has influenced everyday life</li> <li>● Connect with experts in the field of AI</li> <li>● Participate in professional learning</li> </ul>



## Elementary Panel



## Secondary Panel

In Strand A of the [Science curriculum](#), “students assess the impact... of emerging technologies on everyday life.” This can be explored in the context of artificial intelligence.



In Strand B of the [Grade 10 Computer Studies curriculum](#), students “investigate current and emerging innovations in digital technology, including automation and [artificial intelligence](#), and assess their benefits and limitations.” AI becomes an explicit focus.

## CASE STUDY: CURRICULUM DEPARTMENT

Recently, a [PD on the Fly video](#) about sentence scrambles was shared with the system (refer to [System Memo C:009](#)). Artificial Intelligence helped to enhance what was offered to educators.

### Need

To support the messaging about sentence scrambles, we wanted to provide teachers with an [interactive sentence scrambler](#).

### Challenge

Many of the interactive sentence scramblers that are freely available online come with ads (whose content could be problematic) and lack desired features.

### Solution

ChatGPT was used to generate code so that we could offer our own interactive sentence scrambler that was customized to our needs (refer to this [link](#)).



## AI PROMPTING IS THE NEW CODING FOR KIDS

Article by Sarah Prevette (June 12, 2023)

### 7 approaches for students with prompts ([Mollick & Mollick, 2023](#))



### AI as Tutor: Example Prompt (courtesy of Dr. Ethan Mollick & Dr. Lilach Mollick)

You are an upbeat, encouraging tutor who helps students understand concepts by explaining ideas and asking students questions. Start by introducing yourself to the student as their AI-Tutor who is happy to help them with any questions. Only ask one question at a time. First, ask them what they would like to learn about. Wait for the response. Then ask them about their learning level: Are you an elementary student or high school student? Wait for their response. Then ask them what they know already about the topic they have chosen. Wait for a response. Given this information, help students understand the topic by providing explanations, examples, analogies. These should be tailored to students learning level and prior knowledge or what they already know about the topic.

Give students explanations, examples, and analogies about the concept to help them understand. You should guide students in an open-ended way. Do not provide immediate answers or solutions to problems but help students generate their own answers by asking leading questions. Ask students to explain their thinking. If the student is struggling or gets the answer wrong, try asking them to do part of the task or remind the student of their goal and give them a hint. If students improve, then praise them and show excitement. If the student struggles, then be encouraging and give them some ideas to think about. When pushing students for information, try to end your response with a question so that students have to keep generating ideas. Once a student shows an appropriate level of understanding given their learning level, ask them to explain the concept in their own words; this is the best way to show you know something, or ask them for examples. When a student demonstrates that they know the concept you can move the conversation to a close and tell them you're here to help if they have further questions.



## AI AS TUTOR DEMO



### Transcript





**REPORT**

REPORT TO: Board of Trustees

FROM: Administration

DATE: October 30, 2023

REPORT: Advanced Placement (AP) Multiplier

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**EXECUTIVE SUMMARY:****Added**

The York Catholic District School Board uses a multiplier of 1.05 (final percentage mark x 1.05) for all secondary Advanced Placement-Preparatory (AP-Prep) and Advanced Placement (AP) courses. Therefore, AP students have an additional 5% added to their final mark in each AP course from grades 9-12, with the exception of AP eLearn courses. It has come to light that further review is needed to ensure that this practice is aligned with assessment policies set out by the Ministry of Education in *Growing Success: Assessment Evaluation and Reporting in Ontario Schools (2010)*.

