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## YORK CATHOLIC DISTRICT SCHOOL BOARD POLICY REVIEW COMMITTEE AGENDA

### Catholic Education Centre, Board Room

Tuesday, June 4, 2024 6:30 P.M.

#### **Prayer**

*Look kindly Lord on this group that trusts in you. During this gathering as we discuss and reflect on important issues, help us to hear the voice of your spirit and receive your word in faith. 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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## 12. DISCUSSION ITEM(S): NIL

## 13. FUTURE ITEMS:

<u>Governance</u>	<u>Review Date</u>
Policy 103 Communication Policy	Sept. 2022
Policy 116 Copyright	April 2023
Policy 118 Trustee Code of Conduct	October 2028
<u>Students</u>	
Policy 203 Student Transportation Services	June 2025
Policy 210 Pediculosis (Head Lice)	March 2021
Policy 214 Student Use of Service Animals	December 2024
<u>Program/Curriculum</u>	
Policy 304B Internal School Surveys and Procedure	December 2020
<u>Human Resources</u>	
Policy 405A Appointments to Supervisory Officer Positions	December 2025
Policy 405B Appointments to Academic Positions of Responsibility	May 2026
Policy 405C Appointments to Principal and Vice Principal Positions	December 2025
Policy 424 Disposition of Complaints Against Employees and Procedure	September 2027
Policy 425 Workplace Harassment	September 2022
Policy 427 Workplace Violence	March 2022
<u>Community</u>	
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
<u>Facilities</u>	
Policy 704 Community Planning and Partnerships	October 2020
Policy 713 Pupil Accommodation Review and Procedure	October 2020

## 14. FUTURE MEETING DATES: October 8, 2024 (tentative)

## 15. ADJOURNMENT

York Catholic District School Board

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

March 5, 2024  
(Hybrid)

**In Attendance**

**Committee Members:**     **In person:** J. DiMeo, A. Grella, M. Iafrate, A. Saggese  
   **Virtual:** F. Alexander  
   **Absent with Notice:** M. Barbieri, C. Cotton  
**Other Trustees:** E. Crowe, J. Wigston  
**Administration:**     **In Person:** J.Sarna, R. Antunes, A. Arcadi, A. Battick, M. Brosens, A. Burnell-Gentile,  
   J. Chiutsi, J. De Faveri, T. Laliberte, S. Morrow, L. Paonessa, T. Pechkovsky,  
   L. Sawicky, S. Wright  
   **Virtual:** K. Elgharbawy  
**Recording:** A. McMahon  
**Presiding:** M. Iafrate - Chair

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

Committee Chair M. Iafrate opened the meeting with a prayer followed by the Land Acknowledgement, read by J. Sarna. The meeting began at 6:30 p.m.

**2. ROLL CALL**

All PRC Committee Members present with the exception of Trustees Cotton and Barbieri who were absent with notice.

**3. APPROVAL OF NEW MATERIAL**

N/A

**4. APPROVAL OF THE AGENDA**

**MOTION: Saggese/Wigston**  
**CARRIED**

**5. DECLARATION OF CONFLICT OF INTEREST**

N/A

**6. APPROVAL OF THE PREVIOUS MINUTES**

**THAT** the minutes of February 7, 2024 be approved.  
**MOTION: Wigston/Saggese**  
**CARRIED**

**7. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING**

N/A

**8. OUTSIDE PRESENTATION**

N/A

**9. STAFF PRESENTATIONS**

N/A

## 10. ACTION ITEMS

### a) **Policy 106 Delegations to the Board and Procedure to Policy 106**

J. Sarna presented this policy and procedure that were revised to incorporate Trustee input from the October 2nd, 2023 PRC Meeting.

Trustee Grella brought forward her concerns regarding the timestamp for Policy 106 and further stated that no other school boards, nor the city, incorporate delegation selection based on timestamp within their policies.

#### **MOTION: Grella/Wigston**

**THAT** language regarding timestamp be stricken from draft *Policy 106 Delegations to the Board* Section A, 3. Parameters, Parameter 3.2 iii).

#### **MOTION DEFEATED**

The Board of Trustees agreed that it is best to carry on as usual. This policy was moved and approved as presented..

#### **MOTION: Crowe/Alexander** **CARRIED**

### b) **Policy 220 Graduation Exercises in Elementary/Secondary Schools**

J. Sarna presented this policy which was revised to incorporate recommendations from the Policy 220 Review Committee as well as Trustee input from the February 7th, 2024 PRC meeting. Discussion ensued, minor revisions are needed. This policy was moved and approved.

#### **MOTION: Wigston/DiMeo** **CARRIED**

### c) **Policy 307 Opening Exercises**

J. Sarna presented this policy which was revised to incorporate Trustee input from the February 7th, 2024 PRC meeting. Policy revisions were finalized with input received from the Indigenous Education Advisory Circle.

As it stands, the policy needs further work. A suggestion was made to begin the process of consultation. This policy will come back.

### d) **Policy 409 Occupational Health & Safety (J. Sarna)**

This policy was up for review as it was last revised March 23rd, 2021. Policy 409 was revised as per the *Occupational Health and Safety Act* which states that it must be reviewed at least annually. This policy was moved and approved.

#### **MOTION: Wigston/Crowe** **CARRIED**

### e) **Policy 702 Solemn Blessing and Official Opening of New Schools and Additions (J. Sarna)**

This policy was presented as it was last revised March 25th, 2014. The policy now incorporates Milestone School Anniversaries. A couple of minor revisions were still necessary. This policy was moved and approved.

#### **MOTION: Saggese/Crowe** **CARRIED**

**DISCUSSION ITEM(S):** N/A

## 14. INFORMATION ITEMS AND FUTURE ITEMS: N/A

**FUTURE MEETING DATE(S):**

June 4, 2024

**ADJOURNMENT:**

**THAT** the Policy Review Committee meeting adjourned at 7:32 p.m.

**MOTION: Alexander/DiMeo**

**CARRIED**

DRAFT

## YORK CATHOLIC DISTRICT SCHOOL BOARD

**REPORT TO:** Policy Review Committee  
**FROM:** Administration  
**DATE:** June 4, 2024  
**RE:** **Policy 117 Code of Conduct**

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This report is presented to Trustees to highlight the rationale for the revisions to Policy 117 *Code of Conduct*.

### **BACKGROUND:**

In April 2024, revisions to *PPM 128 The Provincial Code of Conduct and School Board Codes of Conduct*, required school boards to update their policies in accordance with the PPM.

The Provincial Code of Conduct, establishes guidelines for school boards to foster a positive school climate that supports student achievement, well-being, and human rights. *PPM 128* mandates that school boards must implement this Code, ensuring it applies to all community members, including students, staff, volunteers, and visitors.

This policy has been revised to incorporate the new requirements outlined in *PPM 128*.

### **RECOMMENDATION:**

That the Policy Review Committee review and approve the updates to Policy 117 *Code of Conduct*.

### **ATTACHMENTS**

- (1) Revised Policy 117 *Code of Conduct*.
- (2) *Policy/Program Memorandum 128*.

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Prepared By: Alexandra Burnell-Gentile, Policy Advisor  
Endorsed By: Jennifer Sarna, Associate Director



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Students</b>	<i>Policy Number</i> <b>117</b>
<i>Former Policy #</i> <b>218</b>	<i>Page</i> <b>1 of 7</b>
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
<b>December 18th, 2001</b>	<b>May 6th, 2008 October 28th, 2014 November 27th, 2018 October 1st, 2019 January 28th, 2020 November 30th, 2021</b>

### POLICY TITLE: CODE OF CONDUCT

#### SECTION A

##### 1. PURPOSE

The York Catholic District School Board believes that all students, parent(s)/guardian(s) and staff have the right to a safe learning and working environment and that each person is responsible for creating and sustaining that environment. Respect for self and others, contributing to the common good, accepting accountability and responsibility for one's own actions, seeking and granting forgiveness, acting morally and legally with Catholic values, and the promotion of self-discipline are cornerstones of this belief.

The Ministry of Education expects that school communities be places that promote responsibility, respect, civility and academic excellence in a safe learning and working environment and that a positive school climate exists when all members of the school community feel safe, comfortable, and accepted. Accordingly, the Ministry has established a Provincial Code of Conduct with the following purposes [[Education Act](#) s.301(2)]:

- 1.1 To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
- 1.2 To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
- 1.3 To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility. -
- 1.4 To encourage the use of non-violent means to resolve conflict.
- 1.5 To promote the safety of people in the schools.
- 1.6 To discourage the use of alcohol, and illegal drugs and, except by a medical cannabis user, cannabis.
- 1.7 To prevent bullying in schools.

The Provincial Code of Conduct applies to the entire school community. This means that, within the publicly funded school system, the Provincial Code of Conduct applies to all individuals:

- on school property;
- on school buses;
- at school-related events or activities;
- in other circumstances that could have an impact on the school climate;
- in a virtual learning environment.

## 2. OBJECTIVE

The Code of Conduct of the York Catholic District School Board promotes positive, responsible, respectful and civil behaviour within our Catholic Learning Communities, thereby enabling schools and other Board locations to function as safe, comfortable, and accepting learning and working environments. This Policy sets out expectations for all members of our York Catholic Community.

## 3. PARAMETERS

### 3.1 RESPECT, CIVILITY AND RESPONSIBLE CITIZENSHIP

A safe, inclusive and accepting school climate is promoted and enhanced when all members of the York Catholic community:

- 3.1.1 Respect and comply with applicable federal, provincial and municipal laws;
- 3.1.2 Comply with all Ministry of Education, school board and school policies;
- 3.1.3 Demonstrate honesty and integrity;
- 3.1.4 Respect differences in people, in their ideas and opinions;
- 3.1.5 Treat one another with dignity and respect at all times, both in person and online, (i.e.: meetings and/or discussions of any kind), especially when there is disagreement or difference;
- 3.1.6 Respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, religion, age, marital status, family status, appearance or disability;
- 3.1.7 Respect the rights of others;
- 3.1.8 Show proper care and regard for school and Board property and the property of others;
- 3.1.9 Take appropriate measures to help those in need;
- 3.1.10 Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- 3.1.11 Respect all members of the York Catholic community, especially persons in positions of authority;
- 3.1.12 Respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices are only used during instructional time for educational and other permitted purposes;
- 3.1.13 Use appropriate language with all persons (i.e.: refrain from using abusive language or swearing at another person).
- 3.1.14 Not use personal mobile devices during instructional time except under the following circumstances:
  - 3.1.14.1 for educational purposes, as directed by an educator;
  - 3.1.14.2 for health and medical purposes;
  - 3.1.14.3 to support special education needs.



