

## YORK CATHOLIC DISTRICT SCHOOL BOARD POLICY REVIEW COMMITTEE AGENDA

**Catholic Education Centre, Board Room**  
**Wednesday, February 7, 2024 6:30 P.M.**

### **Prayer**

*Make us worthy, Lord, to serve our fellow brothers and sisters throughout the world who live and die in poverty and hunger. Give them through your hands this day, their daily bread, and by our understanding of love, give peace and joy. Amen.*

### **Land Acknowledgement**

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

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<b>1. OPENING PRAYER</b>	J. Sarna	
<b>2. LAND ACKNOWLEDGMENT</b>	J. Sarna	
<b>3. ROLL CALL</b>	J. Sarna	
<b>4. ELECTION OF CHAIR</b>	J. Sarna	
<b>5. ELECTION OF VICE-CHAIR</b>	J. Sarna	
<b>6. APPROVAL OF NEW MATERIAL</b>	Chair	
<b>7. APPROVAL OF THE AGENDA</b>	Chair	
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**16. INFORMATION ITEMS / FUTURE ITEMS:**

**Governance**

Policy 103 Communication Policy	<u>Review Date</u> Sept. 2022
Policy 106 Delegations to the Board	March 2027
Policy 116 Copyright	April 2023
Policy 118 Trustee Code of Conduct	October 2028

**Students**

Policy 203 Student Transportation Services	June 2025
Policy 205 Student Government	November 2018
Policy 210 Pediculosis (Head Lice)	March 2021

**Program/Curriculum**

Policy 304B Internal School Surveys and Procedure	December 2020
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**Human Resources**

Policy 402 Accommodations for Students with Mild to Severe Learning Needs and Procedure	June 2021
Policy 424 Disposition of Complaints Against Employees and Procedure	September 2027

**Community**

Policy 601 Accessibility Standards in Customer Service and Procedure	February 2020
Policy 603A School Fundraising	June 2021
Policy 603B Fundraising for External Charitable Purposes	November 2023
Policy 604 Child Care: Early Years, Extended Day, Before and After School Programs	March 2021
Policy 609 Accessibility Standards for Information and Communications and Procedure	May 2019
Policy 615 Educational Partnerships	January 2022

**Facilities**

Policy 704 Community Planning and Partnerships	October 2020
Policy 713 Pupil Accommodation Review and Procedure	October 2020
NEW Policy Human Rights	

17. **FUTURE MEETING DATES:** March 5, 2024, June 4, 2024

18. **ADJOURNMENT**

York Catholic District School Board

**MINUTES**  
**POLICY REVIEW COMMITTEE**

October 2, 2023  
(Hybrid)

**In Attendance**

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

**1. CALL TO ORDER/OPENING PRAYER/LAND ACKNOWLEDGEMENT**

Committee Chair Maria Iafrate opened the meeting with a prayer followed by the Land Acknowledgement.  
at 6:30 p.m.

**2. ROLL CALL**

Trustees Carol Cotton and Michaela Barbieri - Absent with Notice

**3. APPROVAL OF NEW MATERIAL: NIL**

**4. APPROVAL OF THE AGENDA**

**THAT** the agenda of October 2, 2023, be approved as presented.

**MOTION: Crowe/Alexander**

**CARRIED**

**5. APPROVAL OF THE PREVIOUS MINUTES**

**THAT** the minutes of June 6, 2023 be approved.

**MOTION: Wigston/Alexander**

**CARRIED**

**6. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING: NIL**

**7. OUTSIDE PRESENTATION: NIL**

**8. STAFF PRESENTATIONS: NIL**

**9. ACTION ITEMS**

**a) Policy 114 Perquisites**

J. Sarna presented this policy, last reviewed October 2016. Changes adhere to private sector; no perquisites granted at the Board to date; 3.3.6, add Trustee Services and Expenditures as it is cross referenced in Policy 111. The policy was moved and approved.

**MOTION: DiMeo/Crowe**

**CARRIED**

**b) Policy 119 Electronic Communications & Social Media**

Previously reviewed June 6, 2023; with minor changes, the policy was moved and approved.

**MOTION: Alexander/Crowe**

**CARRIED**

**c) Policy 607 Sponsorships**

**Procedure 607 Sponsorship Approval and Renewal**

J. Sarna indicated this was last revised in 2014; she then presented the draft policy and procedure.

With minor revisions, the policy was moved and approved.

**MOTION: DiMeo/Alexander**

**CARRIED**

**d) Policy 211 Indigenous Student Self Identification**

J. Sarna indicated that this was last reviewed October 2014; draft policy was presented and now includes new language and speaks to Indigenous Communities, new digital self identification form; a recommendation was made to have Policy 211 and develop a Truth and Reconciliation Policy.

Further revisions are necessary to the policy, and will be brought back to the January 2024 PRC meeting.

**e) Policy 304 Research and Surveys**

M. McShine Quao spoke to the policy changes and why the previous two policies were amalgamated. E. Crowe spoke to the history of why two were necessary. Concerns were raised about surveys/research and privacy matters; Trustees like having one policy but the policy requires further revisions. A procedure would make it more clear and obligations more defined. The chart at the end of the policy was felt to be of value and will remain. Pending Trustee approval.

**f) Policy 413 Attendance Support Program**

**Procedure 413 Attendance Support Program**

J. Sarna indicated that this was last revised May of 2022; discussion as to whether it is necessary to bring it to policy if the only revision is due to a staff change. Meta Policy makes no mention of how to deal with a name change in a policy. The policy was moved and approved.

**MOTION: Crowe/Alexander**

**CARRIED**

**g) Policy 707 Acquisition and Development of School Sites**

T. Pechkovsky spoke to this policy. With minor revisions, the policy was moved and approved.

**MOTION: Crowe/Saggese**

**CARRIED**

**h) Policy 808 Travel, Meals and Expenses Reimbursement**

**Procedure 808 Travel, Meals and Expenses**

C. McNeil spoke to this policy. Suggestions to include Admin 19a form in the policy and remove Appendix A from the policy.

**MOTION: Crowe/Alexander**

**CARRIED**

**DISCUSSION ITEM(S):**

**a) Policy 106 Delegations to the Board**

Much discussion took place. A recommendation was put forth to strike a Staff Committee to oversee and steer this procedure. Research is necessary to see what other Boards do in regards to Delegations to the Board.

**b) Policy 118 Trustee Code of Conduct**

Trustees' recommendation to leave this current Code of Conduct in place until Bill 98 is proclaimed.

**MOTION: Crowe/Dimeo**

**CARRIED**

**INFORMATION ITEM(S): NIL**

**NOTICES OF MOTION: NIL**

**FUTURE ITEMS:**

- a) Policy 205 Student Government
- b) Policy 220 Graduation Exercises in Elementary and Secondary Schools
- c) Policy 424 Disposition of Complaint Against Employees
- d) Policy 603A School Fundraising
- e) Policy 603B Fundraising for External Charitable Purposes
- k) Policy 702 Solemn Blessing and Official Opening of New Schools and Additions

**FUTURE MEETING DATE(S):**

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

**ADJOURNMENT:**

**THAT** the Policy Review Committee meeting adjourned at 8:20 p.m.

**MOTION: Alexander/Grella**

**CARRIED**

**YORK CATHOLIC DISTRICT SCHOOL BOARD  
POLICY REVIEW COMMITTEE  
(STANDING COMMITTEE OF THE BOARD)**

**TERMS OF REFERENCE  
(2023-2024)**

The Policy Review Committee will support the York Catholic District School Board's Mission, Vision, Core Values and Strategic Commitments and good Governance as outlined within these terms of reference.

**1. Purpose/Mandate:**

- 1.1 To serve as a liaison between the Board and administration on policy matters;
- 1.2 To provide input and direction on Board policy;
- 1.3 To review draft policy;
- 1.4 To ensure that appropriate stakeholder input is sought during policy formation;
- 1.5 To review and update existing policies; and,
- 1.6 To bring recommendations for policy approval, development or termination to the Board.

**2. Expected Outcome of the Committee's Work:**

- 2.1 To ensure that the Board is governed by effective, concise and relevant policies.

**3. Committee Membership:**

- 3.1 The Policy Review Committee will be comprised of 7 Trustees.

**4. Resource Personnel:**

- 4.1 Director of Education
- 4.2 Associate Director, Strategic Leadership
- 4.3 Chief Financial Officer, Treasurer of the Board
- 4.4 Administrative Assistant, Director's Office
- 4.5 Policy Advisor to the Associate Director

**5. Meeting Schedule and Time:**

- 5.1 The Policy Review Committee will meet at least 3-4 times/year or as needed.

Trustee Membership:

F.Alexander  
M.Barbieri  
C.Cotton  
J.DiMeo  
A.Grella  
M.Iafrate  
A.Saggese

Last Revision/Approval Date:  
February 7, 2024



# YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	<b>Students/Admissions</b>
<i>Policy Number</i>	<b>211</b>
<i>Former Policy Number</i>	
<i>Total Pages</i>	<b>4</b>
<i>Original Approved Date</i>	<b>July 6, 2010</b>
<i>Subsequent Approval Dates</i>	<b>July 6, 2010 October 28, 2014</b>

## **INDIGENOUS STUDENT FIRST NATION, MÉTIS AND INUIT SELF-IDENTIFICATION**

### **1. PURPOSE**

The York Catholic District School Board strives to strengthen students' sense of identity, foster positive self-image, and engage community members and organizations in an ongoing dialogue as members of a faith filled Catholic community.

The York Catholic District School Board recognizes and respects:

- 1.1 The strengths, values and teachings of the **Indigenous** First Nation, Métis and Inuit Peoples.
- 1.2 The many contributions of **Indigenous** First Nation, Métis and Inuit Peoples toward nation building, and
- 1.3 The differences in values, cultures, languages, approaches to learning and experiences between **Indigenous Peoples** First Nation, Métis and Inuit, and non-First Nation, Métis and Inuit and non-**Indigenous** students/learners.

The purpose of this policy is to provide direction to staff and the community with respect to the **process** of self-identification ~~process~~ for the purposes of enhancing **the student** achievement and **well-being of Indigenous students**.

### **2. OBJECTIVE**

It is the policy of the York Catholic District School Board to provide all ~~First Nation, Métis and Inuit~~ **Indigenous** students and/or their Parent(s)/Guardian(s) an opportunity to voluntarily **and confidentially** self-identify as a means of collecting relevant information so that programs and strategies supporting the needs of First Nation, Métis and Inuit students can be provided. **for the purpose of supporting student achievement and well-being, as well as provide strategies that support the needs of Indigenous students.**

### **3. PARAMETERS**

- 3.1 The collection of information with respect to **Indigenous** First Nation, Métis and Inuit self-identification shall be offered to all registered and new families of the Board (**here**) to ensure voluntary identification.
- 3.2 Personal information collected from self-identification shall be kept confidential. **will be maintained in accordance with the York Catholic District School Board Policy 112 Privacy and Freedom of Information and will be compliant with the Freedom of Information and Protection of Privacy Act, for the purpose of supporting student achievement and well-being.**
- 3.3 ~~Staff shall endeavour to develop partnerships with Indigenous First Nation, Métis and Inuit parents and their communities to develop and provide appropriate programs for all learners, in order to appreciate and learn from the richness of Indigenous First Nation, Métis and Inuit cultures, perspectives and knowledge.~~
- 3.4 ~~Partnerships with Indigenous First Nation, Métis and Inuit Peoples shall focus on increasing an appreciation and awareness among both staff and non-Indigenous First Nation, Métis and Inuit students of the richness and diversity of First Nation, Métis and Inuit Indigenous cultures, languages, beliefs and customs, and how these have contributed to the fabric of Canadian society.~~
- 3.5 ~~Traditional beliefs and customs of Indigenous First Nation, Métis and Inuit students shall be respected within schools of the Board, according to the Ontario Human Rights Code that recognizes the dignity and worth of every person in Ontario and provides for equal rights and opportunities, and freedom from discrimination, including status and non-status Indigenous Peoples.~~

#### 4. RESPONSIBILITIES

##### 4.1 Director of Education: Leading Learning

- 4.1.1 To oversee compliance with the **Indigenous** First Nations, Métis and Inuit Self-Identification policy.

##### 4.2 Superintendent of Education: Curriculum and Assessment

- 4.2.1 To provide leadership to staff and the **Indigenous** First Nation, Métis and Inuit communities in establishing partnerships and providing appropriate programs for **Indigenous** First Nation, Métis and Inuit students.