**HISTORICAL CONTEXT:**

- Prior to introducing the use of the standard AP multiplier, YCDSB implemented a different approach, whereby students completed evaluations on the extensions separately from evaluations on the Ontario curriculum expectations. The intent of this assessment approach was to ensure the extra material did not negatively impact students' marks, but created incentive for doing additional work (students were graded on a level 1 to 4 on these extensions, and a corresponding number of marks were added to their final marks). That model was abandoned after a few years as it had too many drawbacks - many students would just choose not to do extensions, so this approach was not effective.
- Use of the multiplier came about then as an alternate approach to consistently acknowledging the faster pace, and increased breadth and depth of the courses, and after conducting a comparative analysis of achievement in an AP vs regular course, it was acknowledged that final marks in AP courses are approximately 5% lower than they would be if the student had taken the Academic/University course instead.
- AP Teachers came together to examine this lower achievement outcome and determined that the use of the AP multiplier made sense, as per the professional judgment of the teachers. Given that it is within any teacher's professional judgment to adjust marks (for any course, and for a variety of reasons) in the interest of fairness to students, as long as it is done in a fair and consistent manner, the use of the multiplier became a consistent practice across the board.



## RATIONALE IN FAVOUR OF THE AP MULTIPLIER:

- There are no specific regulations either from the Ministry of Education or AP Canada about how to deliver the AP program in Ontario, therefore YCDSB is not contravening any rules.
- The assessment policy outlined in Growing Success provides flexibility for boards to develop some locally focused guidelines and implementation strategies within the parameters for consistency set out by the ministry.
- Modifications are changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs. Modifications may include the use of expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level. The AP program uses modifications or extensions to deliver an enhanced curriculum.
- For students who require modified expectations as part of the PACE program, the Special Education program for Gifted students, evaluation of achievement is based on the modified expectations outlined in the IEP as well as the regular subject/grade/course curriculum expectations. These modifications are referred to as extensions, and they increase the depth and breadth of the grade level curriculum, and extend into the subsequent grade level curriculum as well.
- Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning.
- Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgment to determine the student's report card grade.
- Adding up to an additional 5% on the final marks serves as recognition of a higher standard of achievement, beyond what is outlined in the ministry course, as a result of working through the extensions for the course.
- Using a standard formula (1.05%) multiplier is meant to ensure equity across all AP schools.
- Through observation, conversation and student products, the teacher is able to determine that the student has achieved expectations beyond or in addition to the regular curriculum.
- In grade 12, students are learning enhanced curriculum (extensions) at the university level and should be recognized for demonstrating expectations well beyond the expectations for the Ontario course.
- Students are learning an enhanced curriculum (especially the 12s b/c its mostly 1st year university level content) and need to be awarded for that additional challenge.
- Without the multiplier, enrollment may be affected for AP b/c we take away that bit of "extrinsic motivation" and leave it only to students and parents being intrinsically motivated to take a more robust course.
- Failing to recognize the additional work the students complete is unfair.
- Similarly, students in the IB program will often have their final course mark adjusted based on the outcome of the IB exam, and based on the Teacher's professional judgment. The IB exam results are available in June. The AP exam results are not available until August, therefore AP

students do not have the same advantage of having their course mark adjusted based on the AP exam results.

- While we would like to think that students should be intrinsically motivated to accept the extra work of the AP course for no credit at all (and usually for a lower mark), we owe it to students to provide an incentive in the way of marks. Ending this practice would undoubtedly lead to an end of the AP program in senior grades.

#### RATIONALE AGAINST THE USE OF THE AP MULTIPLIER:

- Advantaged students are being advantaged further by gaining 5% extra credit, therefore the use of the multiplier can be perceived as an inequitable assessment practice
- Although many boards in Ontario use a multiplier, this practice is not in place across all other Boards. Therefore, it is not equitable for all students taking AP across the province.
- AP students take the courses to be challenged and by choice and should therefore not be rewarded for this with an extra 5%.
- Students enrolled in eLearn-AP courses are not eligible for the AP multiplier because they do not have the same exam requirement as the students enrolled in the same course in-person at a school.
- Further review of this practice must be conducted with YCDSB educators to ensure alignment and compliance with Growing Success.

#### NEXT STEPS:

- Student Services to meet and consult with the Curriculum Department, Principals and AP teachers for further input to share with the Board.