### 3.2 SAFETY

To promote and enhance a safe, inclusive and accepting school climate, all members of the York Catholic community are accountable and responsible for their behaviour, and shall not:

- 3.2.1 Engage in bullying behaviours, including cyberbullying\*;
- 3.2.2 Commit sexual assault **or sexual harassment**;
- 3.2.3 Traffic in weapons; **or illegal and/or restricted** drugs;
- 3.2.4 ~~Give alcohol or drugs, including cannabis or cannabis products to a minor;~~
- 3.2.5 Commit robbery, **theft**, fraud, or extortion;
- 3.2.6 Be in possession of any weapon or replica weapon, including a firearm;
- 3.2.7 ~~Use any object to~~ Threaten or intimidate another person;
- 3.2.8 Cause injury to any person with an object;
- 3.2.9 ~~Be in possession of, or be under the influence of, or provide others with alcohol, illegal and/or restricted drugs, cannabis or cannabis products; with the exception of prescribed cannabis used for medical purposes governed in accordance with Policy 207A Administration of Oral Prescription Medication to Elementary & Secondary Students;~~
- 3.2.10 **Be in possession of alcohol, cannabis, and illegal drugs\*\*;**
  - 3.2.10.1 **For students, this would also include being in possession of electronic cigarette, tobacco and nicotine products;**
- 3.2.11 **Use, or be under the influence of alcohol, cannabis, tobacco, electronic cigarettes, illegal drugs or related products\*\*;**
- 3.2.12 **Provide others with alcohol, illegal drugs, tobacco, electronic cigarettes, cannabis and related products\*\*;**
- 3.2.13 ~~Threaten,~~ **Inflict or encourage others to inflict bodily harm on another person;**
- 3.2.14 Engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- 3.2.15 Oppose authority;
- 3.2.16 Commit an act of vandalism to school and Board property, property located on the premises of the school or personal property-;
- 3.2.17 **Record, take or share non-consensual recordings or photos of members of the school community.**

\*Cyberbullying refers to bullying by electronic means as defined in subsection 1(1.0.0.2) of the *Education Act*.

**\*\*With the exception of prescribed cannabis used for medical purposes governed in accordance with YCDSB [Policy 207 Administration of Oral Medication to Elementary and Secondary Students](#).**

### 3.3 Review

**This policy shall be reviewed as often as necessary, but at least every three years, to ensure its effectiveness in accordance with the requirements and expectations laid out in PPM 128 *The Provincial Code of Conduct and School Board Codes of Conduct*.**

## 4. RESPONSIBILITIES

### 4.1 Board of Trustees

- 4.1.1 To review and approve the Code of Conduct policy, as required, and in accordance with the [Education Act](#) and its regulations.

## **4.2 Director of Education**

4.2.1 To oversee compliance of the Code of Conduct Policy and related policies and procedures.

## **4.3 Superintendent(s) of Safe Schools**

4.3.1 To establish a process (i.e.: Board and School communication in newsletters and on websites) that clearly communicates the Code of Conduct to all parents, students, staff members, and members of the York Catholic community in order to establish their commitment and support.

4.3.2 To ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship and safety.

4.3.3 To provide professional development opportunities for all staff to ensure they understand and thus able to comply with the Code of Conduct policy.

4.3.4 Whenever possible, collaborate with other Boards and York Regional Police Services to provide coordinated prevention and intervention programs and services.

4.3.5 To ensure that this policy is reviewed at least every three years as per Parameter 3.3.

## **4.4 Superintendents of Education**

4.4.1 To support the implementation of the Code of Conduct Policy and all related policies.

## **4.5 Managers**

Under the direction of the school board, Managers take a leadership role in the daily operations of their department by:

4.5.1 Demonstrating care for the members of their community and a commitment to a safe working environment.

4.5.2 Communicating regularly and meaningfully with all of their staff.

4.5.3 Ensuring staff understand their accountability for their own behaviour and actions.

4.5.4 Ensuring that Board financial practices are being followed and prudent use of departmental funds is exercised.

4.5.5 Reviewing the Code of Conduct with Staff on an annual basis.

## **4.6 Principals**

Under the direction of the school board, Principals take a leadership role in the daily operation of a school by:

4.6.1 Demonstrating care for their schools and community.

4.6.2 Demonstrating a commitment to academic excellence in a safe, inclusive, and accepting teaching and learning environment.

4.6.3 Communicating regularly and meaningfully with all members of their school community.

4.6.4 Ensuring staff understand their accountability for their own behaviour and actions.

4.6.5 Ensuring that Board financial practices are being followed and prudent use of school resources is exercised.

4.6.6 Participating and providing requested information during the board audit process, as required.

4.6.7 Empowering students to be positive leaders in their school and community.

4.6.8 Responding to the "Student Conduct Report" in a timely manner.

4.6.9 Reviewing the Code of Conduct with Staff and Catholic School Council members on an annual basis.

4.6.10 **Model the standards of respect, civility and responsible citizenship.**

#### **4.7 Staff**

Under the leadership of the Principal/Supervisor/Manager, all staff will assist with maintaining order in the school and/or Board office and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff upholds these high standards when they:

4.7.1 Help students work to their full potential and develop their sense of self-worth.

4.7.2 Empower students and coworkers to be positive leaders in their classroom, school and community.

4.7.3 Communicate regularly and meaningfully with parents and/or members of the community.

4.7.4 Maintain consistent **and fair** standards of behaviour for all students and coworkers.

4.7.5 Demonstrate respect for all students, staff, parents/guardians, volunteers and the members of the school community.

4.7.6 Prepare students for the full responsibilities of citizenship, **in particular the skill of respectful communication, both in person and online.**

4.7.7 Report and submit the completed "Student Conduct Form" to the Principal when applicable and in a timely manner.

4.7.8 Report inappropriate staff conduct to the appropriate manager/supervisor/principal or follow the [Whistleblower Policy Procedures](#) if appropriate.

**4.7.9 Model the standards of respect, civility, and responsible citizenship. This includes modeling appropriate use of personal mobile devices. Educators are not to use personal mobile devices during instructional time, unless explicitly for work-related purposes.**

#### **4.8 Students**

Students are to be treated with respect and dignity. In return, they must demonstrate responsibility of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when students:

4.8.1 Come to school prepared, on time, and ready to learn.

4.8.2 Show respect for themselves, for others, and for those in **positions of** authority.

4.8.3 Refrain from bringing anything to school that may compromise the safety of others as defined in Section 3.2 of this policy.

4.8.4 Follow the established rules and take responsibility for their own actions.

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

Parent(s)/Guardian(s) play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parent(s)/Guardian(s) fulfill their role when they:

4.9.1 **Are engaged and** show an active interest in their child's school work and progress.

4.9.2 Communicate regularly with the school.

4.9.3 Ensure their child's attire is in accordance with the school dress code.

4.9.4 Ensure that their child is prepared for school and attends school regularly and on time.

4.9.5 Promptly report to the school their child's absence or late arrival.

4.9.6 Understand the **Provincial eCode of eConduct** and how it applies to them and their children.

- 4.9.7 Support the Board's Code of Conduct, applicable Policies and Procedures and school rules.
- 4.9.8 Encourage and assist their child in following the rules of behaviour.
- 4.9.9 Support school staff in dealing with disciplinary issues involving their child.

#### **4.10 Community Partners**

Community partners are important and necessary partners who collaboratively:

- 4.10.1 Plan and implement prevention or intervention programs.
- 4.10.2 Develop protocols to establish linkages and to formalize relationships, always respectful of applicable agreements made with employee groups, and understanding how the Code of Conduct applies to them.

#### **4.11 Police**

Police play an essential role in making our schools and communities safer by:

- 4.11.1 Establishing linkages and relationships with schools that promote positive interaction.
- 4.11.2 Investigating incidents in accordance with the protocol developed by the York Region School Boards and York Region Police Services.

## **5. CROSS REFERENCES**

### **Legislation**

#### [Education Act](#)

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

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

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

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

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

### **YCDSB Policies**

YCDSB Policy 202 [Safe Schools - Student Discipline](#)

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

YCDSB Policy 223 [Bullying Prevention and Intervention](#)

YCDSB Policy 606 [Catholic School Councils](#)

YCDSB Policy 610 [Cannabis, Electronic Cigarettes, Tobacco – A Smoke Free Environment](#)

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

YCDSB Policy 614 [Whistleblower](#)

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

### **YCDSB Procedures**

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

YCDSB [Procedure Policy 614 Whistleblower](#)

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

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

DRAFT

## SECTION B: GUIDELINES

It is the Mission of the York Catholic District School Board to educate and inspire all students to reach their full potential in a safe and caring environment. All stakeholders share the responsibility for creating and maintaining healthy learning and working environments.

The Code of Conduct Policy shall be implemented according to the expectations and procedures outlined in:

YCDSB Policy 202 [Safe Schools - Student Discipline:](#)  
YCDSB Policy 223 [Bullying Prevention and Intervention:](#)  
YCDSB Policy 606 [Catholic School Councils:](#)  
YCDSB Policy 610 [Cannabis, Electronic Cigarettes, Tobacco – A Smoke Free Environment:](#)  
YCDSB Policy 613 [Equity and Inclusive Education:](#) and,  
YCDSB Policy 701 [Access to School and Board Premises](#) (Trespass to Property).

YCDSB [Procedures Policy 202 Safe Schools – Student Discipline](#)

[Catholic School Councils Guide](#)  
[York Regional Police & School Boards Protocol](#)



(<https://www.ontario.ca/page/government-ontario>)

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# Policy/Program Memorandum 128

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**Date of Issue:** April 28, 2024

**Effective:** September 1, 2024

**Subject:** The Provincial Code of Conduct and School Board Codes of Conduct

**Application:** Directors of Education

Supervisory Officers and Secretary-Treasurers of School Authorities

Principals of Elementary Schools

Principals of Secondary Schools

Principals of Provincial and Demonstration Schools

**Reference:** This memorandum replaces Policy/Program Memorandum No. 128, August 29, 2019.

## Introduction

The purpose of this memorandum is to communicate to school boards<sup>[1]</sup> the revised Provincial Code of Conduct and to provide direction on the authority and responsibility of boards to develop, implement, enforce, review, and assess codes of conduct for their school communities.

## Context

This memorandum is made pursuant to subsection 301(1) of Part XIII of the *Education Act* which states that “the Minister may establish a Code of Conduct governing the behaviour of all persons in schools.”

This memorandum is to be understood in the context of other policies, particularly Policy/Program Memorandum (PPM) No. 119, *Developing and implementing equity and inclusive education policies in Ontario schools*, PPM No. 120, *Reporting violent incidents to the Ministry of Education*, PPM No. 144, *Bullying prevention and intervention*, and PPM No. 145, *Progressive discipline and promoting positive student behaviour*.