##### 4.3 Principals

- 4.3.1 To facilitate the collection of Indigenous Self-Identification information and ensure the information is entered into the student management system.
- 4.3.2 Knowing who the Indigenous students in their schools are in order to be able to provide them with opportunities specifically available for them. These opportunities may include:
- 4.3.2.1 Sharing information regarding postsecondary pathways, bursaries and scholarships, specifically for Indigenous students;
  - 4.3.2.2 Leadership development opportunities;
  - 4.3.2.3 Access to cultural-services in the community.



## 5. DEFINITIONS

### 5.1 First Nation

The term “First Nation” replaces ~~Indian in reference to communities of people identified as “Bands” and is~~ **is** used across Canada to describe the Indigenous Peoples of Canada who are not Métis or Inuit. There are three categories that apply to ~~Indians~~ **Indigenous people** in Canada: Status ~~Indians~~, Non-Status ~~Indians~~, and Treaty ~~Indian~~. Status is an individual’s legal status as **First Nation** ~~an Indian~~ as defined by the Indian Act. Non-Status ~~Indians~~ are people who consider themselves **First Nations** ~~Indians or members of a First Nation~~, but are not entitled to be registered under the Indian Act. Treaty ~~Indians~~ belong to a First Nation whose ancestors signed a treaty with the Crown, and as a result are entitled to treaty benefits (Assembly of First Nations).

### 5.2 Indigenous

**Indigenous refers to the original Peoples of North America and their descendants.**

### 5.3 Inuit

Inuit are the original northern Peoples. ~~formerly classified as Eskimo.~~ They generally inhabit the northern circumpolar regions of Canada, USA, Greenland and Russia. The 4 Inuit land claim regions of Canada are Nunavut, Nunavik (Northern Quebec), Nunatsiavut (Labrador) and Inuvialuit (Northwest Territories).

### 5.4 Métis

Métis refers to distinctive peoples of mixed ancestry who developed their own customs, practices, traditions and recognizable group identities, separate from their Indian, Inuit and European ancestors. The term “Métis” does not refer to all individuals of mixed ~~Aboriginal~~ **Indigenous** and European ancestry.

## 6. CROSS REFERENCES

### **Legislation**

*Education Act*

*Freedom of Information and Protection of Privacy Act*

*Ontario First Nation, Métis and Inuit Education Policy Framework*

*Ontario Human Rights Code*

### **YCDSB Policies**

*Policy 613 Equity & Inclusive Education*

## 7. RELATED FORMS

### **Indigenous Self-Identification Form**

~~S35 Indigenous Self-Identification~~



## YORK CATHOLIC DISTRICT SCHOOL BOARD

Form # S35  
October 2014  
RM: S16

### STUDENT SELF-IDENTIFICATION

... And today we are grateful for the part that the native peoples play, not only in the multicultural fabric of Canadian society, but in the life of the Catholic Church... And through her action, the Church desires to assist all people "to bring forward from their own living tradition original expressions of Christian life, celebration and thought".

(Pope John Paul II).

Student # \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_  
OEN \_\_\_\_\_  
Date \_\_\_\_\_

<b>Student's Legal Name – Last Name, First Name and Middle Name(s)</b> (Please print)			<b>Name Commonly Used in School</b>
<b>School Name</b>			<b>Grade</b>
<b>Home Address</b> Apt. # _____ Street #, Street Name			<b>Town/City</b>
<b>Postal Code</b>	<b>P.O. Box/RR #</b>	<b>Phone #</b> (____) _____	<b>Date of Birth (YYYY-MM-DD)</b>
<b>First Nations, Metis, or Inuit Ancestry:</b> I consider my child to be of First Nations Metis or Inuit ancestry. The categories that apply to my child are checked below.  ____ First Nation ____ Metis ____ Inuit ____ Other			<b>Parent/Guardian Last Name, First Name</b> (Please print) _____ _____ <b>Parent/Guardian Signature:</b> _____ _____ <b>Date:</b> _____

Please return completed First Nation, Métis and Inuit Self-Identification Form to the Principal of your child's home school.

#### Notice of Collection of Personal Information:

Personal information is collected pursuant to Ministry of Education's document – *Ontario First Nation, Métis and Inuit Policy Framework Document*, and *Policy 211 First Nation, Métis and Inuit and Self-Identification*, for the purpose of enhancing student achievement and wellbeing, program development and cross-cultural understanding. **Contact the school Principal for more information.**



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Program/Curriculum</b>	<i>Policy Number</i> <b>316</b>
<i>Former Policy #</i>	<i>Page</i> <b>1 of 5</b>
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
<b>June 17, 2014</b>	<b>June 17, 2014 January 27, 2015 May 26, 2015 November 30, 2021</b>

**POLICY TITLE: SECONDARY SCHOOL POST- EXAMINATION REVIEW**

### SECTION A

#### 1. PURPOSE

The York Catholic District School Board recognizes that assessment and evaluation of student learning through the administration and review of examinations validates the work of students. Implementation of a formalized and consistent approach for students to receive descriptive feedback on final examination(s) will serve the purpose of offering every student an opportunity to become a self-directed, responsible and life-long learner.

#### 2. OBJECTIVE

It is the policy of the York Catholic District School Board that a designated Secondary School Post-Examination Review Day shall be scheduled for all Secondary Schools during which time every student shall be given an opportunity to review, with their teacher(s), all final examinations.

#### 3. PARAMETERS

- 3.1 By providing descriptive feedback as a strategy to support student learning, every Secondary student shall have the right to receive and review all evaluated work from their teacher(s).
- 3.2 A regular instructional day, in close proximity to each final examination period and the completion of course studies, shall be designated for post-examination review and included in the School Calendar and communicated in Student Agendas.
- 3.3 The Post-Examination Review Day process shall be accommodated during the instructional day and be available to all students.
  - 3.3.1 Semester 1 Post-Examination Review day will occur, each school year, on the first day of Semester 2. Schools will follow period one through four, in thirty

- (30) minute classes, commencing at the normal start of the instructional day for each school followed by a lunch break. Semester 2 classes will follow period one through four, in thirty (30) minute classes, and proceed to the end of the scheduled instructional day.
- 3.3.2 Semester 2 Post-Examination Review day will be dependent on the designated June exam schedule for each school year. Schools will follow period one through four, in thirty (30) minute classes, commencing at the normal start of the instructional day for each school. Mid-day transportation will be provided to students, one half hour after the completion of the Semester 2 Post-Exam Review schedule.
- 3.4 Examinations will be retained at the school, in a safe and secure location that is designated by the Principal, for a period of ~~one year~~ **two years** from the date of the examination.

#### **4. RESPONSIBILITIES**

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

- 4.1.1 To oversee compliance with the Secondary School Post-Examination Review policy.
- 4.1.2 To ensure that Secondary School Post-Examination Review Days are established on an annual basis.

##### **4.2 Secondary School Superintendents of Education**

- 4.2.1 To communicate the Secondary School Post-Examination Review Policy, guidelines and procedures to Principals and review its contents on an annual basis.
- 4.2.2 To ensure the implementation and compliance of the Secondary School Post Examination Review Policy, Guidelines and Procedures in every Secondary school.

##### **4.3 Principals**

- 4.3.1 To ensure Post-Examination Review days established by the Director of Education are communicated in the school calendar and included in student agendas.
- 4.3.2 To ensure that the expectations for Post-Examination Review days as outlined in the Policy, Guidelines and Procedures are communicated to all staff, on an annual basis, and implemented accordingly.
- 4.3.3 To communicate the expectations of Post-Examination Review days to all students and Parents/Guardians in the school community (i.e.: mandatory student attendance on designated Post-Examination Review days, as they are regular instructional days).

##### **4.4 Secondary Teachers**

- 4.4.1 To ensure that all course information sheets clearly and accurately communicate the components of assessment and evaluation.
- 4.4.2 To be present and available on Post-Examination Review days or, if absent, arrange another suitable time, to review marked examinations with each of their students.
- 4.4.3 To support students in understanding the final examination, how it is marked, and how students can continuously improve in the demonstration of their learning and self-directed goal setting.

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

- 4.5.1 To support the policy, guidelines and procedures outlined in the Secondary School Post-Examination Review policy.
- 4.5.2 To ensure their child's attendance on the designated Post-Examination Review days, as they are regular instructional days.

#### **4.6 Students**

- 4.6.1 To attend school on the designated Post-Examination Review days, as they are regular instructional days, and participate in the process of post-examination review in order to set appropriate goals and priorities for growth and continued improvement in school, work and personal life.

### **5. DEFINITIONS**

#### **5.1 Assessment of Learning**

The ongoing process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

#### **5.2 Examination**

An examination is a final, summative evaluation taking place at the end of a course of study. It is comprised of various components that may include, but are not limited to, written, oral, objective, subjective, multiple choice, short answer, essay, calculation, diagram, map, performance, and other types of questions appropriate to the course of study and subject matter. An examination may be completed in various formats including, but not limited to, oral, written, and/or electronic format.

#### **5.3 Examination Days**

Examination days are instructional days dedicated to summative evaluation, during which time, culminating performance tasks and formal examinations usually take place.

#### **5.4 Summative Evaluation**

All of the components of evaluation that take place at the end of a course including, but not limited to final examinations, Culminating Performance Tasks (CPTs), Investigations, and Performances, as appropriate to the course of study and subject matter as determined by Board Assessment and Evaluation Guidelines.

### **6. CROSS REFERENCES**

*York Catholic District School Board: Guidelines and Procedures for the Implementation of Ministry Policy: Growing Success (Assessment, Evaluation, and Reporting in Ontario Schools), 2011*

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

Approval by Board	<u>November 30, 2021</u> <i>Date</i>
Effective Date	<u>December 1, 2021</u> <i>Date</i>
Revision Date(s)	<u>November 30, 2021</u> <i>Date</i>
Review Date	<u>November 2025</u> <i>Date</i>

## POLICY TITLE: SECONDARY SCHOOL POST-EXAMINATION REVIEW

### SECTION B: GUIDELINES

1. Designated Secondary School Post-Examination Review days shall be regular instructional days.
2. In the event of inclement weather (i.e., bus cancellation) and/or an emergency, schools will conduct the post-examination review day on the next non-inclement weather day.
3. The **Semester 2 post-examination review day** will be a “Civvies” day for students. Civvies attire is to be consistent with the School Code of Conduct and the Student Dress and School Uniform policy.
4. All teachers in York Catholic District School Board Secondary schools will provide time to review marked examinations with all students who are in attendance on the designated review day, with the exception for those who are absent with a medical note. A suitable day/date in close proximity to each final examination period and the completion of course studies will be provided and dedicated to this purpose as outlined in the policy parameters. In the event of a teacher absence, the teacher will make time available to meet with all students to complete the examination review.
5. Teachers will distribute marked examinations to students for review. The entire examination will be reviewed by the teacher with the student(s). Students will be given the correct answers, the rubric or scheme by which each question was graded and an explanation of how marks were assigned.
6. In addition to the above, students will be reminded of the learning strategies for successful examination writing that are part of the pre-examination review.
7. Students will be given an opportunity to ask the teacher questions about the examination.
8. If student concerns cannot be addressed during the assigned post-examination review day, the student may request a personal appointment with the teacher.
9. Teachers will collect the examinations after they have been reviewed for central storage in the school.
10. In the event any mark adjustment is required, the appropriate school/board procedures will be followed.
11. In the event the teacher had a class which did not write either a formal or informal examination in a given course, the teacher can use the class time provided to review the Culminating Performance Task and exemplars of the various levels of achievement.



## **YORK CATHOLIC DISTRICT SCHOOL BOARD**

# **PROCEDURE: SECONDARY SCHOOL POST-EXAMINATION REVIEW**

**Addendum to Policy 316: Secondary School Post-Examination Review**

Effective: June 18, 2014

**Revised May 2015**



## **PURPOSE:**

These procedures are designed in conjunction with YCDSB Policy 316: *Secondary School Post-Examination Review*, and outline the Post-Exam Review process for all Secondary Schools.

### **1. Semester One Post-Examination Review Procedures**

On the first day of Semester 2:

- 1.1 The school will follow period one through four, as per the Semester 1 schedule, in 30 minute classes, commencing at the normal start of the instructional day for each school, followed by a lunch break.
- 1.2 The teacher will distribute the examination to students then review the entire examination with all students, and respond to questions from students.
- 1.3 The teacher will collect the examinations after they have been reviewed for central storage in the school.
- 1.4 The teacher will review individual examination marks with a student, at a mutually agreed upon date and time, if the student makes a request to do so.
- 1.5 Upon completion of the designated Post-Examination Review and lunch break, the school will follow period one through four, as per the Semester 2 schedule.
- 1.6 In the event of inclement weather (i.e.: bus cancellation) and/or an emergency, and in consultation with the Director of Education, the semester one post-examination review day will be rescheduled on a designated day in semester two.