Prepared and Submitted by: Diana Candido, Superintendent of Education: Exceptional Learners  
Endorsed By: Domenic Scuglia, Director of Education

## York Catholic District School Board

**Report To:** Board of Trustees  
**From:** Administration  
**Date:** October 30, 2023  
**Report:** Summer School Credit Courses in Italy

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### **EXECUTIVE SUMMARY:**

The purpose of this report is to re-introduce offering summer school credit courses in Italy, beginning July, 2024.

### **BACKGROUND INFORMATION:**

The YCDSB has a long history of supporting students who wish to enhance their educational experience by taking YCDSB courses abroad, including during traditional summer breaks. The COVID-19 pandemic and government policy at both the federal and provincial levels significantly impacted international travel abroad, and as a result, these courses were not offered in the summer from 2020 - 2023.

### **SUMMARY:**

The Continuing Education and International Education Departments intend to once again offer summer school courses in Italy, beginning July 2024. Curriculum has been completed for the ENG 4U (*English*) and AEA 3O/4O (*Exploring and Creating in the Arts*). Administration is still investigating options with approved travel providers and finalizing costs. Once completed, a parent information session will take place in order to gauge interest for this re-introduction.

On behalf of the Continuing Education and International Education Departments, staff wish to express its sincere appreciation and gratitude for the support of the Board of Trustees and that of Senior Administration.

Prepared by: Anthony Pasquini, Continuing Education Principal  
                  Iolanda Faraone, Principal, International & Continuing Education Programs  
Reviewed by: Anthony Arcadi, Superintendent of Curriculum and Assessment  
Endorsed by: Domenic Scuglia, Director of Education



**NOVEMBER**  
THE MONTH OF ALL SOULS

**Monthly Virtue: Justice**

### **December 2023**

Dec 4—Student Success /Pathways 6:30pm  
Dec 5—Corporate Services Public 6:30pm  
Dec 5—Corporate Services Private 8pm  
Dec 6—Directors Council  
Dec 11—SEAC 7pm  
Dec 12—Executive 3pm  
Dec 13—HRC 5pm  
Dec 19—Committee of the Whole 6:30 pm  
Dec 19—Regular Board 7:30 pm  
Dec 25 to Jan 5 —Christmas Holidays

### **January 2024**

Jan 10—Director's Council  
Jan 15—SEAC 7:00 pm  
Jan 19—PA Day Elementary Only  
Jan 19-20—OCSTA Trustee Seminar  
Jan 22—Executive 3:00 pm (Public)  
Jan 22—Executive 4:00 pm (Private)  
Jan 22—YCPIC 7:00 pm  
Jan 23—Policy Review 6:30 pm  
Jan 30 —Committee of the Whole 6:30 pm  
Jan 30—Regular Board 7:30 pm  
Jan 31—YR Pastoral Zone Mtg 10:00 am

# NOVEMBER 2023 TRUSTEE SERVICES

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
			1  Take Our Kids To Work 2023	2  7pm Parliamentary #1	3	4 YCPIC Open House 10-11:30 amam
5	6 7pm Parliamentary #2	7	8 Directors Council 7pm Parliamentary #3	9 5:30 pm Blanket Exercise 7pm YCPIC—CSC Orientation	10	11  REMEMBRANCE DAY <i>Left We Forget</i>
12	13 5:00 pm Audit (Private) 5:30 pm Audit (Public) 6:30 pm Special Board <del>7:00 pm SEAC</del>	14 7:00 pm Cardinal's Dinner 7:00 pm SEAC	15	16 David Wells Presentation	17 PA Day: E/S	18
19	20 6:30 pm Inaugural Mass 7:30 pm Inaugural Board Meeting	21 2pm Executive (Private) 3pm Executive (Public)	22 6:00 pm LTAP Workshop	23	24	25
26	27 7:00 pm YCPIC	28 6:30 pm CTW 7:30 pm Regular Board	29	30		