Once implemented, this memorandum will help create a positive school climate that supports the achievement and well-being of all students<sup>[2]</sup> in Ontario and respects all human rights. <sup>[3]</sup>

## The Provincial Code of Conduct

### Purposes of the Provincial Code of Conduct

Subsection 301(2) of Part XIII of the *Education Act* sets out the purposes of this Provincial Code of Conduct, as follows:

1. to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity
2. to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
3. to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
4. to encourage the use of non-violent means to resolve conflict
5. to promote the safety of people in the schools
6. to discourage the use of alcohol, illegal drugs and, except by a medical cannabis



user<sup>[4]</sup>, cannabis

7. to prevent bullying in schools

### **Those governed under the Provincial Code of Conduct:**

The Provincial Code of Conduct applies to the entire school community. This means that, within the publicly funded school system, the Provincial Code of Conduct applies to all individuals:

- on school property
- on school buses
- at school-related events or activities
- in other circumstances that could have an impact on the school climate
- in a virtual learning environment

### **Standards of Acceptable Behaviour**

#### **Respect, civility, and responsible citizenship**

All members of the school community must:

- comply with all applicable federal, provincial, and municipal laws
- comply with all Ministry of Education, school board and school policies
- demonstrate honesty and integrity
- treat one another with dignity and respect, both in person and online, especially when there is disagreement or difference
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability
- respect the rights of others
- show proper care and regard for school property and the property of others
- take appropriate measures to help those in need
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully

- refrain from using abusive language or swearing at another person
- respect the needs of others to work in an environment that is conducive to learning and teaching
- not use personal mobile devices<sup>[5]</sup> during instructional time except under the following circumstances<sup>[6]</sup>:
  - for educational purposes, as directed by an educator<sup>[7]</sup>
  - for health and medical purposes
  - to support special education needs

## Safety

All members of the school community must not:

- engage in bullying behaviours, including cyberbullying<sup>[8]</sup>
- commit sexual assault or sexual harassment
- traffic in weapons or illegal drugs
- commit robbery or theft
- be in possession of any weapon, including firearms
- threaten or intimidate another person
- be in possession of alcohol, cannabis,<sup>[9]</sup> and illegal drugs
  - for students, this would also include being in possession of electronic cigarette<sup>[10]</sup>, tobacco and nicotine products
- use, or be under the influence of alcohol, cannabis, tobacco, electronic cigarettes, illegal drugs or related products<sup>[11]</sup>
- provide others with alcohol, illegal drugs, tobacco, electronic cigarettes, cannabis and related products
- inflict or encourage others to inflict bodily harm on another person
- engage in hate propaganda and other forms of behaviour motivated by hate or bias

- commit an act of vandalism that causes damage to school property, to property located on the premises of the school or to the property of a member of the school community
- record, take or share non-consensual recordings or photos of members of the school community

## **Application of the Code**

This Provincial Code of Conduct lays out a foundation for school boards to use in order to help create a positive school climate that supports the achievement and well-being of all students and respects all human rights.

School boards must put this Code into action as per the requirements below, understanding how the Code applies to different members of their school communities, including students, staff, volunteers and visitors.

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# **Requirements for School Boards**

## **School Board Codes of Conduct and Related Policies**

School boards must develop and update their own codes of conduct to implement, at minimum, standards consistent with this Provincial Code of Conduct. School board codes of conduct must link locally developed standards to the relevant provincial standards.

School boards must ensure that opportunities which promote the standards of the Provincial Code of Conduct are made available for all members of the school community. This includes promoting the knowledge, skills, and attitudes relevant to it. This is the first part of implementing the Provincial Code of Conduct.

School boards may require principals to develop codes of conduct to address specific local school-related needs. Where local codes have already been developed, they must be updated to be consistent with the Provincial Code of Conduct and address requirements specified by the board.

School boards should assist principals in developing or reviewing their local codes of conduct by creating clear guidelines for the development of such codes, in accordance with this memorandum.

## Procedures for School Board Codes of Conduct and Related Policies

Beyond a promotion of the standards, an appropriate implementation of the Provincial Code of Conduct also requires that school boards ensure that the standards of the Provincial Code of Conduct are enforced. As a result, school boards must:

- develop procedures that set out how their schools will implement and enforce their codes of conduct and all other rules that they develop that are related to the Provincial Code of Conduct standards.
- ensure these procedures distinguish between staff, students and other members of the school community:
  - PPM 145 addresses how unacceptable student behaviour is to be addressed by boards.
  - For staff, any disciplinary policies and procedures to address unacceptable behaviour would need to be established and applied in a manner consistent with local collective agreements.
  - School boards must develop, implement and enforce procedures that address unacceptable behaviour of other persons, such as, volunteers and visitors<sup>[12]</sup>.
- ensure that each step in addressing identified unacceptable behaviour be noted in a documentary record.
  - Boards must follow direction in the *Provincial Model for a Local Police/School Board Protocol, 2015* and PPM 145 *Progressive Discipline and promoting positive student behaviour* when reporting and documenting a violent incident involving a student, as defined in PPM 120.

A school board's code of conduct can only be successfully implemented if members of the school community are aware of and understand its policies and procedures. As a result, school boards must:

- Establish a process that clearly communicates the codes of conduct policies and procedures to all parents, students, principals, teachers, other school staff,<sup>[13]</sup> and other members of the school community in order to obtain their commitment and support.

- This must include communication of how all members of the school community would appropriately report unacceptable behaviour.
- This must include an annual notification to parents and students reminding them of the restrictions and requirements for student personal mobile device use and the consequences for non-compliance.
- This process must consider and include parents whose first language is a language other than English or French.
- Post signage in school entrances and other visible places that reflects the behavioural expectations of the Provincial Code of Conduct. The required content of the sign will be set out in a separate ministry memo.
- Make the codes of conduct policies and procedures available to the public, either on the school board's website or, if the board does not have a website, in another accessible manner.
- If the board enters into an agreement with another person or entity, other than a board, respecting the use of a school operated by the board, the board shall include in the agreement a requirement that the person or entity follows the standards that are consistent with the board's code of conduct and related policies<sup>[14]</sup>.

School boards are reminded of their obligations to report concerning conduct to the relevant regulatory colleges (e.g., the Ontario College of Teachers, the College of Early Childhood Educators, etc.) under applicable legislation.

### **Enforcement Relating to Alcohol, Tobacco, Electronic Cigarettes, Recreational Cannabis and Related Products and Illegal Drugs**

School board local codes of conduct must set out enforcement mechanisms to address the possession, use and provision of tobacco, electronic cigarettes, nicotine products, recreational cannabis, alcohol and illegal drugs. The enforcement must comply with the board's obligations under the *Education Act* and other applicable legislation and provincial policies, including PPM 145 *Progressive discipline and promoting positive student behaviour*.

Boards must also follow the direction in *Provincial Model for a Local Police/School Board Protocol*<sup>[15]</sup> regarding mandatory and discretionary notification of incidents to the police.

School board codes of conduct must also remind the school community that:

- The *Smoke-Free Ontario Act, 2017* (<https://www.ontario.ca/laws/statute/17s26>) prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the *Smoke-Free Ontario Act, 2017*.
  - The *Smoke-Free Ontario Act, 2017* also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the *Smoke-Free Ontario Act, 2017*.

At minimum, in the case of these substances being found in the possession of students, parents must be notified, and the student must surrender the item(s) to the educator or administrator.<sup>[16]</sup> As per PPM 145, it is expected that students involved in these incidents would receive support to learn from inappropriate behaviours and make choices that support continuing their learning.

School boards must develop a local policy on how surrendered items, including personal mobile devices, will be handled in compliance with applicable provincial policy and legislation, including the *Education Act* and the *Smoke-Free Ontario Act, 2017*.

### **School Board Policy on Enforcement of Restrictions to Student Personal Mobile Device Use**

School boards must develop a local policy setting out how they will enforce the restrictions on student use of personal mobile devices at school. The policy must comply with the board's obligations under the *Education Act* and other relevant provincial policy and legislation. The policy must, at minimum, align with the following direction provided in this memorandum:

- All members of the school community must not use personal mobile devices<sup>[17]</sup> during instructional time except under the following circumstances<sup>[18]</sup>:
  - for educational purposes, as directed by an educator<sup>[19]</sup>,
  - for health and medical purposes
  - to support special education needs

At minimum the local policy must require that for grades 7 to 12 students' personal mobile devices are stored out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted by the educator under the circumstances outlined above.

- If the educator sees a personal mobile device that is not stored out of view, they must require the device be handed in for the instructional period and the device must be placed, by the student, in a storage area in a location in the classroom designated by the educator.

For students in grade 6 and below, at minimum the local policy must require that students' personal mobile devices are stored out of view and powered off or set to silent mode through out the full instructional day, except when their use is explicitly permitted by the educator under the circumstances outlined above.

- If an educator sees a personal mobile device that is not stored out of view, they must require the device be handed in for the instructional day and the device must be placed, by the student, in a storage area in a location designated by the principal.

The student is responsible for their personal mobile device, how they use it and the consequences of not following the school board's policy on personal mobile device use.

If the student does not hand in their personal mobile device when required, they must be sent to the Principal's office. Principals have discretion under PPM No. 145, *Progressive discipline and promoting positive student behaviour*, to consider a range of responses to address this behaviour including suspension<sup>[20]</sup>. To support the implementation of the above, the local policy must include:

- An approach to enforcement of the restrictions that includes clear expectations of responsibility for students, educators, principals and superintendents.
- Best practices for educators on classroom management related to responsible use of technology.
- A requirement for schools to have an annual notification sent to parents and students reminding them of the policy, its requirements and consequences for non-compliance.
- A requirement that the expectations and responsibilities under the local policy, the best practices for educators and the annual notifications for parents be

shared with all educators and principals.

## **Restricting Access to Social Media on School Networks**

School boards are required to restrict access to all social media platforms on school networks and school devices.

Social media platforms can only be used by students at school for educational purposes, directed by an educator. School boards can determine exception protocols for the use of social media for pedagogical or work-related purposes<sup>[21]</sup>.

## **Development and Revision of School Board Code of Conduct and Related Policies and Procedures**

In developing and reviewing these policies, boards must seek input from:

- students, teachers, principals, other staff of the board, volunteers working in the schools, parents of the students, school councils, and the public.

Boards should also seek input from:

- their Parent Involvement Committee, Special Education Advisory Committee, Indigenous Education Advisory Council<sup>[22]</sup>, social service agencies, mental health agencies and other appropriate community partners.

Reviews of the school board code of conduct policies and procedures should occur at least every three years or more often if necessary.

Reviews must assess the content of both the policies and procedures, ensuring they meet the requirements and expectations laid out in this document.

All communications with parents must be accessible and be made available in English and French and other languages based on the needs of each school community.

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## **Expectations**

It is critical that in the implementation of the Code of Conduct and related policies and procedures that the authority and expectations for all parties are understood.