### **2. Semester Two Post-Examination Review Procedures**

The **Semester 2 post-examination review day** will be a “Civvies” day for students. Civvies attire, consistent with the School Code of Conduct and the Student Dress and School Uniform policy, must be tasteful, modest and presentable.

On the designated Post-Examination Review day at the end of Semester 2:

- 2.1 Schools will follow period one through four, as per the Semester 2 schedule, in 30 minute classes, commencing at the normal start of the instructional day for each school. Mid-day transportation will be provided to students, one half hour after the completion of the Post-Examination Review.
- 2.2 The teacher will distribute the examination to students then review the entire examination with all students, and respond to questions from students.
- 2.3 The teacher will collect the examinations after they have been reviewed for central storage in the school.
- 2.4 The teacher will review individual examination marks with a student, at a mutually agreed upon date and time prior to summer vacation if possible, or in September of the following school year, if the student makes a request to do so.
- 2.5 In the event of inclement weather (i.e.: bus cancellation) and/or an emergency, and in consultation with the Director of Education, a semester two post-examination review procedure will be communicated to the school community.



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Program/Curriculum</b>	<i>Policy Number</i> <b>319</b>
<i>Former Policy #</i>	<i>Page</i> <b>1 of 6</b>
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
<b>June 17, 2014</b>	<b>June 17, 2014</b> <b>June 21, 2022</b>

**POLICY TITLE: SUPPLEMENTARY LEARNING RESOURCES**

### SECTION A

#### 1. PURPOSE

The York Catholic District School Board, in partnership with family and Church, provides students with a Catholic education which fosters and enhances their spiritual, intellectual, aesthetic, emotional, social, mental and physical development so they may participate fully in their world. The purpose of this policy is to ensure that supplementary learning resources support the aims and objectives of the [Ontario Ministry of Education](#) and the [Ontario Catholic School Graduate Expectations](#), as well as the distinctive nature of Catholic education as presented in the Board's Mission statement.

#### 2. OBJECTIVE

It is the policy of the York Catholic District School Board to provide a balanced collection of quality supplementary learning resources in schools which reflect the diversity within the Board. Such supplementary learning resources shall support:

- 2.1 The teachings of the Catholic Church and principles of equity which acknowledges the diversity of the human experience and the dignity and worth of all persons;
- 2.2 The [York Catholic Communities of Faith](#) document outlining Character Education Traits and Catholic Virtues embedded in the *Ontario Catholic School Graduate Expectations*; and,
- 2.3 York Catholic District School Board's global competencies: *Catholic Character, Communication, Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, and Discipleship* which are rooted in the *Ontario Catholic School Graduate Expectations*.

#### 3. PARAMETERS

- 3.1 The selection and approval of all supplementary learning resources shall be guided by the [York Catholic Communities of Faith](#) document outlining Character Education Traits

- and Catholic Virtues embedded in the *Ontario Catholic School Graduate Expectations*, the [Ontario Ministry of Education's Guidelines for Approval of Textbooks](#) where applicable and appropriate, and the Independent Procedures as an addendum to this policy.
- 3.2** Supplementary learning resources shall support and be consistent with the priority educational goals of the York Catholic District School Board, namely, promoting well-being for all students, improved levels of student achievement, reduced gaps in student achievement, and increased public confidence and support for public education in a Christ-centered environment.
- 3.3** Supplementary learning resources shall support and be consistent with the Board Improvement Plan and the School Improvement Plan for Student Achievement and Well-Being.
- 3.4** In consultation with teachers and the school Principal, the responsibility for coordinating the selection of supplementary learning resources and approving the recommendation for purchase shall rest with the school Principal. **Superintendent of Education: Curriculum and Assessment** or as is also the in the case of with system learning resources, the Superintendent with portfolio responsibility and in accordance with the [Culturally Relevant and Responsive Pedagogy \(CRRP\) Toolkit](#) and [Policy 308 Textbooks](#).
- 3.5** Selected and approved supplementary learning resources shall take into consideration students' identities, abilities, readiness, interests, learning preferences and accessibility needs, and include a variety of formats (print, non-print, audio and electronic).
- 3.6** The selection, maintenance, and de-selection of supplementary learning resources shall be an ongoing process based on the criteria outlined in the Independent Procedures as an addendum to this policy.
- 3.7** All copyright laws shall be adhered to when purchasing or providing any format of supplementary learning resources.
- 3.8** Any student (age 18 and beyond), parent/guardian, staff member, or member of the Catholic School Council (herein referred to as the "applicant") shall have the right to request a formal reconsideration of a supplementary learning resource currently being used in an educational program. Such a request shall be communicated, in writing (TCH40a), to the Principal who will then consult with the **Superintendent of the school Superintendent of Education: Curriculum and Assessment**. where the supplementary learning resource is currently being used.
- 3.9** Any offer of donated supplementary learning resources directly to the School shall be subject to the selection criteria outlined in the Independent Procedures as an addendum to this policy and at the discretion of the Principal. The Principal may confer with the appropriate School Superintendent for advice and/or direction.
- 3.10** Any offer of donated supplementary learning resources directly to the Board shall be subject to the selection criteria outlined in the Independent Procedures as an addendum to this policy and at the discretion of the Superintendent of Curriculum and Assessment in consultation with other Superintendents of Education and/or central staff as deemed appropriate.

- 3.11 Schools should recover the costs for the replacement or repair of lost, damaged or broken materials such as books, videos, electronic media, or any loaned materials. These charges shall not exceed the replacement or repair cost of the materials ([Ontario Ministry of Education: Fees for Learning Materials and Activities Guideline](#)).

#### 4. RESPONSIBILITIES

##### 4.1 Director of Education

- 4.1.1 To oversee compliance of the Supplementary Learning Resources Policy and Independent Procedures.

##### 4.2 Superintendent of Education: Curriculum and Assessment

- 4.2.1 To review and approve the selection of supplementary learning resources in consultation with the school Principal.
- 4.2.2 To coordinate professional development for administrators and teacher librarians regarding “supplementary learning resources” collection development, specifically, the selection, approval and de-selection procedures for such resources.

##### 4.3 Superintendents of Education: School Leadership

- 4.3.1 To support the implementation of the Supplementary Learning Resources Policy and Independent Procedures.

##### 4.4 Principals

- 4.4.1 To annually review the policy with staff to ensure familiarization with the policy, independent procedures and Culturally Relevant and Responsive Pedagogy (CRRP) Toolkit related to the selection, approval and de-selection of supplementary learning resources.
- 4.4.2 To determine, in consultation with teachers, the selection and recommended purchase of supplementary learning resources to the Superintendent of Education: Curriculum and Assessment, ensuring that such purchases recommendations include a variety of formats (print, non-print and electronic) and take into consideration the students’ identities, abilities, readiness, interests, accessibility needs and learning preferences.

##### 4.5 Teachers

- 4.5.1 To familiarize themselves with the policy and independent procedures when making recommendations for the selection, approval and de-selection of supplementary learning resources.
- 4.5.2 To consult and collaborate with the Principal and other staff in the selection of supplementary learning resources reflective of the diversity within each school community.
- 4.5.3 To provide supplementary learning resources to students which foster and enhance their spiritual, intellectual, aesthetic, emotional, social, mental and physical development so they may participate fully in their world.
- 4.5.4 To familiarize themselves with the Culturally Relevant and Responsive Pedagogy (CRRP) Toolkit and utilize it in the selection and deselection of supplementary learning resources.

## 5. DEFINITIONS

### 5.1 Catholic Virtues

By practicing virtue, we become virtuous and our conduct reflects the teachings of the Catholic Church and the principles of equity, diversity and inclusion. Virtues are categorized as Theological, Cardinal and Moral. The Theological Virtues of Faith, Hope and Love are nurtured as the foundation of healthy and vibrant Catholic persons and communities. These also undergird the Cardinal Virtues of Prudence, Justice, Temperance and Fortitude that in turn enables us to be people and communities of virtue and grace. The [York Catholic Communities of Faith](#) document focuses on the Moral Virtues of unity, wisdom, perseverance, reverence, responsibility, integrity, courage, compassion, justice and hope that are embedded in the [Ontario Catholic School Graduate Expectations](#) and serve to:

- 5.1.1 Affirm our human dignity;
- 5.1.2 Promote the well-being and happiness of the individual;
- 5.1.3 Serve the common good; and,
- 5.1.4 Protect and preserve our Separate School Rights in accordance with section 19 (1) of the Human Rights Code which states, "This Human Rights Act shall not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the Constitution Act, 1867 and the Education Act. R.S.O. 1990, c. H.19, s. 19 (1).

### 5.2 Character Education (Traits)

Character Education can be defined as the development of positive character traits within persons that are infused into the climate and daily routine of our Catholic schools. Character Education draws on scripture, Catholic tradition, and the community assurances of inspiration, knowledge, practice and resources. Character Education is inextricably linked to Catholic virtues and is expressed and celebrated in liturgical celebrations and spiritual formation. The [York Catholic Communities of Faith](#) document focuses on the character traits of inclusiveness, initiative, perseverance, respect, responsibility, honesty, courage, compassion, fairness and optimism that are embedded in the [Ontario Catholic School Graduate Expectations](#). The infusion of positive character traits into the climate and daily routines of our Catholic schools also serves to:

- 5.2.1 Affirm our human dignity;
- 5.2.2 Promote the well-being and happiness of the individual;
- 5.2.3 Serve the common good; and,
- 5.2.4 Define our rights and obligations.

### 5.3 Culturally Responsive and Relevant Pedagogy

Culturally Responsive and Relevant Pedagogy (CRRP) refers to a multidimensional, student-centered approach that promotes equitable excellence and serves to validate and affirm the experiences and contributions of students from all cultures and backgrounds.

### 5.4 Ontario Catholic School Graduate Expectations

All personnel selecting supplementary learning resources for schools will be guided by the Ontario Catholic School Graduate expectations as choices are made to support the success of each student as:

- 5.4.1 A discerning believer formed in the Catholic Faith community;
- 5.4.2 An effective communicator;
- 5.4.3 A reflective and creative thinker;
- 5.4.4 A self-directed, responsible, life-long learner;
- 5.4.5 A collaborative contributor;
- 5.4.6 A caring family member; and,

5.4.7 A responsible citizen.

## 5.5 Supplementary Learning Resources

A learning resource that supports the [York Catholic Communities of Faith](#) document, the [Ontario Catholic School Graduate Expectations](#), the educational goals of the Ontario Ministry of Education, the Independent Procedures as an addendum to this policy, curriculum expectations and the Board's global competencies. Such a learning resource may be intended for use by an entire class, a group of students or individual students. Examples include, but are not limited to, classroom or library books, spelling programs, dictionaries, atlases, computer software, instructional guides, videos, electronic media, as well as guest speakers or presentations for the school.

Supplementary learning resources may be acquired or locally produced with instructional content or function that is used for formal or informal teaching and learning purposes, and/or co-instructional activities and events.

## 6. CROSS REFERENCES

Ontario Ministry of Education: [Fees for Learning Materials and Activities Guideline](#)

Ontario Ministry of Education, [Guidelines for Approval of Textbooks](#)

YCDSB Policy 308 [Textbooks](#)

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

YCDSB [Procedure Supplementary Learning Resources](#)

YCDSB Global Competencies

YCDSB Library Services *Curriculum Connections Resource Document*, 2004

YCDSB *Valuing Diversity: A Framework for Equity and Inclusive Education in the Curriculum*

[York Catholic Communities of Faith](#) Document, 2006

[Ontario Catholic School Graduate Expectations](#)

## 7. APPENDIX

Appendix 1: [Culturally Relevant and Responsive Pedagogy \(CRRP\) Toolkit](#), 2021

Approval by Board	<u>June 21, 2022</u> Date
Effective Date	<u>June 22, 2022</u> Date
Revision Date(s)	<u>June 21, 2022</u> Date
Review Date	<u>June 2026</u> Date





## CULTURALLY RESPONSIVE AND RELEVANT PEDAGOGY (CRRP) TOOLKIT

The purpose of the CRRP toolkit is to help educators in our system identify and vet resources that are accessible, reflect diversity, and conducive to facilitating meaningful learning experiences for our students. In doing so, this will ensure accountability and transparency in embedding the principles of human rights, equity and inclusion within all YCDSB practices. To inform this process, guiding questions are provided below according to three interconnected focal areas.