## **Principals**

It is expected that Principals:

- demonstrate care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment
- hold everyone under their authority accountable for their own behaviour and actions
- empower students to be positive leaders in their school and community
- communicate regularly and meaningfully with all members of their school community
- model the standards of respect, civility and responsible citizenship.

## **Teachers and other school staff**

It is expected that teachers and staff:

- help students work to their full potential and develop their sense of self-worth
- empower students to be positive leaders in their classroom, school, and community
- communicate regularly and meaningfully with parents
- maintain consistent and fair standards of behaviour for all students
- demonstrate respect for one another, all students, parents, volunteers, and other members of the school community
- prepare students for the full responsibilities of citizenship, in particular the skill of respectful communication, both in person and online
- model the standards of respect, civility, and responsible citizenship. This includes modeling appropriate use of personal mobile devices. Educators are not to use personal mobile devices during instructional time, unless explicitly for work-related purposes.

## **Students**

It is expected that students:

- come to school prepared, on time, and ready to learn
- show respect for themselves, and for others, and for those in positions of authority
- refrain from bringing anything to school that may compromise the safety of others
- follow the established rules and take responsibility for their own actions

## **Parents**

It is expected that parents:

- are engaged in their child's schoolwork and progress
- communicate regularly with the school
- help their child be appropriately dressed and prepared for school
- ensure that their child attends school regularly and on time
- promptly report to the school their child's absence or late arrival
- become familiar with the Provincial Code of Conduct, the board's code of conduct, and, if applicable, the school's Code of Conduct
- encourage and assist their child in following the rules of behaviour
- assist school staff in dealing with disciplinary issues involving their child

## **Community partners**

Partnerships with members of the community and community-based service providers should be developed and enhanced. Community-based service providers are resources that boards can use to deliver prevention or intervention programs. These partnerships must respect all applicable collective agreements.

## **Police**

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board and applicable legislation. These protocols are based on the *Provincial Model for a Local Police/School Board Protocol, 2015*, developed by the Ministry of the Solicitor General and the Ministry of Education.

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## Footnotes

- [1] ^ In this memorandum, *school board(s) and board(s)* refer to district school boards and school authorities.
- [2] ^ In this memorandum, *student* refers to pupil, as used in the *Education Act*.
- [3] ^ All school boards must ensure that their codes of conduct are compliant with the Ontario *Human Rights Code* and the *Occupational Health and Safety Act*.
- [4] ^ As defined in the *Education Act*, a *medical cannabis user* is a person who is authorized to possess cannabis for the person's own medical purposes in accordance with applicable federal law.
- [5] ^ In this memorandum, *personal mobile device* refers to any personal electronic device that can be used to communicate or to access the Internet, such as a cellphone, tablet, laptop or smartwatch.
- [6] ^ School boards have a duty under the Ontario *Human Rights Code* to provide appropriate accommodations to students and employees of the board, including educators. If a student or other person employed by the board requires the use of a personal mobile device as an accommodation under the *Human Rights Code*, school boards are obligated to allow such accommodation.
- [7] ^ In this memorandum, *educator* refers to teachers regulated under the *Ontario College of Teachers Act, 1996*, and early childhood educators regulated under the *Early Childhood Educators Act, 2007*.
- [8] ^ In this memorandum, *cyberbullying* refers to bullying by electronic means as defined in subsection 1(1.0.0.2) of the *Education Act*.
- [9] ^ Individuals may possess, use and be under the influence of cannabis if they have been authorized for medical purposes.
- [10] ^ <https://www.ontario.ca/laws/statute/17s26>  
(<https://www.ontario.ca/laws/statute/17s26>)

- [11] ^ <https://www.ontario.ca/laws/statute/17s26>  
(<https://www.ontario.ca/laws/statute/17s26>)
- [12] ^ Consistent with existing authorities under s. 265 (1)(m) of the *Education Act*.
- [13] ^ *Other school staff* includes, but is not limited to, staff in areas such as social work, child and youth work, psychology, and psychological services; early childhood educators; educational assistants; attendance counsellors; and Indigenous education counsellors. Even though the term *school staff* is used in this memorandum, it is understood that staff at the school are employed by the board.
- [14] ^ Subsection 301(3.1) of Part XIII of the *Education Act*
- [15] ^ *Provincial Model for a Local Police/School Board Protocol, 2015*, p. 12-13.
- [16] ^ Subsection 300.3(3) of the *Education Act* provides that a Principal “shall not notify a parent or guardian of a pupil if in the opinion of the principal doing so would put the pupil at risk of harm from a parent or guardian of the pupil, such that the notification is not in the pupil’s best interests.” In addition, students who are 16 or 17 years old may have withdrawn from parental control.
- [17] ^ In this memorandum, *personal mobile device* refers to any personal electronic device that can be used to communicate or to access the Internet, such as a cellphone tablet, laptop or smartwatch.
- [18] ^ School boards have a duty under the Ontario *Human Rights Code* to provide appropriate accommodations to students and employees of the board, including educators. If a student or other person employed by the board requires the use of a personal mobile device as an accommodation under the *Human Rights Code*, school boards are obligated to allow such accommodation.
- [19] ^ In this memorandum, *educator* refers to teachers regulated under the *Ontario College of Teachers Act, 1996*, and early childhood educators regulated under the *Early Childhood Educators Act, 2007*.
- [20] ^ “The purpose of responding to incidents that can have a negative impact on school climate (i.e., inappropriate and disrespectful behaviour) is to stop and correct it immediately so that the students involved can learn that it is unacceptable. “Behaviour that is not addressed becomes accepted

behaviour.” <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-145>  
(<https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-145>)

- [21] ^ This ban should not block SMS.  
.....
- [22] ^ Indigenous Education Advisory Councils are composed of members from First Nation, Métis, and Inuit communities and Indigenous organizations.

**Previous** (<https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-129>)

**Next** (<https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-124>)

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## YORK CATHOLIC DISTRICT SCHOOL BOARD

**REPORT TO:** Policy Review Committee  
**FROM:** Administration  
**DATE:** June 4, 2024  
**RE:** **Policy 205 Student Government**

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This report is presented to Trustees to highlight the rationale for the revisions to *Policy 205 Student Government*.

### **BACKGROUND:**

This policy is up for review as it was last reviewed November 26, 2013. The policy has been revised to enhance the transparency and inclusivity of the Student Government process.

### **RECOMMENDATION:**

That the Policy Review Committee review and approve the updates to *Policy 205 Student Government*.

### **ATTACHMENTS**

Revised Policy 205 *Student Government*.

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Prepared By: Alexandra Burnell-Gentile, Policy Advisor  
Endorsed By: Jennifer Sarna, Associate Director



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Students</b>	<i>Policy Number</i> <b>205</b>
<i>Former Policy #</i> <b>205</b>	<i>Page</i> <b>1 of 7</b>
<i>Original Approved Date</i> <b>June 21, 2005</b>	<i>Subsequent Approval Dates</i> <b>November 26, 2013</b>

### POLICY TITLE: STUDENT GOVERNMENT

#### SECTION A

##### 1. PURPOSE

The York Catholic District School Board values the gifts that our students bring to our Catholic Learning Communities. We value collaboration, dialogue and respect; and we are committed to providing meaningful student leadership opportunities, guided by Jesus' inspiration, throughout the Board. **Administration, Principals, and teachers are committed to supporting and nurturing student leadership, empowering young leaders to make positive impacts within their schools and beyond.**

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

It is the policy of the York Catholic District School Board that our youth be empowered to become "change agents" through student voice and student leadership at both the Elementary and Secondary levels.

##### 3. PARAMETERS

###### **GENERAL**

~~3.1 All funds generated by the Student Government shall be counted by two or more persons, the proper fund counter form completed and signed and immediately brought to the school office for deposit into the school bank account.~~

~~3.2 Accurate accounting shall be maintained by School Administration to comply with the requirement of accountability for the Principal, school community and Student Government. Accurate records of daily transactions and regular reporting are to be kept in the prescribed uniform format and subject to internal and external audit.~~

- 3.1 Student Government shall operate in alignment with the York Catholic District Board Multi-Year Strategic Plan and the school's improvement plan.**

3.2 Student Government at both the Elementary and Secondary levels shall adhere to the following general principles to ensure effective operation and representation:

3.2.1 The Student Government selection process shall be transparent and inclusive.

3.2.2 All students shall have the opportunity to participate and contribute to the Student Government.

3.2.3 When selecting Student Government members, candidates must demonstrate qualities such as leadership, integrity, responsibility, and respect for Catholic values.

3.2.4 Members of Student Government shall demonstrate a commitment to serving the best interests of the student body and promoting the values of inclusivity, collaboration, and service within the school community.

3.2.5 The Student Government shall collaborate with school Administration, teachers, and other student organizations to foster a positive school culture and bring forward relevant issues affecting students.

3.2.6 The Student Government shall maintain open lines of communication with students and school Administration for the purpose of soliciting feedback, suggestions, and ideas for improvement.

## **SECONDARY**

3.3 Every Secondary School in the York Catholic District School Board shall have an active Student Government accountable to the student body and the school Administration.

3.4 All Secondary Schools shall be members and active participants in the York Secondary Catholic Presidents Council (YSCPC).

3.5 The mandate of Student Government within its defined jurisdiction and in accordance with the York Secondary Catholic Presidents' Council YSCPC Constitution shall be to:

3.5.1 represent the student body

3.5.2 promote opportunities for social justice activities

3.5.3 enhance communication, sense of unity and Catholic leadership among the Secondary Schools

3.5.4 be accountable for its activities

3.5.5 coordinate activities for the student community

3.5.6 organize and administer councils

3.5.7 promote interdependence of councils

3.5.8 represent members of all councils

3.5.9 liaise with Catholic School Council, staff, school Administration and the YSCPC

3.5.10 promote opportunities for leadership development

3.5.11 promote a positive, safe and welcoming environment.



- 3.6 Each Secondary School shall define the process for determining the membership and format of the Student Government. ~~in accordance with the general principles listed under Parameter 3.2.~~
- 3.6.1 Each school shall document this process and ensure it is communicated to all students.
- 3.7 Councils and their membership shall be defined at the school level.
- 3.8 Each Secondary School shall have a member of school Administration whose responsibilities will include an active role in Student Government.
- 3.9 Each Student Government shall have representation from a teacher staff member(s) to act as a staff advisor.
- 3.10 Each Secondary School shall determine the various councils that comprise the Student Government organization. ~~Some examples of councils that have typically comprised Student Government are:~~
- ~~Arts~~
  - ~~Athletics~~
  - ~~Chaplaincy (Luke 4:18)~~
  - ~~Drug and Alcohol Awareness~~
  - ~~Desire for Change~~
  - ~~Environmental~~
  - ~~Equity and Inclusivity~~
  - ~~Grade 9 Council~~
  - ~~Intramural~~
  - ~~Leadership Development for Grade 8 students~~
  - ~~Social Justice~~
  - ~~Spirit~~
  - ~~Student Council~~
- 3.11 Reporting procedures within the school community shall include the provision for Student Government reporting during Staff meetings and Catholic School Council meetings.
- 3.12 ~~Inservices shall be provided and funded through the Board and endorsed by the YSCPC for:~~
- ~~Student Government council members~~
  - ~~Teacher staff advisor(s)~~
  - ~~Administrative liaison(s)~~
- 3.13 ~~Inservicing shall be provided for such areas as goal setting, roles/responsibilities, conflict resolution, group dynamics and organizational structures.~~
- 3.14 The York Catholic District School Board shall offer board-level professional development opportunities which may involve members of Student Government and other leaders.
- 3.14.1 Members of the YSCPC and Student Trustees may play a role in coordinating these events, ensuring they meet the needs of Student Government members and contribute to their professional growth and development.