### A

#### Accessing the Curriculum

- Does the resource connect to applicable curriculum expectations and learning goals of the grade/course?
- Does the resource offer different formats and alternative versions for accessing the content (e.g., film, audio, adapted texts, dual language books)?
- Does the resource allow students to access the content with sufficient difficulty (prior knowledge, reading level, ELL Steps framework, age-appropriateness)?
- Does the resource account for students' interests, backgrounds, cultures, and experiences?
- Does the resource selection involve other stakeholders aside from the teacher (e.g., students, parents/guardians, community partners, etc.)?



### B

#### Representation & Identities

- Does the resource provide a representation of your students' identities and lived experiences?
- Does the resource foster a positive sense of self and respect for the dignity and welfare of others?
- Does the resource present potentially triggering content that may be sensitive or traumatic to students?
- Does the resource make visible the author's perspectives, beliefs, and identities?
- Does the resource validate the histories of students' families and communities?



### C

#### Critical Literacy

- Does the resource silence or omit the perspectives related to the history, cultural heritage and pluralism of today's contemporary society?
- Does the resource portray specific groups (e.g., Black, Indigenous, People of Colour, 2SLGBTQ+, etc.) in society in a tokenistic, stereotypical, or derogatory manner?
- Does the resource exclusively portray Western worldviews at the expense of other ways of knowing?
- Does the resource promote equality, democracy, and solidarity for a just, peaceful and compassionate society?
- Does the resource provide opportunities for students to act in light of gospel values by respecting the rights, responsibilities, and contributions of self and others?





## **YORK CATHOLIC DISTRICT SCHOOL BOARD**

# **PROCEDURE: SUPPLEMENTARY LEARNING RESOURCES**

**Addendum to Policy 319: Supplementary Learning Resources**

**Effective: June 22, 2022**



## PURPOSE

This Independent Procedure is designed in conjunction with YCDSB Policy 319 – *Supplementary Learning Resources* and specifies the criteria to be applied for the selection, approval and de-selection of supplementary learning resources, as well as, the request for formal reconsideration of a supplementary learning resource.

The main purpose is to ensure that supplementary learning resources support the aims and objectives of the York Catholic District School Board's Multi-Year Strategic Plan, the Ontario Catholic Curriculum Policy Documents, the *Ontario Catholic School Graduate Expectations*, the *York Catholic Communities of Faith* document, as well as the distinctive nature of Catholic education as presented in the Board's Mission statement.

## SELECTION CRITERIA

It is the policy of the York Catholic District School Board to provide a balanced collection of quality supplementary learning resources in schools which reflect our multi-faceted society and the uniqueness of the school community. Such supplementary learning resources shall support the York Catholic District School Board's global competencies: *Catholic Character, Communication, Critical Thinking, Creativity, Collaboration, and Discipleship* which are rooted in the *Ontario Catholic School Graduate Expectations* and support the principles of equity acknowledging the diversity of the human experience and the dignity and worth of all persons especially students from racialized and equity seeking groups.

York Catholic District School Board acknowledges:

- 1.1 The responsibility to promote the selection, approval and purchase of supplementary learning resources in accordance with the teachings of the Catholic Church.
- 1.2 The selection of supplementary learning resources shall be consistent with the Ministry of Education goals and directives and with the Board's Mission statement.
- 1.3 The need to provide a balanced collection of supplementary learning resources in a variety of formats appropriate for the diverse interests, abilities, learning styles and developmental levels of students.
- 1.4 The selection of supplementary learning resources shall promote the spiritual, religious; and moral, growth of all members of the Catholic Learning Community.
- 1.5 That preference shall be given to Canadian authors, publishers, illustrators and producers, including the perspectives of Indigenous, racial and ethno-cultural groups and their contributions to Canada's heritage, in the selection of supplementary learning resources.
- 1.6 The selection of supplementary learning resources shall be consistent with the Culturally Relevant and Responsive Pedagogy Toolkit.
- 1.7 That concerns for a supplementary learning resource may arise despite the careful selection of such.

The following criteria shall be applied when selecting supplementary learning resources to support student achievement:

### 1. Catholicity

- 1.1 Supportive of the teachings of the Catholic Church, the Ontario Catholic Curriculum Policy Documents, the *Ontario Catholic School Graduate Expectations*, the *York Catholic Communities of Faith* document, the Board's global competencies and the principles of equity.
- 1.2 May be representative of differing viewpoints for the purpose of teaching our students about events and/or actions that have occurred so they are able to think and respond critically as discerning believers formed in the Catholic faith.

## **2. Content**

- 2.1 Pertinent to the curriculum and the objectives of the instructional program.
- 2.2 Accurate, up to date and authoritative in content and relevance.
- 2.3 Reflective of the pluralistic nature of a global society.
- 2.4 Free of bias and stereotype.
- 2.5 Acceptable in literary style quality and appropriateness.
- 2.6 Appropriate for students with varying abilities, developmental levels, interests and learning styles.
- 2.7 Serving a variety of needs and/or curriculum expectations.
- 2.8 Relevant to a Canadian audience (i.e., metric measurements, Canadian spelling, etc.)

## **3. Cost**

- 3.1 Affordable and cost effective based on the number of students the supplementary learning resource(s) will support and the quantity being purchased.

## **4. Copyright**

- 4.1 Will be used in a manner that is compliant with copyright laws and regulations.

## **5. Accessible Formats**

- 5.1 May include, but are not limited to, large print, recorded audio and electronic formats, braille and other formats accessible by persons with disabilities when and where available to support a student with a disability.

## **6. Terms of Agreement (Contracts)**

- 6.1 Has terms of agreement that are acceptable (i.e. student safety and privacy), and will be used in a manner that respects the terms of agreement.

## **DE-SELECTION CRITERIA**

Maintaining supplementary learning resources involves knowledge based expertise of teachers when analyzing data from inventory. This helps to ensure the ongoing development of a balanced, quality supplementary learning resources collection to support subject specific Ontario Ministry Curriculum Expectations, the *Ontario Catholic Curriculum Expectations for Religious Education*, the *Ontario School Catholic Graduate Expectations*, and [York Catholic Communities of Faith document](#).

Inventory and de-selection requires the ongoing review of the collection in relation to the curriculum, student interests, representation and identities, as outlined in the [Culturally Relevant and Responsive Pedagogy Toolkit](#).

The de-selection of resources involves the physical removal of resources as well as the updating of catalogue records.

The process of de-selecting inventory is a key function of assessing the collection and helps to keep supplementary learning resources culturally relevant, responsive, accurate and engaging. Additionally, the de-selection of resources helps to facilitate more effective use of space in the school.

Materials shall be de-selected when:

- 1.1 They are found to no longer meet the selection criteria.
- 1.2 They are out of date.
- 1.3 They are unused and likely to remain unused.
- 1.4 They are in poor condition.
- 1.5 They are in an obsolete format.

## REQUEST FOR FORMAL RECONSIDERATION OF A SUPPLEMENTARY LEARNING RESOURCE

The communication of a concern about a supplementary learning resource, may be directed to the Principal by the students, staff or parents/guardians of students in York Catholic District School Board.


The following steps are designed to ensure that the focus on student learning remains integral when the reconsideration of a supplementary learning resource is applied.

### SCHOOL LEVEL PROCESS

1. A concern about a Supplementary Learning Resource is raised at the school level through the completed submission of the TCH40A (Request for Formal Reconsideration of a Supplementary Learning Resource) form to the Principal by the student, staff or parent/guardian, herein referred to as the applicant(s).
2. The Principal and appropriate Staff Member(s) will meet with the applicant(s) to discuss and clarify the concern. ~~in order to resolve the matter.~~  
**NOTE:** Local schools shall not unilaterally remove a supplementary learning resource from circulation **unless directed to do so by the Superintendent of Education: Curriculum and Assessment.** ~~unless it is a resource that was purchased solely by the individual school and not included on the Trillium List or the YCDSB Elementary Recommended Resource List.~~
3. ~~The Principal~~ **Superintendent of Education: Curriculum and Assessment** will complete the "Summary" section of the TCH40A after the request and recommendations **have been brought forward by the school Principal.** ~~for the reconsideration of the supplementary learning resource have been discussed with the applicant(s).~~
4. An alternative "grade/level appropriate" resource **may** be provided by the Principal, in consultation with **the Superintendent of Education: Curriculum and Assessment** ~~appropriate Staff~~, where such an alternative supplementary learning resource is available.
5. ~~If the concern cannot be resolved at the local school level, the TCH40A will be forwarded by the Principal to the appropriate Superintendent of Education: School Leadership for review.~~

### BOARD LEVEL PROCESS

1. Upon receipt of the TCH40A, the **Superintendent of Education: Curriculum and Assessment** ~~appropriate Superintendent of Education: School Leadership~~ shall review the request and recommendations with the Principal and convene a Review Committee.
2. The composition of the Review Committee shall be as follows:
  - a) **The Superintendent of Education: Curriculum and Assessment** ~~The Superintendent of Education: School Leadership~~ as Chair;
  - b) The Superintendent of Education: School Leadership ~~The Superintendent of Curriculum and Assessment~~; and,
  - c) One or two Staff members of the Board-level Curriculum and Assessment Department and/or Religious Education Department.
3. The Review Committee may consult other support staff and community persons with related professional knowledge, as necessary.
4. The Review Committee shall:
  - a) Review and discuss with the Principal the rationale for the selection and approval of the supplementary learning resource, the request for reconsideration and the response of the school (TCH40A) to the applicant(s);
  - b) Familiarize themselves with the selection criteria for supplementary learning resources as per Policy 319 and the related Independent Procedures;
  - c) Review the supplementary learning resource in question;

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- d) Discuss the supplementary learning resource in question within the context of the Ontario Ministry Curriculum, the *Ontario Catholic Curriculum Documents*, the *Ontario School Catholic Graduate Expectations*, and the *York Catholic Communities of Faith* document;

- e) Meet with the applicant(s) if elaboration or further information is required;
  - f) Prepare a response to the applicant(s) request for reconsideration of a supplementary learning resource and recommendations regarding the supplementary learning resource in question (TCH40B);
5. ~~The Superintendent of Education: School Leadership~~ **The Superintendent of Education: Curriculum and Assessment** and Principal shall advise the applicant(s) of the Review Committee's recommendations, in a timely manner.
  6. The recommendations of the Review Committee (TCH40B) shall be given to the Director of Education whose decision is final.



**SCHOOL LEVEL: REQUEST FOR FORMAL RECONSIDERATION OF A  
SUPPLEMENTARY LEARNING RESOURCE**  
(To be completed by the person submitting the request, herein referred to as the “applicant”)

This form with relevant attachments is to be sent to the attention of the School Principal.

Applicant's Name: \_\_\_\_\_ Phone #: \_\_\_\_\_

Address \_\_\_\_\_

City/Town \_\_\_\_\_ Postal Code: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Name of school: \_\_\_\_\_

The applicant represents: ☐ Self ☐ Organization or Group

Name of group (if applicable): \_\_\_\_\_

Title of Supplementary Learning Resource: \_\_\_\_\_

Author: \_\_\_\_\_

Publisher: \_\_\_\_\_ Date of Publication: \_\_\_\_\_

**1. Rationale (specific issue/concern) for the reconsideration of the supplementary learning resource. (Add extra pages, if necessary)**

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**2. What alternatives/solutions/strategies would you consider to resolve this issue/concern?**

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

**Summary to be completed by the Superintendent of Education: Curriculum and Assessment School Principal after the request for reconsideration has been discussed with the applicant.**

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



**BOARD LEVEL: REPORT RELATED TO A REQUEST FOR FORMAL  
RECONSIDERATION OF A SUPPLEMENTARY LEARNING RESOURCE**  
(To be completed by the Review Committee Chair)

This form with relevant attachments and the original TCH40A, is to be sent to the attention of the School Principal.

Applicant's Name: \_\_\_\_\_ Phone #: \_\_\_\_\_

Name of school: \_\_\_\_\_

The applicant represents: ☐ Self ☐ Organization or Group

Name of group (if applicable): \_\_\_\_\_

Title of Supplementary Learning Resource: \_\_\_\_\_

Author: \_\_\_\_\_

Publisher: \_\_\_\_\_ Date of Publication: \_\_\_\_\_

The Review Committee has reviewed the TCH40A wherein the rationale for the reconsideration of a supplementary learning resource, alternatives/solutions/strategies suggested by the applicant(s) and the School's response to the request for reconsideration have been documented.

The supplementary learning resource requested for reconsideration has been reviewed by the Review Committee.