- 3.15 Student Government ~~shall~~ **may** be funded through an allocation from the Student Activity Fee. This may be through a per-pupil allocation or a set designation of funds.
- 3.16 The Student Government may engage in fundraising activities in compliance with the following financial guidelines:
- 3.16.1 It is expected that funds generated during a school year shall be expended by June 30<sup>th</sup>. Any monies remaining from Student Government activities shall be provided to the incoming council and are not to be used as an offset of the Student Activity Fee.
  - 3.16.2 Accurate accounting shall be maintained by School Administration to comply with the requirement of accountability for the Principal, school community and Student Government.
  - 3.16.3 Accurate records of daily transactions and regular reporting are to be kept in the prescribed uniform format and subject to internal and external audit.
  - 3.16.4 When funds are generated by the Student Government, they shall be counted by two or more persons, supervised by school staff. The proper fund-counter form shall then be completed and signed and immediately brought to the school office for deposit into the school bank account.

## **ELEMENTARY**

- 3.17 Elementary schools in the York Catholic District School Board may have an active Student Government accountable to the student body and the school Administration.
- 3.18 If Elementary Schools **may** choose to create a Student Government **in which** its mandate shall be to **work with their staff advisor to:**
- 3.18.1 grow and learn as a Catholic School community
  - 3.18.2 ~~represent the student body~~
  - 3.18.3 promote opportunities for social justice activities
  - 3.18.4 bridge communication between the students, school administration and Catholic School Council
  - 3.18.5 ~~be accountable for its activities~~
  - 3.18.6 ~~coordinate activities for the student community~~
  - 3.18.7 promote a positive, safe and welcoming environment
  - 3.18.8 ensure that student opinions and concerns are heard
  - 3.18.9 promote opportunities for leadership development
- 3.19 If Elementary Schools choose to create a Student Government the school shall define the process for determining the membership and format of the Student Government, **in accordance with the general principles listed under Parameter 3.2.**
- 3.19.1 **Each school shall document this process and ensure it is communicated to all students.**
- 3.20 Each Student Government shall have representation from a teacher staff member(s) to act as staff advisor(s).
- 3.21 If Elementary Schools choose to create a Student Government the Administration in consultation with staff, shall determine ~~the~~ **any** various committees that **may** comprise the Student Government, ~~some of which may include, but are not limited to:~~

~~Social Justice — Responsible for planning and organizing committees, events and/or activities that support and are congruent with the tenets of our Faith, such as Luke 4:18, St. Vincent de Paul, Rose of Sharon, etc.~~

~~Spirit – Responsible for planning, organizing, marketing and advertising school social and spirit events such as dances, spirit days, play dates, school plays, etc.~~

~~Technology – Responsible for helping with the technology in the school, as well as technology used during liturgies, masses, presentations, etc.~~

~~Environmental – Responsible for the organization and development of all Environmental activities in the school, such as recycling programs, planting of trees and shrubs, promotion of litter less lunch days, beautifying school grounds.~~

~~Athletic – Responsible for the organization and development of Athletic events in the school, such as tournaments, intramural sports.~~

~~Peer Mentoring – Responsible for working with younger students, assisting during recess, lunch time, etc., both in the school and on the playground.~~

#### 4. RESPONSIBILITIES

##### 4.1 Director of Education

- 4.1.1 To oversee compliance with the Student Government Policy.
- 4.1.2 To recognize the importance of student voice throughout the Board.

##### 4.2 ~~Senior Administration: Superintendent of Elementary Schools~~

- 4.2.1 ~~To support the implementation and compliance with policies and related guidelines and procedures.~~

##### 4.3 ~~Senior Administration: Superintendent of Secondary Schools~~ **Education: School Leadership**

- 4.3.1 To support the implementation and compliance with policies and related guidelines and procedures.
- 4.3.2 To act as a de facto member of the YSCPC.
- 4.3.3 To encourage and support Student Government activities within all York Catholic District Secondary schools.
- 4.3.4 To identify policy matters which require, or would benefit from, consultation with student representatives.

##### 4.4 Principals

- 4.4.1 To be responsible for ensuring the existence and proper functioning of Student Government.
- 4.4.2 **To define and document the process for determining the membership and format of the Student Government and to ensure it is communicated to all students.**
- 4.4.3 **To ensure that members of the Student Government review the Constitution annually.**
- 4.4.4 To serve an active role in Student Government.
- 4.4.5 To be responsible for all Student Government activities and specifically for the appropriate processing of funds.
- 4.4.6 To ensure that Student Government events aim to be inclusive of all students.
- 4.4.7 To consult regularly with Student Government representatives on matters relating to specific issues and policies that affects the general student body within their school.
- 4.4.8 At the Secondary level to act as a liaison and resource for the YSCPC.

#### **4.5 Staff Advisors (Secondary)**

- 4.5.1 To support and encourage open and honest dialogue during all YSCPC related functions / activities.
- 4.5.2 To facilitate the Open Forum led by the Student Trustees, including reducing the number of Staff Advisors present during discussions upon request.

#### **4.6 Staff Advisors (Elementary/Secondary)**

- 4.6.1 To support, and encourage, and monitor open and honest dialogue during all Student Government related functions / activities.

#### **4.7 Teachers**

- 4.7.1 To assess the progress of members of the Student Government to ensure that they continue to succeed academically.
- 4.7.2 To work collaboratively with Administration, the staff advisors and student leaders to find new ways to actively engage students toward increased student success.
- 4.7.3 To support Student Government events and endeavours.

#### **4.8 The York Secondary Catholic Presidents Council**

- 4.8.1 To enhance communication and foster cooperation between students, Student Governments, and secondary Student Trustees in the Board.
- 4.8.2 To be inclusive of all secondary schools in the Board.
- 4.8.3 To provide a forum for secondary Student Government members to meet and voice their concerns and opinions to the Student Trustees.
- 4.8.4 To give reasonable notice to Student Governments of meeting dates, student trustee elections and YSCPC executive elections.
- 4.8.5 To read and review the Constitution annually, ensuring a thorough understanding of its provisions.
- 4.8.6 To organize and oversee the annual Leadership Awards.

#### **4.9 Secondary Student Trustees**

- 4.9.1 To perform the duties of "Student Trustee" in accordance with Ontario Regulation 7/07.
- 4.9.2 To abide by all Board policies and procedures when representing York Catholic District School Board in the role of Student Trustee.
- 4.9.3 To give the student population a meaningful voice in Board deliberation and acting act as a conduit for the flow of information and ideas between Trustees, Staff, and the student body.
- 4.9.4 To make themselves accessible to student councils within the Board to listen to their concerns.
- 4.9.5 To attend all meetings of the York Secondary Catholic Presidents' Council.
- 4.9.6 To consult with student councils on matters being considered by the Board.
- 4.9.7 To maintain open lines of communication at all times between themselves and secondary students to discuss issues and ideas.

#### **4.10 Secondary Student Council Members/Representatives**

- 4.10.1 To serve as the main contact for consultation on matters related to the student body.
- 4.10.2 To work proactively with the school administration, when appropriate, to resolve issues related to the interests of the student body.
- 4.10.3 To work to improve school spirit in the learning environment.
- 4.10.4 To create a forum for student-led clubs and councils to meet and share information regarding student-related matters.
- 4.10.5 To represent the student body on the school council and actively voice student concerns on issues.

- 4.10.6 To keep the students in their schools informed about their role as a representative body and about the activities of the York Secondary Catholic Presidents' Council.
- 4.10.7 To inform and engage the student body in leadership opportunities available to them within the Board.
- 4.10.8 To ensure student council members/representatives continue to succeed academically.

#### **4.11 Students**

- 4.11.1 To strive to support the health and well-being and faith formation of the student community.
- 4.11.2 To be aware of the student council group activities within their school.
- 4.11.3 To bring to the attention of their student leaders any issues or suggestions that affect the student community.
- 4.11.4 To participate respectfully and ethically in the student leadership process.

### **5. DEFINITIONS**

#### **5.1 Constitution**

The constitution is a document that defines the mission statement, objectives, membership, roles, responsibilities, duties and procedures to guide the operation and collaborative decision-making of the York Secondary Catholic Presidents Council.

#### **5.2 Membership in York Secondary Catholic Presidents Council (YSCPC)**

Membership in the YSCPC consists of one President, 1st Vice President, 2nd Vice President, Director of Community Relations, Director of Communication, Secretary and Treasurer whose responsibilities and duties as Executive Members are outlined within the YSCPC Constitution. All members of the YSCPC shall be secondary students enrolled in the York Catholic District School Board.

#### **5.3 Student Government**

At both the Elementary and Secondary levels, Student Governments are the voice representing the student body in our Catholic Schools.

All Catholic Secondary School Student Governments are connected through a central organization known as The York Secondary Catholic Presidents Council (YSCPC) that meets on a monthly basis.

#### **5.4 Staff Advisors on the YSCPC**

Staff Advisors on the YSCPC shall consist of two or more Secondary School Administrators, one Superintendent of **Education: School Leadership** Secondary Schools in a de facto role and a Board consultant as deemed appropriate.

#### **5.5 Student Councils**

A democratically-elected student run body that actively represents student voice and works to improve school spirit and the school community.

## 6. CROSS REFERENCES

YCDSB [Policy 107 Student Trustees](#)

YCDSB [Policy 603A School Fundraising Policy](#)

YCDSB [Policy 603B Fundraising for External Charitable Purposes](#)

YCDSB [Policy 803 School Generated Funds](#)

YCDSB [Procedure 803 School Generated Funds](#)

York Secondary Catholic Presidents' Council Constitution

Approval by Board	<u>June 21, 2005</u> Date
Effective Date	<u>June 22, 2005</u> Date
Revision Date(s)	<u>November 26, 2013</u> Date
Review Date	<u>November 2018</u> Date

## YORK CATHOLIC DISTRICT SCHOOL BOARD

**REPORT TO:** Policy Review Committee  
**FROM:** Administration  
**DATE:** June 4, 2024  
**RE:** **Policy 208 Student Disability Accommodation**

---

This report is presented to Trustees to highlight the rationale for the revisions to *Policy 208 Student Disability Accommodation*.