The Review Committee's response and recommendation(s) are as follows:

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The recommendations of the Review Committee have been shared with the Director of Education whose decision is final.

Review Committee Members

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Signature of **Superintendent of Education: Curriculum  
and Assessment** ~~Review Committee Chair~~

Date

Signature of the Director of Education  
c.c. Applicant(s)  
Principal

Date



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Facilities</b>	<i>Policy Number</i> <b>702</b>
<i>Former Policy #</i> <b>507</b>	<i>Page</i> <b>1 of 3</b>
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
<b>March 3, 1970</b>	<b>February 20, 1979</b> <b>February 3<sup>rd</sup>, 2009</b> <b>March 25, 2014</b>

**POLICY TITLE: SOLEMN BLESSING AND OFFICIAL OPENING OF NEW SCHOOLS AND ADDITIONS**

### SECTION A

#### 1. PURPOSE

The York Catholic District School Board recognizes the importance of the opening of a new school, or an addition to a school, to the Catholic community and the pupils and staff of the school. The Solemn Blessing and Official Opening Ceremony is intended to celebrate the Catholicity of the school, through the formal welcoming of Jesus Christ into the community, and to recognize those partners who are responsible for the school or addition.

#### 2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that the opening of a new school or addition shall be acknowledged by a formal event that is comprised of two components: the Solemn Blessing and the Official Opening.

#### 3. PARAMETERS

- 3.1 Solemn Blessings and Official Openings shall be coordinated by the Communications Department in partnership with the school community.
- 3.2 The ceremony shall be presided over by the local Trustee(s), where possible.
- 3.3 The local Pastor will be invited to participate in the Solemn Blessings of new schools and additions to schools.
- 3.4 The Archdiocese will be informed of and invited to participate in the Solemn Blessing of new schools, where possible.
- 3.5 In order to keep official opening ceremonies to a reasonable length of time, VIP guests will be acknowledged but not invited to address the audience or make presentations, other than those approved in accordance with the *Handbook for School Blessings*.



- 3.6 Solemn Blessings and Official Openings shall not exceed one and a half hours in length.
- 3.7 The Solemn Blessings and Official Openings of new schools shall be held in the evening.
- 3.8 The Solemn Blessings and Official Openings of additions may occur during the day and shall be on a smaller scale than those of new schools.

## 4. RESPONSIBILITIES

### 4.1 Trustees

- 4.1.1 To preside over the Solemn Blessing and Official Opening of new schools and/or additions.

### 4.2 Director of Education

- 4.2.1 To oversee the compliance of the Solemn Blessing and Official Openings of New Schools and Additions Policy and Guidelines.

### 4.3 Superintendents of Education: School Leadership

- 4.3.1 To support the implementation of the Solemn Blessing and Official Openings of New Schools and Additions Policy and related guidelines.

### 4.4 Communications Department

- 4.4.1 To coordinate and provide resource support for all aspects of the ceremony.

### 4.5 Principals

- 4.5.1 To partner with the Communications Department throughout the planning and execution stages of the Solemn Blessing and Official Opening of a New School or Addition.
- 4.5.2 To arrange for an 'appropriate' celebration of the Solemn Blessing and Official Opening of the new school or addition.

Approval by Board	<u>February 3<sup>rd</sup>, 2009</u> <i>Date</i>
Effective Date	<u>February 3<sup>rd</sup>, 2009</u> <i>Date</i>
Revision Dates	<u>March 25, 2014</u> <i>Date</i>
Review Date	<u>March 25, 2019</u> <i>Date</i>

**POLICY TITLE: SOLEMN BLESSING AND OFFICIAL OPENING OF NEW SCHOOLS AND ADDITIONS**

**SECTION B**

**GUIDELINES**

The Communications Department retains protocols and procedures for Solemn Blessings and Official Openings and shall be included in all discussions pertaining to the event.

School Principals will refer to “*A Handbook for School Blessings*” when planning for a Solemn Blessing and Official Opening of new schools and additions.



York Catholic  
District School Board

# **A Handbook for School Blessings**

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September 2013

~~Last Revised September 2017~~

Revised February 2024

The Communications Department

# A Handbook for School Blessings

February 2024

This handbook is provided to assist in the planning of a Solemn Blessing and Official Opening. **Board Policy #702 and the Guidelines for Protocol at School Events (*Independent Procedure*) should be examined and followed before planning begins.**

## Introduction

Congratulations on the opening of your new school, or new component of your school. School Blessings provide a wonderful opportunity to highlight the great things going on in your school and welcome your school community to participate in faith-based rituals and traditions. Solemn School Blessings and Official Openings are organized into two parts: the solemn blessing (religious) and the official opening (informative).

This handbook is intended to act as a guide for those who plan a Solemn School Blessing and Official Opening. Planning a blessing is a lengthy procedure, and preparations should begin more than 3 months before the big event.

## Components of a Solemn School Blessing and Official Opening

There are two general types of school blessings: a Solemn School Blessing and Official Opening of a new (or replacement) school; and a School Addition (or garden / new field) Blessing and Official Opening. For the first category, the event is much more elaborate, held in the evenings and local politicians and school board executives must be invited. Addition Blessing are generally held during the school day, and only relevant politicians and school board staff are invited. There are some other differences, as summarized in the chart below.

	For new and replacement schools	For school additions
<b>Time of event</b>	Held in the evening, from approximately 7 p.m. – 8:30 p.m. (Event should not run more than 1 hour 30 minutes)	Held during the school day. Approximately one hour.
<b>Date of event</b>	Although it is ideal to hold the Blessing in the fall when the school first opens, many times schools are not ready until the Spring. Blessings should be held in early November (before Advent) or from February – early May (not during Lent).	Can be held once construction of the school addition is complete.
<b>Who Officiates?</b>	Schools should work with the Communications Department, 3-4 months before the Blessing to arrange a date when the Bishop can officiate. If the Bishop is unavailable, the <del>Cardinal</del> <b>Archbishop</b> or local Parish Priest should be asked.	The local Parish Priest should be asked by the school to officiate the blessing.
<b>Invitations Design</b>	Invitations are designed by the Communications Department. As soon as the date of the Blessing is set, a school should e-mail the Communications Department its: <ul style="list-style-type: none"> <li>• school colours</li> <li>• school logo / school crest</li> <li>• image of the school saint</li> <li>• history of the school saint (or information about how the school received its name)</li> <li>• A list of special guests the school wishes to invite and who will be given reserved parking privileges (guests beyond those listed below).</li> </ul> <b>Schools and/or</b> the Communications Department will be responsible for mailing invitations, and coordinating RSVPs. The RSVP deadline on the invitation should be at least 3 weeks prior to the Blessing date.	Invitations are designed, and managed by the school.  Schools should share the guest list with the Communications Department at least two weeks before the blessing is to take place.  Invitations should contain: <ul style="list-style-type: none"> <li>• Map to the school</li> <li>• VIP Parking Pass (optional)</li> <li>• The title, time, date and</li> </ul>

	<p>Invitations should contain:</p> <ul style="list-style-type: none"> <li>• A map to the school</li> <li>• A VIP Parking Pass</li> <li>• The title, time, date and place of the event</li> <li>• Name of the celebrant</li> <li>• RSVP deadline, and contact information</li> </ul>	<p>place of the event</p> <ul style="list-style-type: none"> <li>• Name of the celebrant</li> <li>• RSVP deadline, and school contact information</li> </ul>
<b>Who to invite</b>	<p>Schools should invite its school community (staff, parents &amp; families, students, CSC) through its school newsletter, website, <del>Twitter account</del> <b>social media accounts</b>, or flyer designed by the school.</p> <p>The Communications Department should send an official invitation to the following people:</p> <ul style="list-style-type: none"> <li>• Auxiliary Bishop (as a formality)</li> <li>• Parish Priest (school to provide name &amp; contact info)</li> <li>• MP</li> <li>• MPP</li> <li>• Mayor</li> <li>• Deputy Mayor</li> <li>• Regional Councillor(s) (if applicable)</li> <li>• Ward Councillor(s)</li> <li>• All Trustees</li> <li>• Ministry of Education Regional Manager &amp; Education Officer</li> <li>• Contractor (provided by the Plant Department)</li> <li>• Architect (provided by the Plant Department)</li> <li>• CUPE 2331 President</li> <li>• CUPE 1571 President</li> <li>• OECTA President &amp; Vice-President</li> <li>• York Occasional Teachers Representative</li> <li>• Director of Education, &amp; Associate Director</li> <li>• All Instructional &amp; Corporate Superintendents</li> <li>• YCDSB Senior Team</li> <li>• Communications Manager &amp; Officer</li> <li>• Religious Education Staff assigned to the school</li> <li>• Construction &amp; Plant staff involved in the project</li> <li>• Local YCDSB Secondary/Elementary principals</li> <li>• School CSC Chair/Co-chair</li> <li>• Principal of neighbouring public school</li> <li>• Media (local York paper(s), local SNAP publication &amp; Catholic media)</li> </ul>	<p>Schools should invite its school community (staff, parents &amp; families, students, CSC) through its school newsletter, website, Twitter account, or flyer designed by the school.</p> <p>Schools <b>and/or the Communications Department</b> should send an official invitation to the following people:</p> <ul style="list-style-type: none"> <li>• Parish Priest(s) (as a formality)</li> <li>• Contractor (provided by the Plant Department)</li> <li>• Architect (provided by the Plant Department)</li> <li>• School Trustee</li> <li>• Chair and Vice-Chair</li> <li>• Ministry of Education Regional Manager &amp; Education Officer</li> <li>• Director of Education, &amp; Associate Director(s)</li> <li>• School's Superintendent</li> <li>• Communications Manager</li> <li>• Religious Education Staff assigned to the school</li> <li>• Construction &amp; Plant staff involved in the project</li> <li>• School CSC Chair/Co-chair</li> <li>• Media (local York paper(s), local SNAP publication &amp; Catholic media)</li> </ul>
<b>Speeches</b>	<p>The following people should speak/present during the official opening part of the event (whenever possible), in the order listed below:</p> <ol style="list-style-type: none"> <li>1. School Trustee (provides the Welcome, may MC)</li> <li>2. Chair of the Board of Trustees</li> <li>3. Director of Education</li> <li>4. Superintendent of Education</li> <li>5. Architect</li> <li>6. Contractor</li> <li>7. Mayor or representative from municipality</li> <li>8. Ministry of Education representative or MPP</li> <li>9. MP</li> <li>10. Principal (May be MC; provides closing remarks)</li> </ol> <p>During the solemn blessing part of the event, the CSC Chair</p>	<p>The following people should speak/present during the official opening part of the event (whenever possible), in the order listed below:</p> <ol style="list-style-type: none"> <li>1. School Trustee (provides the Welcome, may MC)</li> <li>2. Chair or Vice-Chair</li> <li>3. Director of Education or School Superintendent</li> <li>4. Architect</li> <li>5. Contractor</li> <li>6. Ministry of Education representative</li> <li>7. Principal (May be MC;</li> </ol>

	<p>should be invited to participate by delivering the first reading or a responsorial psalm.</p> <p>Communications staff, upon request, can draft speeches for the Director of Education and Chair.</p> <p>Communications staff can provide guidance to the school principal and/or MC (often school trustee) pertaining to the script for the event and may assist with drafting the script for the event.</p>	<p>provides closing remarks)</p> <p>During the solemn blessing part of the event, the CSC Chair should be invited to participate by delivering the first reading or a responsorial psalm.</p>
<b>Music and performances</b>	<p>Schools are encouraged to have their choirs and/or bands perform during the event. Liturgical dances and drama presentations may also take place, if appropriate.</p> <p>During the Solemn Blessing portion, no student performances should take place directly behind the Altar.</p> <p>All songs or performances during the Solemn Blessing should be of a religious nature and approved by the Communications Manager prior to practicing it with students.</p> <p>Songs and performances during the Official Opening should reflect Catholic virtues or values.</p> <p>O Canada should be sung immediately after the 'Welcome' during the official opening part of the event.</p> <p>Each student performance should be no longer than 5 minutes in length, including set-up time.</p>	<p>Schools are encouraged to have their choirs and/or bands perform during the event. Liturgical dances and drama presentations may also take place.</p> <p>During the Solemn Blessing portion, no student performances should take place directly behind the Altar.</p> <p>O Canada should be sung immediately after the 'Welcome' during the official opening part of the event.</p>
<b>Religious Rituals</b>	<p>The school should coordinate the details of the solemn blessing (scripture readings, etc.) with the Parish Priest and Bishop. Schools sometimes find it helpful for the Parish Priest to act as a liaison with the Bishop's office.</p> <p>Schools can seek guidance from the Religious Education Staff assigned to the school, if needed.</p> <p>Schools should ensure the Bishop and Parish Priest have a private place to change/ prepare for the Blessing. The school should inquire about any special accommodations needed for the Bishop/Priest a few weeks before the event.</p> <p>Together with the Blessing officiant, the school will decide if they prefer to have classroom crucifixes gathered and blessed together in front of the audience, or if the Bishop and Parish Priest will walk around the school to bless the classrooms.</p>	<p>The school should coordinate the details of the solemn blessing (scripture readings, etc.) with the Parish Priest. Guidance should be sought from the Religious Education Staff assigned to the school, if needed.</p> <p>Schools should ensure the Parish Priest has a private place to change/ prepare for the Blessing. The school should inquire about any special accommodations needed for the Priest a few weeks before the event.</p> <p>Together with the officiant, the school will decide if they prefer to have new classroom crucifixes gathered and blessed together in front of the audience, or if the officiant will walk around the addition to bless the classrooms.</p>
<b>Printed Program/ Agenda</b>	<p>A program for the evening will be designed and printed by the Communications Department. The school should provide the Communications Department with: a good photo of the school's building; names of all school staff; names and roles of CSC Executive Members, names of parent and parish representatives (if appropriate).</p>	<p>A program for the event should be prepared by the school. It could include: names of officiant(s), school staff; names and roles of CSC Executive Members.</p>

	<p>If the school has secured sponsors for the event, the names of the sponsors should also be sent to the Communications Department.</p> <p>The school should also provide a detailed agenda for the event, with names of readings, performances, readers, and groups/performers.</p> <p>All program information is due at least three weeks before the blessing date, so that the Communications department can deliver the programs to the school before the event.</p>	<p>If the school has secured sponsors for the event, the names of the sponsors could also be included.</p> <p>The school is responsible for designing and printing the program.</p>
<b>Reception &amp; Procession</b>	<p>A separate reception area will be needed for those people who participate in the procession/recession and those issued the VIP invitation. Light refreshments should be in this room.</p> <p>The order of the procession should be as follows:</p> <ol style="list-style-type: none"> <li>1. Altar servers</li> <li>2. Bishop</li> <li>3. Parish Priest</li> <li>4. School Trustee</li> <li>5. Principal</li> <li>6. Chair of the Board (if not school trustee)</li> <li>7. Director of Education</li> <li>8. Associate Director</li> <li>9. School Superintendent</li> <li>10. Vice-Chair</li> <li>11. YCDSB Trustees</li> <li>12. CSC Chair/Co-Chairs</li> <li>13. CSC Executive (if appropriate)</li> <li>14. Architect(s)</li> <li>15. Contractor(s)</li> <li>16. Mayor</li> <li>17. Local Councillors (if appropriate)</li> <li>18. MPP or Ministry of Education Representative</li> <li>19. MP</li> <li>20. Other Instructional Superintendents or Senior Team Members</li> <li>21. Corporate Superintendents or Senior Team Members</li> </ol> <p>Following the Solemn Blessing and Official Opening, the school should arrange for a reception with light refreshments and cake for all guests. Snack stations may be set up around the school, in classrooms, in hallways, as needed.</p> <p>Often schools opt to also have an open house where parents can visit their child's classroom.</p>	<p>A procession of dignitaries/VIP guests is not required for addition blessings.</p> <p>Following the Solemn Blessing and Official Opening, the school should arrange for a small reception with light refreshments for all guests.</p>
<b>YCDSB Land Acknowledgement</b>	<p>The YCDSB Land Acknowledgement should be read <del>before</del> <b>following</b> the blessing/mass <del>starts</del>, including before the procession or any student performances. <b>Schools must consult the celebrant/presider to determine their preference regarding the sequence of events, such as whether the land acknowledgment should precede or follow the procession.</b> It reads:</p> <p><i>We are gathered on the ancestral lands and waters of all Indigenous Peoples, who have left their footprints on Mother Earth before us.</i></p>	<p>The YCDSB Land Acknowledgement should be read <b>following the blessing/mass.</b> <del>before the blessing starts.</del></p>

*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.*



	<i>We pray to the Creator for strength and wisdom that all may continue to serve as stewards of the earth.</i>	
<b>Meetings with the Communications Department</b>	<p>Representatives from the Communications Department should first meet with the school principal and/or vice-principal(s) soon after the date for the event is set (Approximately 3-4 months before the event.) This meeting will take place at the school.</p> <p>Representatives from the Communications Department should have a second meeting with the school principal and any other relevant organizers approximately a week prior to the event to discuss the flow/logistics of the event.</p>	The Communications Department welcomes any questions schools may have about additional blessings, but formal meetings are not required.
<b>Photos</b>	The Communications Department will take photos. <b>The school should confirm that it has the necessary FOI consent for any students participating in the ceremony or performances.</b>	The school should make its own photography arrangements. It should also confirm that it has the necessary FOI consent for any students participating in the ceremony or performances.

## School Planning Committees

School Administration may wish to establish a variety of planning committees to assist with the coordination of the event. Some possible committees include:

- Entertainment Committee
- Parking Committee
- Set-up/Decorating/Take Down Committee
- Food/Beverage Committee
- Sponsorship Committee
- Gifts/Thank you Committee



# York Catholic District School Board

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January 22, 2024

## MOTION TO BRING UNITY TO YORK CATHOLIC DISTRICT SCHOOL BOARD

**Whereas** The York Catholic District School Board (YCDSB) has been fraught with disunity over the flying of flags;

**Whereas** Constituents from all walks of life have advocated for finding unity in the National Flag of Canada, the Flag of the Province of Ontario, the Municipal Flag, the Vatican (Papal) Flag or the School Flag.

### LET IT BE RESOLVED:

**THAT** In order to bring Unity and Peace to The York Catholic District School Board, *Policy 712 Flag Display on Board Premises*, be amended as follows:

#### (1) SECTION A 3. PARAMETERS:

- a. Delete item 6. Under PARAMETER 3.8
- b. Add sub-section 3.8.1 to read: "Only flags listed under PARAMETER 3.8 shall be flown or displayed on or within the premises of the York Catholic District School Board".

#### (2) SECTION B: GUIDELINES

- a. Amend GUIDELINE 2 as follows: "Flags listed in PARAMETER 3.8 of SECTION A 3, PARAMETERS, may also be displayed inside the school either horizontally or vertically. No other flags shall be displayed within school premises".

Respectfully submitted,

Frank Alexander  
Trustee  
Markham: Area 2: Wards 4, 5, 7, 8

Reference No. 2024:14:0122:FA

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**Frank S.D. Alexander, Trustee – Markham Area 2: Wards 4,5,7 & 8 (Milliken/Markham/Unionville)**  
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## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Facilities</b>	<i>Policy Number</i> <b>712</b>
<i>Former Policy #</i>	<i>Page</i> <b>1 of 4</b>
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
	<b>May 8, 2012</b> <b>June 21, 2016</b> <b>March 29, 2022</b>

**POLICY TITLE: FLAG DISPLAY ON BOARD PREMISES**

### SECTION A

#### 1. PURPOSE

The York Catholic District School Board supports the establishment of protocols to display flags in accordance with [Regulation 298 of the Education Act](#).

The purpose of this policy is to provide a protocol to schools on the raising and lowering of flags.

#### 2. OBJECTIVE

It is the policy of the York Catholic District School Board to use proper etiquette for the display of Canadian, provincial, municipal and Vatican flags on school premises.

#### 3. PARAMETERS

- 3.1 The [Education Act, Regulation 298](#) requires that every school shall display the National Flag of Canada and the Provincial Flag of Ontario. If circumstances limit the school to one outdoor flag pole, the National Flag of Canada will be flown.
- 3.2 The [Government of Canada](#) rules for flying the National Flag of Canada states that the National Flag will always be flown on its own flagpole, with the sleeve nearest to the pole. It is improper to fly the national flag with any other flag of any type on the same flagpole.
- 3.3 If schools have a second flagpole, the regulation should be followed, and the school shall fly the provincial flag.

- 3.4 Flags shall be treated with dignity and respect, and flown or displayed properly. The flag must be folded properly prior to storing. Care should be taken when handling a flag and the flag shall not touch the ground.
- 3.5 A flag shall not be flown or displayed if it is torn, faded or damaged in any way.
- 3.6 A flag shall be sent to the Board Office for disposal in a dignified way by the Plant department.
- 3.7 The National Flag may be obtained through the York Catholic District School Board Facilities Department.
- 3.8 If the school has a flagpole that is fitted to accommodate more than one flag, the following display precedence will be observed:
  - 1. National Flag of Canada
  - 2. Flag of the Province of Ontario
  - 3. Municipal Flag
  - 4. Vatican (papal) Flag (if available)
  - 5. School Flag (if available)
  - 6. Other Organizations as approved by the Board of Trustees
- 3.9 In a line of three flags, the National Flag of Canada should be in the centre. The province of Ontario Flag is displayed on the left and the third flag is displayed on the right.
- 3.10 No flag shall be flown or displayed above (higher than) the Canadian flag.

#### **4. RESPONSIBILITIES**

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

- 4.1.1 To oversee compliance of the Flag Display on Board Premises policy.

##### **4.2 Superintendent of Facilities Services and Plant**

- 4.2.1 To ensure schools have access to a supply of official national and provincial flags.
- 4.2.2 To ensure proper destruction of flags in a dignified manner.

##### **4.3 School Principal**

- 4.3.1 To maintain the flag in proper condition.
- 4.3.2 To direct the custodian, of the raising and lowering of the flag and maintenance of the flag pole.

#### **5. DEFINITIONS**

##### **5.1 Half-Mast**

- The midpoint of the flagpole at which the flag can be lowered as a sign of mourning.

## 6. CROSS REFERENCES

[Regulation 298 Education Act](#)

[Government of Canada, Rules for flying the National Flag of Canada](#)

Approval by Board	<b>March 29, 2022</b> <i>Date</i>
Effective Date	<b>March 30, 2022</b> <i>Date</i>
Revision Dates	<b>March 29, 2022</b> <i>Date</i>
Review Date	<b>March 2026</b> <i>Date</i>

## **POLICY TITLE: FLAG DISPLAY ON BOARD PREMISES**

### **SECTION B: GUIDELINES**

1. Schools may display the Vatican flag, municipal flag and school flag, if available according to the Guidelines provided.
2. Flags may also be displayed inside the school either horizontally or vertically.
  - 2.1 If hung horizontally, the upper part of the leaf should be up and the stem down.
  - 2.2 If the flag is hung vertically, against a wall, the flag should be placed so that the upper part of the leaf is to the left and the stem is to the right as seen by spectators.
3. The flag will be lowered at all schools to 'half-mast' as a sign of mourning on the death of:
  - 3.1 The sovereign or member of the immediate family of the sovereign;
  - 3.2 The current or a former governor-general of Canada;
  - 3.3 The current or a former prime minister of Canada;
  - 3.4 The lieutenant-governor or former lieutenant-governor of Ontario;
  - 3.5 The premier, or former premier, or a cabinet minister of Ontario;
  - 3.6 A current or past Trustee or Supervisory Officer of the York Catholic District School Board, where possible.
4. The flag will be lowered to 'half-mast' at specific school sites as a sign of mourning on the death of:
  - 4.1 An individual associated with the school, parish or community, as approved by the Superintendent of Schools; and,
  - 4.2 The Member of Parliament or Member of the Ontario Legislative Assembly for the riding in which the school is located.
5. If the school is open, the flag will be lowered to 'half-mast' on:
  - 5.1 April 28, Workers' Mourning Day;
  - 5.2 June 23, National Day of Remembrance for Victims of Terrorism;
  - 5.3 November 11, Remembrance Day; and,
  - 5.4 December 6, National Day of Remembrance and Action on Violence Against Women.

# YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i>	<b>Governance / Board</b>
<i>Policy Number</i>	<b>111</b>
<i>Former Policy Number</i>	<b>807</b>
<i>Total Pages</i>	<b>6</b>
<i>Original Approved Date</i>	<b>March 22, 1991</b>
<i>Subsequent Approval Dates</i>	<b>September 27, 1994, February 28, 1995, September 26, 2000, December 16, 2023, April 12, 2005, November 22, 2005, May 8, 2007, November 18, 2008, December 1, 2009, March 9, 2010, February 7, 2012, September 25, 2018, March 28, 2023</b>

## TRUSTEE SERVICES AND EXPENDITURES

### SECTION A

#### 1. PURPOSE

Trustees of the York Catholic District School Board share a proud history of dedicated commitment to Catholic education and to the students and communities they are elected to serve. As stewards responsible for local governance of our publicly-funded school system, trustees are expected to carry out their role with the utmost integrity and ethical conduct.