### **BACKGROUND:**

The policy has been revised in collaboration with the Student Services Department, to reflect that the YCDSB is now accepting students with ADHD for access to special education support.

### **RECOMMENDATION:**

That the Policy Review Committee review and approve the updates to *Policy 208 Student Disability Accommodation*.

### **ATTACHMENTS**

Revised Policy 208 *Student Disability Accommodation*.

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Prepared By: Alexandra Burnell-Gentile, Policy Advisor  
Endorsed By: Jennifer Sarna, Associate Director



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Students</b>	<i>Policy Number</i> <b>208</b>
<i>Former Policy #</i>	<i>Page</i> <b>1 of 3</b>
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
<b>July 2<sup>nd</sup>, 2003</b>	<b>July 2<sup>nd</sup>, 2008 October 7<sup>th</sup>, 2008 November 29<sup>th</sup>, 2016 May 31<sup>st</sup>, 2022</b>

### POLICY TITLE: STUDENT DISABILITY ACCOMMODATION

#### SECTION A

##### 1. PURPOSE

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

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

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

The Board also recognizes that certain medical, and neurological and mental conditions, for example, Asthma, Anaphylaxis, and ADHD symptoms of anxiety or social/emotional impairment may also need to be considered and accommodated.

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

##### 2. OBJECTIVE

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



### 3. PARAMETERS

This policy and related procedures apply to the accommodation of student disabilities **not** addressed through the ~~Special Education process~~ **Identification Placement Review Committee (IPRC), Individual Education Plan (IEP) and/or the Medical Management Process.**

- 3.1 The individual needs of each student must be considered and assessed prior to developing an accommodation plan.
- 3.2 **The Principal, in consultation with appropriate staff, will determine the most reasonable accommodation(s) in a manner that takes into account the student's needs.**
- 3.3 Accommodation(s) shall support the student's academic achievement and/or participation in the learning process.
- 3.4 The needs of a student with a disability are to be accommodated in a manner that respects their dignity and self-worth.
- 3.5 Confidentiality is to be maintained.

### 4. RESPONSIBILITIES

#### 4.1 **Superintendent of Education: Exceptional Learners**

- 4.1.1 To oversee the implementation and compliance with *Policy 208 Student Disability Accommodation* and the Procedure addendum, *Student Disability Accommodation*.
- 4.1.2 To provide training/refresher to staff on an annual basis.

#### 4.2 **Principal**

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

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

- 4.3.1 To request an accommodation, due to a disability, to the Principal.
- 4.3.2 To complete the "Application for Student Disability Accommodation" *Appendix C*.
- 4.3.3 To provide the "~~Physician~~ **Healthcare Professional's** Report re Medical Accommodation" *Appendix D*, if appropriate.
- 4.3.4 To ensure that up-to-date current and accurate information is provided by a licensed physician/specialist **or regulated healthcare professional**, on an ongoing basis.
- 4.3.5 To participate in discussions regarding possible accommodation solutions.
- 4.3.6 To collaborate with experts whose assistance is required to inform the accommodation process when information is required.

- 4.3.7 To communicate with the Principal on an ongoing basis to inform the accommodation process.
- 4.3.8 To share specific details of the disability so that proper accommodations can be designed.

#### **4.4 Teacher**

- 4.4.1 To collaborate with both parent and administration in the accommodation plan development and implementation.
- 4.4.2 To implement and monitor the accommodations in accordance with the plan.
- 4.4.3 To review and comply with the Student Disability Accommodation Policy **and Procedure**.

### **5. DEFINITIONS**

#### **5.1 Exceptional Student**

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

#### **5.2 Student**

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

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

### **6. CROSS REFERENCES**

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

[Education Act, Regulation 181](#)

[Ontario Human Rights Code](#)

[Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being](#)

[Supporting Minds Strategies at a Glance: Ideas to Support and Bolster Students with Mental Health Problems in the Classroom](#)

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

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

YCDSB [Procedure: Student Disability Accommodation](#)

**OECTA Collective Agreement**

Approval by Board	<u>May 31, 2022</u> <i>Date</i>
Effective Date	<u>June 1, 2022</u> <i>Date</i>
Revision Dates	<u>May 31, 2022</u> <i>Date</i>
Review Date	<u>May 2026</u> <i>Date</i>

DRAFT

## YORK CATHOLIC DISTRICT SCHOOL BOARD

**REPORT TO:** Policy Review Committee  
**FROM:** Administration  
**DATE:** June 4, 2024  
**RE:** **Policy 307 Opening Exercises**

---

This report is presented to Trustees to highlight the rationale for the revisions to Policy 307 *Opening Exercises*.

### BACKGROUND:

On February 7, 2024, an initial discussion was held at the Policy Review Committee (PRC) meeting where Trustees proposed adding the Land Acknowledgement to the opening exercises and discussed incorporating different versions of the national anthem, such as instrumental versions. Following this meeting, the policy underwent multiple rounds of revisions after discussions with the Indigenous Education Department and feedback received from the Indigenous Education Advisory Circle (IEAC).

At the March 5, 2024, PRC meeting the revised policy was presented again, where Trustees recommended further consultation be conducted. Following that meeting, a survey was conducted among principals to gather their opinions on the opening exercises, and additional consultations were held with members of the IEAC to further refine the draft policy.

The survey results demonstrated that most principals prefer and currently use a variety of anthem versions. This feedback has guided the revision of parameter 3.2. Additionally, the survey results indicated that most principals found the inclusion of the Land Acknowledgment in the opening exercises impactful; however, there were concerns raised that daily recitation might diminish its significance. This feedback and further discussions with members of the IEAC has guided the revision of parameter 3.3.

### RECOMMENDATION:

That the Policy Review Committee review and approve the updates to Policy 307 *Opening Exercises*.

### ATTACHMENTS

Revised Policy 307 *Opening Exercises*.

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Prepared By: Alexandra Burnell-Gentile, Policy Advisor  
Endorsed By: Jennifer Sarna, Associate Director



## 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 3</b>
<i>Original Approved Date</i> <b>October 23, 2001</b>	<i>Subsequent Approval Dates</i> <b>November 18, 2008 January 28, 2014 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~~ **Catholic** 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. **In addition, the Board supports Land Acknowledgements as a means to recognize Indigenous Peoples and the ancestral lands upon which a school is situated, as part of our commitment to truth and reconciliation.** The purpose of this policy is to provide direction to schools for all Opening Exercises.

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

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 **follow the following order:** ~~consist of a prayer, followed by a scripture reading, or relevant Christian reflection and the singing of "O Canada".~~
  - 3.1.1 "O Canada";
  - 3.1.2 Prayer;
  - 3.1.3 Scripture reading and/or relevant Catholic reflection; and a
  - 3.1.4 Land Acknowledgement.

- 3.2 The version of “O Canada” used shall include both official languages, English and French, and shall be arranged in a respectful manner. Versions used may consist of a mix/variety of the following:
- 3.2.1 English;
  - 3.2.2 French;
  - 3.2.3 Indigenous; and/or
  - 3.2.4 Instrumental.
- 3.3 The Land Acknowledgement shall be delivered once a week at the start of each week, in addition to the following dates:
- Every day during the month of September;
  - National Aboriginal Veterans Day (November 8th);
  - Every day during Treaties Recognition Week (Each year during the first week of November);
  - Every day during the month of June.
- 3.4 Schools shall use the York Catholic District School Board Land Acknowledgement or an approved School-Specific Land Acknowledgement.
- 3.5 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, the school participates in the singing of “O Canada”, followed by a prayer, scripture reading, and/or relevant Christian Catholic reflection and the singing of “O Canada” are conducted and a Land Acknowledgement.

**5.2 York Catholic District School Board Land Acknowledgement**

A statement that acknowledges that Indigenous Peoples have lived on this land since time immemorial. The York Catholic District School Board Land Acknowledgement honours those who have walked this land, in the past, present, and those who will walk it in the future.

It reads:

*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.*

### **5.3 School Specific Land Acknowledgement**

A statement recognizing Indigenous Peoples and their ancestral lands upon which a school is situated. School Specific Land Acknowledgements are developed in consultation with Indigenous community partners.

## **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](#)

[Indigenous Education YCDSB](#)

Approval by Board	<u>January 29, 2019</u> Date
Effective Date	<u>January 30, 2019</u> Date
Revision Dates	<u>January 29, 2019</u> Date
Review Date	<u>January 2024</u> Date

## YORK CATHOLIC DISTRICT SCHOOL BOARD

**REPORT TO:** Policy Review Committee  
**FROM:** Administration  
**DATE:** June 4, 2024  
**RE:** **Policy 311 Digital Discipleship (Student Use of Technology)**

---

This report is presented to Trustees to highlight the rationale for the revisions to Policy 311 *Digital Discipleship (Student Use of Technology)*.

### **BACKGROUND:**

In April 2024, revisions to *PPM 128 The Provincial Code of Conduct and School Board Codes of Conduct*, required school boards to update their policies. *PPM 128* introduces new requirements for school board policies on enforcing restrictions on student use of personal mobile devices. Additionally, *PPM 128* mandates that school boards restrict access to all social media platforms on school networks and school devices.

This policy has been revised to incorporate the new requirements outlined in *PPM 128*.

### **RECOMMENDATION:**

That the Policy Review Committee review and approve the updates to Policy 311 *Digital Discipleship (Student Use of Technology)*.

### **ATTACHMENTS**

Revised Policy 311 *Digital Discipleship (Student Use of Technology)*.

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Prepared By: Alexandra Burnell-Gentile, Policy Advisor  
Endorsed By: Jennifer Sarna, Associate Director





## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Program/Curriculum</b>	<i>Policy Number</i> <b>311</b>
<i>Former Policy #</i> <b>220</b>	<i>Page</i> <b>1 of 8</b>
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
<b>January 15<sup>th</sup>, 2002</b>	<b>October 11<sup>th</sup>, 2011 November 26, 2013 October 29, 2019</b>

**POLICY TITLE:     DIGITAL DISCIPLESHIP  
STUDENT USE OF TECHNOLOGY**

### SECTION A

#### 1.    **PURPOSE**

The York Catholic District School Board (the “Board”) is committed to safe, secure, equitable and effective use of technology to enhance learning for all students within a Christ-centered school environment. In support of its ongoing commitment to excellence in Catholic Education and to ensure that all become responsible digital disciples of the 21st century, the Board regulates the use of technology on all school board premises, and during sanctioned activities.

#### 2.    **POLICY STATEMENT OBJECTIVE**

It is the policy of the York Catholic District School Board to regulate the use of technology including personal devices while fostering a healthy learning environment using good digital discipleship in a safe, respectful and positive manner, guided by gospel values that are consistent with the Board’s Mission, Vision, Core Values and Ontario Catholic School Graduate Expectations.