The purpose of this policy is to clarify the parameters and guidelines under which trustees will receive those supports, equipment, services and reimbursements that will enable them to communicate with constituents regarding board affairs and educational matters, to participate in various activities by virtue of their office, and to fulfill their corporate and constituency responsibilities.

#### 2. OBJECTIVE

It is the policy of the York Catholic District School Board that trustees, in their role of stewards and guardians of Catholic Education, shall be provided with resources, supports and reimbursements to fulfill their obligations, as allowed through the Education Act and the parameters and guidelines of this policy.

#### 3. PARAMETERS

- 3.1 Services provided for Trustees, and expenses which Trustees are permitted to incur, must be:
  - 3.1.1 Directly related to the role of Trustee;
  - 3.1.2 Consistent with statutory requirements and Ministry guidelines;
  - 3.1.3 Congruent with common values and accepted practices; and,
  - 3.1.4 Able to withstand the test of integrity and independent audit.

- 3.2 Payment of expenditures shall be provided to the appropriate recipient subject to Board guidelines for reimbursement.
- 3.3 Expenditure limits may not be exceeded.
- 3.4 Alcohol cannot be claimed or expensed and should not appear on receipts presented for reimbursement.
- 3.5 Neither P-cards nor cash advances will be issued to Trustees.
- 3.6 Non-Discretionary expenditures will be charged to the general Board expenses.
- 3.7 An annual Trustee Discretionary Budget of \$5,000 per Trustee shall be allocated to reimburse all discretionary expenses as identified in this policy.
- 3.8 Other professional development activities as defined in section B 1.2 of Policy 105, Trustee Professional Development, will also be charged to the Trustee's Discretionary Allowance.
- 3.9 Any part of the board budget for Trustee expenses that remains at each November 14th, will be returned to the general board budget.
- 3.10 Staff and Trustees are entitled to equitable treatment with respect to expenditures.
- 3.11 Trustee expenses for travel/meals will be reimbursed according to the Travel, Meals and Expense Reimbursement Policy.
- 3.12 A Trustee may, on occasion, wish to support a school initiative through the Trustee's Discretionary Allowance. Examples of approved initiatives include, but are not limited to, school resources, athletic equipment, field trips/excursions, refreshments/tokens of appreciation for school celebrations/events such as graduations or blessings, religious statues. The support from a Trustee can be for supplementary material, equipment or services not funded through the allocated budget of a school. Reimbursements are not to be for items that are considered core curriculum as outlined in Policy 312A Texts, School Supplies and Supplementary Student Fees – Elementary and 312B Texts, School Supplies and Supplementary Student Fees – Secondary.
- 3.13 Trustee expenses fall under the Broader Public Sector Accountability Act, 2010 (BPSAA) and must meet the Expenses and Procurement standards detailed therein.

#### **4. RESPONSIBILITIES**

- 4.1 Director of Education
  - 4.1.1 To monitor the implementation of the Trustees Services and Expenditures policy.
  - 4.1.2 To approve all expense claims, with the exception of the Chair and Vice Chair of the Board.
- 4.2 Chief Financial Officer and Treasurer of the Board
  - 4.2.1 To approve expense claims for the Chair and Vice Chair.



### 4.3 Executive Committee

- 4.3.1 To deal with any inequity resulting from the policy.
- 4.3.2 To bring to the Board any matter relative to this policy which, in the opinion of the Committee, requires a Board decision.

### 4.4 Trustees

- 4.4.1 To obtain approval for appropriate expenses from the Director of Education and/or Chief Financial Officer, as outlined in the policy.
- 4.4.2 To ensure that all expenses submitted are necessary, reasonable, and are in compliance with the Board's policy and all other relevant policies, procedures, guidelines and legislation.

## 5. CROSS REFERENCES

### **Legislation**

[Education Act Ontario, s. 191](#)

[Broader Public Sector Accountability Act, 2010](#)

### **YCDSB Policy**

[Policy 105 Trustee Professional Development](#)

[Policy 312A Texts, School Supplies & Supplementary Student Fees - Elementary](#)

[Policy 312B Texts, School Supplies & Supplementary Student Fees - Secondary](#)

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

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

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

### **YCDSB Procedure**

[YCDSB Procedure Purchasing Reference Guide](#)

[YCDSB Procedure Travel, Meals and Expense Reimbursement](#)

## TRUSTEE SERVICES AND EXPENDITURES

### SECTION B

#### GUIDELINES

In order for Trustees to conduct their function/role, expenses incurred in carrying out their responsibilities as a Trustee are an expense of the Board. Trustee expenditures must align with all Board Policies and Procedures. Procedures have been developed to assist with transparency and accountability for all transactions.

#### 1. Administration

The Executive Committee of the Board shall have the authority to address matters related to the policy as may be brought forward by any Trustee and bring such matters to the attention of the Board if deemed appropriate.

- 1.1 The Director certifies that individual Trustee expense claims meet the requirements of Board policy and approves payment of the claim or refers the expense claim to Executive Committee.
- 1.2 The Chief Financial Officer and Treasurer of the Board but excluding the Director, certifies that the Chair and Vice Chair of the Board's expense claims meet the requirements of board policy and recommends that the Director approve payment of the claim.
- 1.3 Should there be a dispute about the eligibility of any expense, e.g., if deemed as inappropriate or unreasonable, the policy refers the dispute to Executive Committee. If not resolved the Trustee has the option of taking the dispute to a public session of the board.

#### 2. Reporting

- 2.1 An annual expenditures report for each Trustee, in line with the Trustees' term of office, will be completed and filed with the Board. Expenditure reports with detailed relevant expense categories will be presented in open public session no later than the first Regular Board meeting in February of each year and subsequently posted on the Board website.

#### 3. Budget/Expense Claims

- 3.1 Expense claims will be processed on a monthly basis and in accordance with good business practices as defined in Board procedures.
- 3.2 All Trustee expenditures will be reported in accordance with section 2 of these guidelines. Expense claims shall reflect only direct business- related expenses that are linked to the role of a Trustee and their duties.
- 3.3 All expenses will adhere to Canada Revenue Agency requirements with regard to expense reimbursements.

#### 4. Community-Based and Work/Office Related Activities

- 4.1 Eligible functions/activities/locations that a trustee may choose to attend by virtue of their office include but are not limited to:

- i) Board schools;
- ii) Off-site school events i.e. sports/arts;
- iii) School Council meetings and activities/events;
- iv) Local school fund-raising activities;
- v) Local school socials;
- vi) Work related activities organized by trustees, the Board or administration;
- vii) Archdiocesan functions;
- viii) Parish-organized functions;
- ix) Community-organized functions, if attending as a YCDSB representative;
- x) School/community public relations functions;
- xi) Staff retirements;
- xii) OCSTA/CCSTA Conferences, meetings and special events;
- xiii) Other professional development activities as outlined in Policy 105 Trustee Professional Development.

## **5. Equipment/Support Services**

The following equipment and support services will be provided to all Trustees:

### **5.1 Consumables /Supplies**

Trustees may purchase through Trustee Discretionary Allowance the following consumables/supplies, including but not limited to: ink cartridges, paper, writing utensils, envelopes, labels, binders, file folders, poster board, calendars, wrapping paper, cards, computer supplies (surge protectors, USB cords, adaptors, mouse, cables, router). If possible, the above items will be accessed through the board's procurement process, via the Director's office.

### **5.2 Furniture, Office Equipment, Computer and Telecommunication Devices**

- 5.2.1 A maximum of \$750 per four (4) Year Term may be used to cover the combined cost of furniture and equipment, such as, but is not limited to: printer, desk, chair, filing cabinet, shredder, computer cart and telecommunication devices, such as phones, tablets, and one-time installation costs for telecommunication support services.
- 5.2.2 No reimbursement for furniture and office equipment will be allowed during the last 6 months of a trustee's term.
- 5.2.3 Furniture, equipment and telecommunication devices purchased will be deemed to have no market value and may be kept by the trustee at the end of his/her term.
- 5.2.4 The Board will provide a trustee with a computer, ipad, or other suitable device at the beginning of the trustee's 4-Year Term of Office; In October/November of the year a trustee term ends, trustees will be given the option of returning their computer or purchasing it from personal funds at "fair market value" as determined by the Board;

5.2.5 Regular ongoing maintenance and Board supported software will be available throughout the term of office.

5.2.6 Trustees will be paid a non-taxable allowance of \$250 per month for cell phone, landline and internet services required for communication purposes during the trustee's term of office.

### **5.3 Secretarial Support**

Reasonable secretarial support will be provided where necessary.

### **5.4 Subscriptions**

Two newspaper subscriptions are an allowable expense to be charged to the Trustee's Discretionary Allowance.

## **6. Travel**

6.1 Reimbursements for travel will be as defined in Policy 808 *Travel, Meals and Expenses Reimbursement*.

- i) Trustee's primary work location (PWL) is the Trustee residence.
- ii) Trustee travel is to be claimed through the Board approved travel tool, TRIP, unless exceptions have been granted.
- iii) Cost of 407 ETR are not to be considered an eligible expense unless previously approved.



## 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</b> <b>November 29, 2016</b> <b>January 25, 2022</b> <b>October 30, 2023</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 their approver.
- 3.7 Amounts expended that are in excess of the Board's maximum 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 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 the 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 judgment to ensure expenses are minimized.
- 4.5.3 To provide approval for expenses that were incurred while on Board business.
- 4.5.4 To ensure that conferences or external workshops/seminars 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)

<b>Approval by Board</b>	<b>October 27, 2023</b>
	Date
<b>Effective Date</b>	<b>October 28, 2023</b>
	Date
<b>Revision Dates</b>	<b>October 27, 2023</b>
	Date
<b>Review Date</b>	<b>October 2028</b>
	Date





## **YORK CATHOLIC DISTRICT SCHOOL BOARD**

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

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

**Effective: October, 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	
<b>Department Budget</b>	Budget for a specific department and is the responsibility of the Fund Centre Manager
<b>Central Budget</b>	Budget maintained centrally for Board organized events attended by school staff
<b>School GSB</b>	Allocation of budget by the Board provided to schools to fund educational resources and is the responsibility of a school principal
<b>School Generated Funds/School Bank Account</b>	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
<b>N/A</b>	Not applicable as the expense is considered personal and non-reimbursable



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Students/Admissions</b>	<i>Policy Number</i> <b>220</b>
<i>Former Policy #</i>	<i>Page</i> <b>1 of 5</b>
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
<b>September 1, 2009</b>	<b>November 23, 2010 October 2, 2012 May 26, 2015 June 18, 2019 November 26, 2019</b>

### POLICY TITLE: GRADUATION EXERCISES IN ELEMENTARY AND SECONDARY SCHOOLS

#### SECTION A

##### 1. PURPOSE

The York Catholic District School Board acknowledges that graduation exercises are an important recognition of a student's transition from elementary to secondary school, and upon leaving secondary school. Graduation exercises celebrate the human journey of each student. The student throughout his/her years in the Catholic school system has experienced an education that fosters learning as a lifelong spiritual and academic quest. This learning is defined not only in terms of knowledge and skills, but also in terms of values, attitudes, actions and faith experiences as these are core elements that distinguish us as an English Catholic school system.

##### 2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that Elementary and Secondary Graduations shall be acknowledged by appropriate exercises that celebrate our Faith, the Ontario Catholic Graduate Expectations, and recognize those partners who have contributed to this milestone in each student's life journey.