#### 3.    **PARAMETERS**

- 3.1**   The Board recognizes the importance of maintaining the confidentiality of all users of its Information Technology facilities and assets without compromising the ability to regulate, enforce and promote acceptable use guidelines.
- 3.2**   The York Catholic District School Board reserves the right to monitor, access and disclose all data and information created, sent and received, processed or stored on Board information technology systems to ensure compliance with Board policies.

- 3.3** Students using technology and personal devices:
- 3.3.1 Shall abide by the York Catholic District School Board Policy 248 **117** Code of Conduct and respect the need of others to work in an environment that is conducive to learning and teaching;
- 3.3.2 Are prohibited from engaging in inappropriate or unlawful activities whose examples are listed in, but not limited to Appendix A. Allegations of unlawful or unacceptable use of technology will be addressed through established York Catholic District School Board policies and procedures and, where necessary, disciplinary actions taken in accordance with Safe Schools (Policy 202 Safe Schools - Student Discipline).
- 3.4** The responsibility to keep all board technology and personally owned electronic devices secure and maintained shall rest with the owner. York Catholic District School Board is not liable for any personal device lost, stolen or damaged.
- 3.5** Use of personally owned electronic devices on Board/School Premises and during Board/School sanctioned events shall be as outlined:
- 3.5.1 For health and medical purposes; ,
- 3.5.2 To support special education needs; ,
- 3.5.3 For educational purposes, as directed by an educator.
- 3.6** For grades 7 to 12 students' personal mobile devices shall be stored out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted by the educator under the circumstances outlined above.
- 3.6.1 If the educator sees a personal mobile device that is not stored out of view, they must require the device be handed in for the instructional period and the device must be placed, by the student, in a storage area in a location in the classroom designated by the educator.
- 3.7** For students in grade 6 and below, students' personal mobile devices shall be stored out of view and powered off or set to silent mode throughout the full instructional day, except when their use is explicitly permitted by the educator under the circumstances outlined above.
- 3.7.1 If an educator sees a personal mobile device that is not stored out of view, they must require the device be handed in for the instructional day and the device must be placed, by the student, in a storage area in a location designated by the Principal.
- 3.8** In the case that a student does not hand in their personal mobile device when required, they shall be sent to the Principal's office. Principals have discretion under PPM No. 145, *Progressive discipline and promoting positive student behaviour*, and YCDSB Policy 202 *Safe Schools - Student Discipline* to consider a range of responses to address this behaviour including suspension.
- 3.9** Students using technology, whether downloading, uploading or sharing information at school or remotely, shall observe and respect any material that is protected by copyright, patent, trademark, service mark and other applicable laws and adhere to strict ethical and lawful conduct in compliance with the Board's Mission, Vision, and Core Values.

- 3.10 Access to the York Catholic District School Board wireless network is a privilege, not a right. Any use of the wireless network shall entail personal responsibility and compliance with all York Catholic District School Board policies and school expectations or guidelines.
- 3.11 Access to the York Catholic District School Board wireless network shall be content filtered to safeguard against inappropriate content.
- 3.12 In accordance with PPM 128 *The Provincial Code of Conduct and School Board Codes of Conduct*, all social media platforms shall be restricted on school networks and school devices. Social media platforms shall only be used by students at school for educational purposes, directed by an educator.
- 3.13 Users of personally owned devices shall make no attempts to circumvent the school's network security and/or filtering policies. This includes setting up proxies and downloading programs to bypass security.
- 3.14 With respect to personal devices, including personal medical devices (PMDs), the Board cannot guarantee the availability of Internet services or security of devices. PMD users should not rely upon the security and availability of the District's internet connections and wireless network services. PMD users with continuous, critical needs should arrange for their own redundant, secure communication systems.
- 3.15 Students and Parent(s)/Guardian(s) shall sign the technology consent form prior to accessing Board technology, either at school or remotely on an annual basis.
- 3.16 Students accessing technology and resources understand that the Board retains ownership of intellectual property, where the Board's resources or expertise are used to create a product or practice that may have commercial significance.
- 3.17 All electronic communications and social media interactions between students and staff must be directly related to coursework or school sanctioned activities.

#### 4. RESPONSIBILITIES

##### 4.1 Director of Education

- 4.1.1 To oversee compliance with the Digital Discipleship, Student Use of Technology Policy.

##### 4.2 Superintendent of Curriculum & Assessment

- 4.2.1 To support the implementation and compliance with the Digital Discipleship, Student Use of Technology policy.
- 4.2.2 To review annually the Digital Discipleship, Student Use of Technology policy, with school administrators.

##### 4.3 Chief Information Officer

- 4.3.1 To oversee, in collaboration with the Superintendent of Curriculum & Assessment the implementation and compliance with the Digital Discipleship, Student Use of Technology policy.
- 4.3.2 To oversee, in collaboration with relevant services such as legal, privacy and

risk management, appropriate procedures and guidelines are established to assist board employees to fulfill their responsibilities as set out in this policy.

#### **4.4 Manager of Employee Relations & Privacy**

4.4.1 To oversee, in collaboration with the Chief Information Officer, appropriate implementation of and compliance with the Digital Discipleship, Student Use of Technology policy.

#### **4.5 Senior Administration**

4.5.1 To work with school administrators to ensure that all sections of the Digital Discipleship, Student Use of Technology policy are implemented.

#### **4.6 Instructional Services**

4.6.1 To provide resources that will support the appropriate and ethical use of information technology by students.

#### **4.7 Principal**

4.7.1 To communicate with school staff, students and Parent(s)/Guardian(s) the Digital Discipleship, Student Use of Technology policy.

4.7.2 To require all students and Parent(s)/Guardian(s) to sign the annual Technology Consent Forms.

4.7.3 To retain records of the Technology Consent Forms.

4.7.4 To inform all staff that electronic communication and interaction between staff and students must be directly related to school based activities.

4.7.5 To ensure that school staff are aware of their responsibilities for supervising and monitoring student use of technology and electronic communications.

4.7.6 To review and approve school-based online social media activities and groups that are linked to instructional plans and supervised by school staff.

4.7.7 To ensure that school-based online social media groups have at least one staff member with administrative privileges to review screen, monitor and modify contents to conform to the Digital Discipleship, Student Use of Technology policy.

4.7.8 To inform the staff supervising online social media activities and groups to adhere to ethical standards for the teaching profession in the same manner as in a traditional school environment.

4.7.9 To offer support to students who accidentally accessed unacceptable internet content. Administrators will offer school/area/board support, based on the developmental needs of the student.

4.7.10 To report any security, safety or privacy related breach or issue relating in any unacceptable activities and violations that may have been committed.

4.7.11 To cooperate fully with ongoing investigation by Board staff, the police and other authorities into unacceptable activities and violations that may have been committed while using the technology systems of the Board.

#### **4.8 Staff**

4.8.1 To link the use of the internet and related applications such as interactive websites and social media groups to ongoing coursework, unit plans and curriculum-related learning. Prior to permitting students to use the internet as part of an ongoing lesson, the teacher should ensure that there is clear written instruction outlining the goal for such a use and that the students understand the parameters.

4.8.2 To review and evaluate the suitability of internet learning resources and websites prior to permitting students to have access online.

- 4.8.3 To monitor school related online internet use within interactions and social media activities of all students under supervision.
- 4.8.4 To provide students with instruction at the beginning of each school year on the safe and acceptable use of technology and the internet.
- 4.8.5 To communicate clearly to students the consequences of inappropriate unacceptable use of technology that may include discipline by the school, the Board and Police services.
- 4.8.6 To be responsible technology users who take necessary online safety and security precautions when sharing information with others online or on Cloud Drives such as Google Drive.
- 4.8.7 To report to the school principal when they become aware of any security, safety or privacy related breach or issue.
- 4.8.8 To report to the school principal any breach of the policy, and inappropriate use of technology.
- 4.8.9 To model the standards of respect, civility, and responsible citizenship. This includes modeling appropriate use of personal mobile devices. Educators are not to use personal mobile devices during instructional time, unless explicitly for work-related purposes.

#### **4.9 Students**

- 4.9.1 To adhere to the Digital Discipleship, Student Use of Technology policy at all times when in school and/or when using school computers and internet.
- 4.9.2 To be responsible for their personal mobile device, how they use it and the consequences of not following the school board's policy on personal mobile device use.
- 4.9.3 To report to staff in the school when they become aware that another student is hacking or illegally/inappropriately using technology resources.
- 4.9.4 To report to staff in the school when they become aware of a security, safety or privacy related breach or issue.
- 4.9.5 To be responsible digital disciples who take necessary safety and security precautions when sharing information with others online or on Cloud Drives such as Google Drive.
- 4.9.6 To be respectful digital disciples who care about equipment and about other students who use the same technology.
- 4.9.7 To report to staff in the school when images, material or information on the internet make them uncomfortable.
- 4.9.8 To report to staff in the school when pornographic sites are accidentally accessed.
- 4.9.9 To report to staff in the school when a stranger attempts to initiate contact, interaction or conversation on the internet.

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

- 4.10.1 To review with their child the Annual Technology Consent Forms and to sign and submit them to the school in a timely manner.
- 4.10.2 To cooperate with the school to ensure that their child complies with this policy and the use of personal electronic devices only as direct by teachers/Principal.
- 4.10.3 To understand that any violation may result in the loss of privileges as well as disciplinary action.
- 4.10.4 To discuss with the Principal any extenuating circumstances where their child is required to have access to a personal electronic device, such as a cellphone, outside of educational purposes, including the use of personal medical devices (PMD).

#### **4.11 Volunteers, Third Party Providers and Visitors**

To be aware and comply with the Digital Discipleship, Student Use of Technology policy.

### **5. DEFINITIONS**

#### **5.1 Cloud Drive**

Digital technology, any of several, often proprietary, parts of the Internet that allow online processing and storage of documents and data as well as electronic access to software and other resources.

#### **5.2 Digital Discipleship**

Guided by our Catholic values, one who uses technology ethically and responsibly to advocate for local and global issues, act in solidarity and stewardship and promote human dignity

#### **5.3 Hacking**

The unauthorized practice of accessing, modifying or altering computer software, hardware, or networks to accomplish a goal that is considered to be a security breach and outside of the creator's original objective.

#### **5.4 Illegal activity**

Any illegal use of the York Catholic District School Board technology. Examples are listed in, but not limited to, Appendix A.

#### **5.5 Technology**

Includes, but is not limited to, personal electronic devices, personal medical devices (PMD), board network and infrastructure, electronic communication equipment such as laptops, desktops, mobile devices, robotics, printers and audio/video equipment.

#### **5.6 Intranet**

The internal network of communication servers owned, operated and regulated by the York Catholic District School Board.