##### 3. PARAMETERS

- 3.1 All Graduations shall reflect our distinctiveness as a Catholic school system.
- 3.2 All Graduation celebrations shall include a Mass with the graduates, their teachers, and where possible, their families.
- 3.3 All local Pastors shall be invited to participate in Elementary and Secondary school Graduations.
- 3.4 Graduation exercises shall respect:
  - 3.4.1 Protocols, as identified in the guidelines;
  - 3.4.2 The inclusion of a prayer or liturgical reflection;

- 3.4.3 Time constraints;
- 3.4.4 Cost and financial stress on families to participate;
- 3.4.5 Appropriate language and subject matter in speeches and addresses;
- 3.4.6 That the event is for the students, therefore inclusion of guest speakers and presenters shall be kept to a minimum.
- 3.5 Schools may collect fees for graduation celebrations. Principals should take particular note to ensure that no family suffers undue hardship as a result of a graduation celebration.
- 3.6 The format of the graduation celebration must be vetted annually with the community, through the Catholic School Council to ensure that costs are reasonable.
  - 3.6.1 The order of the graduation ceremony shall follow the greetings outline as indicated in the program guidelines.
- 3.7 The *York Catholic District School Board Faith Leadership Award* shall be conferred by a School Trustee (if present) on one female and one male graduating secondary school student who has demonstrated a commitment to the Religious Education program of the school and to the Board's vision as creative and critical thinkers who integrate Catholic values into their daily lives, as socially responsible global citizens.
- 3.8 Award presentations shall be carefully structured to ensure that:
  - 3.8.1 The student receiving the award most closely embodies the intent of the award; and,
  - 3.8.2 The purpose and application of the award is clearly understood by the community;
- 3.9 The guest list for Graduation exercises should reflect a balance between the necessity of the guest's presence, their role at the event, and a respect for their personal time.
- 3.10 Special guests shall be acknowledged but not necessarily invited to address the audience or make presentations.
- 3.11 Secondary schools, shall hold Graduations in June of the graduating year and will inform their elementary feeder schools of the date.
- 3.12 Elementary schools shall make every effort to hold Graduations no sooner than the Thursday prior to the last week of school, and ensure that the Graduation is not held on the same night as the Secondary school graduation.
- 3.13 The number of awards in an Elementary School Graduation is expected to be proportionate to the number of graduates.
- 3.14 Each school shall adhere to the parameters and guidelines of this policy when designing its Graduation ceremony that will be reflective of the community in which it is located and respectful of the traditions that have been established.

#### **4. RESPONSIBILITIES**

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

- 4.1.1 To bring greetings to the Graduates and to the assembly on behalf of the York Catholic District School Board.

- 4.1.2 To participate in the Graduation celebrations as requested by the organizing body.

**4.2 Director of Education**

- 4.2.1 To oversee compliance with the Graduation Exercises in Elementary and Secondary Schools policy and related guidelines.

**4.3 Superintendents of Education**

- 4.3.1 To support the implementation of the Graduation Exercises in Elementary and Secondary Schools policy and related guidelines.
- 4.3.2 To gather, review and authorize the graduation ceremony program prior to publication.

**4.4 Schools (Administration and Staff)**

- 4.4.1 To provide leadership in organizing Graduation exercises that honour the Catholic education which the graduates have received and acknowledge the individual success of each graduating student.
- 4.4.2 To ensure that procedures and protocols outlined in the Graduation Exercises in Elementary and Secondary Schools policy and related guidelines are strictly adhered to.

**5. CROSS REFERENCES**

YCDSB Policy 218 [Code of Conduct](#)

YCDSB Document Graduation Liturgies

YCDSB Independent Procedure [Board/School Events Planning Protocol](#)

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## **POLICY TITLE: GRADUATION EXERCISES IN ELEMENTARY AND SECONDARY SCHOOLS**

### **SECTION B: GUIDELINES**

It is the policy of the York Catholic District School Board that Elementary and Secondary Graduations shall be acknowledged by appropriate exercises that celebrate our Faith, the Ontario Catholic Graduate Expectations, and recognize those partners who have contributed to this milestone in each student's life journey.

The following guidelines are intended to support Policy 220 and provide a framework for Elementary and Secondary Graduation celebrations.

#### **1. GENERAL**

- 1.1 School traditions and community preferences need to be considered when planning the occasion; however, the complexity of the event must not place an undue burden on staff or families.
- 1.2 Graduation celebrations held off school property and/or after school hours shall be planned in consultation with administration, school staff and parents.
- 1.3 Staff members who **specifically supervise** a Graduation dinner and/or dance shall not incur the cost of the Graduation dinner and/or dance.
- 1.4 Valedictorian addresses shall be reviewed in advance by the Principal or designate to ensure appropriate language, content and style in order to respect the dignity of the occasion.
- 1.5 The following template shall be used for both Elementary and Secondary Graduation exercises. A form of printed program shall be prepared for families as a memento. A Graduation printed program shall include the following:
  - A page listing the names and titles of the School's Administration, the Chair of the Board, the Vice Chair of the Board, the local Trustee/s, the Director of Education, the Associate Director of Education and the school's Superintendent of Education: School Leadership (provided centrally on an annual basis)
  - The Board's Mission and Vision statements
  - A congratulatory message from the local Trustee/s (provided centrally on an annual basis)
  - A list of graduates
- 1.5.1 Graduation agendas, shall include in the following order: Welcome
  - O Canada
  - Opening Prayer/Reflection (Pastor\*, Chaplain or designate)
  - Land Acknowledgement
  - Introduction of Guests (Guests not presenting awards and VIPs only at this time)
  - Greetings
    - Chair of the Board (if present)

- Local Trustee (if more than one Trustee serves an area, greetings shall be shared, with the primary Trustee leading)
  - Director of Education (if present)
  - Superintendent of Education: School Leadership or designate
  - Principal
  - Catholic School Council Chair
  - Address to Graduates (Teacher/Guest Speaker) – Secondary only (optional)
- Conferral of Diplomas
    - School Principal shall confer all diplomas and the Faith Leadership Awards
    - Others, such as Vice-Principal(s), Superintendent, Director or Trustee may be asked to accompany the Principal, with due consideration being given to limiting the number of persons on stage at any one time.
- Awards – School and Community
    - All Trustees in attendance shall be asked to present an award;
    - Faith Leadership Awards
    - The Trustee Micheal Carnovale Award is to be presented by a member of the Carnovale family (if able to attend) or a School Trustee (if present);
    - The Susan LaRosa “Learning for All” Award is to be presented by S. LaRosa (if able to attend) or the attending Superintendent of Education: School Leadership
    - Governor General’s Award to be presented by Provincial or Federal Member of Parliament, if present or by the Director/ Superintendent;
    - Principal’s award to be presented by Principal;
    - Curriculum awards to be presented by teachers;
    - No speeches/remarks by the presenter of the award; and,
    - Only where a person, organization or municipality has donated an award should they or their representative be invited to present the award and congratulate the student.
- Valedictory Address (five to seven minutes’ maximum)
- Final Prayer/Blessing (Pastor\* or Principal at the Elementary level; Pastor\*, Chaplain or designate at the Secondary level)
- Closing Remarks
- \* If the Pastor of the local Parish is in attendance, he will be asked to lead **either** the Opening Prayer/Reflection **or** the Final Prayer/Blessing  
 If more than one Pastor is in attendance, they will be asked to **share** in the lead of **either** the Opening Prayer/Reflection **or** the Final Prayer/Blessing
- 1.6 Procession/Recession – Secondary Schools  
 The order for the Graduates procession will be the Principal, followed by the Chair of the Board, Area Trustee/Trustees, Director of Education, Superintendent of Education, Vice-Principal, School Council Chair, Municipal dignitaries, i.e. Mayor, any other VIP’s.



## **Draft Recommendations for Policy 220 Review Committee**

1. The Board will move from Policy to Procedure for the Elementary Promotion ceremony.
2. There will be separate panel procedures (Elementary Promotion ceremony where a certificate will be issued per student). This will be through the print room so that every school receives the same certificate.

Secondary procedure will continue to be a Graduation ceremony where they receive a recognized diploma.

### **3. Awards**

- When possible removal of reference to male and female, i.e. in the ceremony programs and awards for both panels ( eg. Knights of Columbus that ask for a male and female recipient Women's Christian League that ask for a female recipient)
- Awards will not be Board streamlined expectations/descriptions. They will be Principal and school community-based decisions.

### **4. Award Threshold**

#### **Elementary**

- If more than 50% of the students are receiving an award, then all students are to be recognized.
- Awards are not based solely on the highest average considering diversity of the students and considering fulsome aspects for each award.
- Ensure that all or none receive a portfolio cover for their certificate if composites are given out at the ceremony.
- It will be up to the Elementary school whether to give out keeper plaques i.e. school-based decision.

#### **Secondary**

- In Secondary, the removal of hardware was for the awards night. For graduation, schools will make this decision based on the cost rates, i.e. cost prohibitable.
- Cash awards will be permissible as a school-based decision.

5. Catholic School Council to be discussed annually. CSC may assist with planning provisions for funds, ceremonies and award - no uniform expectation that they assist.

Best practice is to discuss with the Catholic School Council ceremonial costs.

## 6. Parameters

- Secondary Graduation can occur in the AM or PM.
- Elementary Promotion ceremony will always be in the evening.

## 7. Honour Roll

**Elementary Honour Roll:** no announcement for honour roll at ceremony. Schools to determine a less conspicuous way of recognizing honour roll recipients( eg. sticker on certificate, medal in portfolio, asterisk in program)

**Secondary Honour Roll:** Site based decision.

An Honour roll committee has been established as E-learning is impacting that decision.

## 8. Valedictorian

- Principal should be involved in the selection of the valedictorian. Many of these students have been in the schools from JK to gr. 8, so the various teachers should be invited into the conversation and selection.
- Consider students on the selection committee to be vetted before selections are made.
- Site based. Not voting-based for Valedictorian
- Secondary: Decisions will be site based

## 9. Venue Costs:

- Considerations around cost and equity. Principals are to take into account the community.
- If a student is not participating, the Principal will reach out and determine whether there are economic barriers for a student and administration will pay for the cost.
  - These costs should come out of Stewardship funds for Secondary.
- It is considered equitable if 100% of the students can attend.

## 10. Trips/Excursions:

- Graduation trips in Elementary are to be called “Year End Excursions”. This requires a conversation to be had with the school community and CSC.
- The current dynamics within the school will be considered, including cost and the percentage of families that can afford the trip/excursion, consider students with special education needs and those students who identify as a member of LGBTQ2++
- An administrator must go on any overnight trip/excursion for Elementary

- Strongly recommended that administrators go on extended day trips.

#### **11. Programs**

- Grad programs will need to be reviewed at the Secondary level and follow current procedure.
- Promotional Programs at the Elementary level will have mandatory pages with discretionary format.

#### **12. Masses**

- Will continue to be part of both the Elementary Promotional ceremony and the Secondary Graduation to celebrate our Catholic faith and values.

#### **Next steps:**

- No caps or gowns for celebratory Promotional Ceremony.
- TBD photo attire at Elementary level.



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Program/Curriculum</b>	<i>Policy Number</i> <b>307</b>
<i>Former Policy #</i> <b>612</b>	<i>Page</i> <b>1 of 2</b>
<i>Original Approved Date</i> <b>October 23, 2001</b>	<i>Subsequent Approval Dates</i> <b>November 18, 2008</b> <b>January 28, 2014</b> <b>January 30, 2019</b>

**POLICY TITLE: OPENING EXERCISES**

### SECTION A

#### 1. PURPOSE

Catholic Education proclaims a view of life that is God centered, a view of person that is Christ centered and a view of community that is Church centered. In keeping with these belief statements, the York Catholic District School Board endorses prayer, scripture reading and relevant Christian reflection(s) that focus on the richness, understanding, and appreciation of our Catholic Faith in Opening Exercises for the school day. The Board also endorses the importance of good citizenship and commitment to our country, Canada, through the singing of our National Anthem. The purpose of this policy is to provide direction to schools for all Opening Exercises.

#### 2. POLICY STATEMENT

In keeping with the York Catholic District School Board's commitment to develop school communities formed by Catholic beliefs and traditions, and to demonstrate respect for our country, it is the policy of the Board that each school shall conduct Opening Exercises on a daily basis.

#### 3. PARAMETERS

- 3.1 Opening Exercises shall consist of a prayer, followed by a scripture reading, or relevant Christian reflection and the singing of "O Canada".
- 3.2 The version of "O Canada" used shall include both official languages, English and French, and shall be arranged in a respectful manner.
- 3.3 The implementation of this policy shall be in accordance with the *Education Act*, s. 304, and *Ontario Regulation 435/00*.

#### 4. RESPONSIBILITIES

##### 4.1 Director of Education

To oversee compliance of the Opening Exercises policy and relevant parameters.

##### 4.2 Superintendent of Schools

To support Principals with the implementation of this policy.

##### 4.3 Principals

To ensure that Opening Exercises, as per the parameters of this policy, are included within the daily schedule of each school day.

#### 5. DEFINITIONS

##### 5.1 Opening Exercises

The time of day when, through a formal announcement made to the entire school, a prayer, scripture reading, or relevant Christian reflection and the singing of “O Canada” are conducted.

#### 6. CROSS REFERENCES

YCDSB Policy 315 [Prayer - Our Gift from God](#)

YCDSB Daily Prayers for Children (Elementary)

YCDSB Daily Prayers for Children (Secondary)

[Education Act](#)

[Ontario Regulation 435/00](#)

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