#### **5.7 Personal Electronic Device**

Includes any device in the possession of a student which electronically communicates, sends, receives, stores, reproduces, or displays voice, text, and/or digital communications or data. This includes, but is not limited to, cellular phones, pagers, smart phones, music and media players, gaming devices, tablets, laptop computers, cameras, video cameras, smart watches, headphones, earbuds, personal medical devices (PMDs), and personal digital assistants. In this policy, the word "technology," may be used as a synonym for personal electronic device.

#### **5.8 Sanctioned Activities**

The legitimate and authorized use of a personally owned electronic device during activities which may include, but are not limited to, specific programming purposes, lengthy bus excursions, co-curricular events, inclement weather and/or, legitimate medical reasons. Such use must be authorized by Administration and/or staff.



## 5.9 Social Media

Any interactive online where people are talking, participating, sharing, networking, and may be accessed by the wider internet community.

## 6. CROSS REFERENCES

### Legislation

Child and Family Services Act

Copyright Act

Criminal Code

Education Act

Human Rights Act

Municipal Freedom of Information and Protection of Privacy Act

### YCDSB Policies

YCDSB Policy 112 [Privacy and Personal Information Management](#)

YCDSB Policy 113 [Intellectual Property](#)

YCDSB Policy 116 [Copyright](#)

YCDSB Policy 202 [Safe Schools - Student Discipline](#)

YCDSB Policy 248 [117 Code of Conduct](#)

YCDSB Policy 223 [Bullying Prevention & Intervention](#)

YCDSB Policy 347 [119 Electronic Communications & Social Media](#)

### YCDSB Procedures

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

YCDSB Digital Discipleship Framework

YCDSB Visual Identity and Branding Manual

## 7. RELATED FORMS

YCDSB Annual Technology Consent Form

Approval by Board	<u>October 29, 2019</u> Date
Effective Date	<u>October 30, 2019</u> Date
Revision Dates	<u>October 29, 2019</u> Date
Review Date	<u>October 2024</u> Date

## Appendix A

### Unacceptable/Illegal Use of York Catholic District School Board Electronic Communications & Social Media

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

Bullying	An attempt to intimidate an individual through cruel and humiliating behaviour, including 'cyber-bullying' which is used to send threatening, obscene, sexually explicit and violent messages that threaten emotional and physical safety of recipient(s).
Child pornography	Accessing, downloading, storing, sharing and distributing any child pornography
Copyright or trademark infringement	Infringing on another person's copyright, trademark, patent, trade secret, without lawful permission
Defamatory libel	A defamatory libel is matter published, without lawful justification or excuse, that is likely to injure the reputation of any person by exposing him/her to hatred, contempt or ridicule, or that is designed to insult the person of or concerning whom it is published. <i>Libel and Slander Act</i> .
Disclosing or gathering personal Information	Disclosing or gathering personal information in a manner inconsistent with the <i>Municipal Freedom of Information and Protection of Privacy Act</i> .
Gambling and lotteries	Uploading funds to online gambling or lottery sites, making bets or playing the games that they offer, and then cashing out any winnings
Hacking and other unauthorized access	Includes but not limited to using the computer to carry out sabotage, gain illegal entry into encrypted sites, acquiring and disseminating private information, creating and disseminating computer viruses, stealing information and trade secrets, intentionally breaching protected internet sites that compromises the safety of others.
Harassment	The sending of electronic messages and information that causes the recipient(s) to fear for personal safety and that of others.
Hate propaganda	Communicating messages that promote or incite hatred against an identifiable group that is likely to lead to a breach of the peace—e.g. homophobic messages, racist comments and jokes, violent gender-specific messages.
Inappropriate communication with minors	Communicating, soliciting or sending sexually suggestive, emotionally laden, and intrusive personal messages to minors for any reason.
Intellectual property	Infringing on another person's property without lawful permission.
Interception of private communication or electronic mail	Unauthorized entry into the password protected email and/or the interception of private electronic communication intended for someone else
System Security/Account Security	Users are responsible for the use of their individual account and should take reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide their password to another person.
Obscenity	Creating, acquiring, sharing, publishing and distributing any obscene material including but not limited to pornography.
On-line Video Gaming/Gambling	Participating in on-line "video gaming," which is not associated to classroom learning is prohibited; and/or all on-line gambling, while using information technology.
Personal financial gains	Any use of Board information technology for commercial transactions, advertising, solicitation and financial gain.
Threat	Communication through the use of mail, email, telephone, telegram, or other instrument of commerce; the willful making of any threat; or the malicious conveyance of false information knowing the same to be false which concerns an attempt being made, or to be made; to kill, injure, intimidate any individual; or unlawfully to damage or destroy any building, vehicle, or other real or personal property by means of an explosive.
Vandalism	Deliberately damaging or causing to be damaged Board information technology, for example routers, modems, wireless, etc., including but not limited to physical technology equipment, internet/intranet resources, online traffic flow, internet filters and firewalls, distributed denial of service (DDOS), websites etc...
Technology/Equipment	York Catholic District School Board Information Technology and/or Personal Electronic Devices used for anything outside of educational purposes is prohibited.



## YORK CATHOLIC DISTRICT SCHOOL BOARD

**REPORT TO:** Policy Review Committee  
**FROM:** Administration  
**DATE:** June 4, 2024  
**RE:** **Policy 402 Accommodations for Students with Moderate to Severe Learning Needs**

---

This report is presented to Trustees to highlight the rationale for the revisions to Policy 402 *Accommodations for Students with Moderate to Severe Learning Needs*.

### **BACKGROUND:**

This policy is up for review as it was last reviewed June 21, 2016. The policy has been revised in collaboration with the Student Services Department, to incorporate the new classification of Specialized Educational Intervenor (SEI's).

The policy number has also been changed from Policy 402 to 229 to reflect that the policy section falls under Students rather than Human Resources.

### **RECOMMENDATION:**

That the Policy Review Committee review and approve the updates to Policy 402 *Accommodations for Students with Moderate to Severe Learning Needs*.

### **ATTACHMENTS**

Revised Policy 402 *Accommodations for Students with Moderate to Severe Learning Needs*.

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Prepared By: Alexandra Burnell-Gentile, Policy Advisor  
Endorsed By: Jennifer Sarna, Associate Director



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Human Resources</b> <b>Students</b>	<i>Policy Number</i> <b>402 229</b>
<i>Former Policy #</i> <b>414/402</b>	<i>Page</i> <b>1 of 6</b>
<i>Original Approved Date</i> <b>November 24, 1992</b>	<i>Subsequent Approval Dates</i> <b>January 14, 2003</b> <b>June 21, 2016</b>

### POLICY TITLE: ACCOMMODATIONS FOR STUDENTS WITH MODERATE TO SEVERE LEARNING NEEDS

#### SECTION A

##### 1. PURPOSE

The York Catholic District School Board believes that all students deserve the dignity of reaching optimal independence and achievement throughout their daily learning activities within an inclusive Christ-centered school environment.

##### 2. OBJECTIVE

~~The York Catholic District School Board endorses the use of a range of accommodations for supporting students with moderate to severe learning needs.~~

The Classroom/Subject and Special Education Teachers, if applicable, are responsible for the direct teaching of Ontario Curriculum expectations and alternative expectations, as required. In addition to ongoing teaching, YCDSB endorses the use of a broad range of accommodations for supporting students with moderate to severe needs.

Accommodations for students with moderate to severe needs are provided in order to maximize a student's independence with functional skills of daily living and accessing alternative learning activities, as outlined in the student's Individual Education Plan. These accommodations may include: environmental accommodations, use of assistive technology and use of a shared model of human resource support.

##### 3. PARAMETERS

- 3.1 An Individual Education Plan (IEP) shall be developed by the teacher in collaboration with other staff who provide support to the student and in consultation with parents/guardians. All students who receive Educational Assistant (EA) /Specialized Educational Intervenor (SEI) support shall have a Pathway to Independence Plan (PIP) in their IEP.

- 3.2 Environmental accommodations shall be implemented to provide the student access to an optimal learning environment in which all students may engage in and demonstrate learning.
- 3.3 School environments shall be physically accessible so that all students are able to maintain, increase or improve their ability to learn and to demonstrate learning where necessary. The rights and needs of one person are considered within the context of the rights and needs of others in the decision-making process regarding environmental accommodations.
- 3.4 Assistive technology may be used so that all students are able to maintain, increase or improve their ability to learn and to demonstrate learning. In those cases where assistive technology is not available in the school, the Special Equipment Amount (SEA) process will be considered as a means of providing an individual student with essential assistive technology.
- 3.5 ~~An Educational Assistant~~s may be assigned to a school under the direction of the Superintendent of Education: Exceptional Learners through a central allocation and review process based upon a shared model of support as outlined in the *Procedures: Criteria for Educational Assistant/Specialized Educational Intervenor Allocation*., to assist the student with skills of daily living and/or alternative learning activities. This shared support is intended to facilitate progress towards increased independence. Where possible, every effort will be made to provide incremental steps toward independence through a gradual release of responsibility from adult to the student with the ultimate goal of maximizing student independence.
- 3.6 ~~An Specialized Educational Intervener~~ **Intervenors** may be assigned to a school under the direction of the Superintendent of Education: Exceptional Learners through a central allocation and review process based upon the **Specialized Educational Intervener Intervenor** criteria as outlined in the *Procedures: Criteria for Educational Assistant/Specialized Educational Intervener Intervenor Allocation*., to assist the student with skills of daily living and/or alternative learning activities. This intensive **needs based** support is intended to be short term in duration and to facilitate progress towards the use of a range of accommodations including a shared model of human resource support as required.
- 3.7 Appointment of ~~an Educational Assistant~~s/**Specialized Educational Intervenors Intervener** to a school may be in accordance with the provisions of the CUPE **Local 2331** Collective Agreement.
- 3.8 ~~The Educational Assistants~~/**Specialized Educational Intervenors Intervener** shall work under the authority of, **and take direction from**, the Principal of the school to which they are assigned. **Principals will establish Educational Assistant/Specialized Educational Intervenor schedules based on student and school needs.**

- 3.9 In partnership with teacher(s), the Educational Assistants/~~Intervenor~~ **Specialized Educational Intervenor** shall support the day-to-day implementation of programs related to safety, **skills of** daily living skills and alternative **learning activities** curriculum as outlined in the Individual Education Plan IEP of the students they serve. **Educational Assistants/Specialized Educational Intervenor** will not provide academic support for students working towards Ontario Ministry of Education Curriculum, as this is the role of the Teacher.

#### 4. RESPONSIBILITIES

##### 4.1 Director of Education

- 4.1.1 To oversee compliance with *Policy 402 229: Accommodations for Students with Moderate to Severe Learning Needs* and the procedure addendum, *Criteria for Educational Assistant/Specialized Educational Intervenor Allocation*.

##### 4.2 Superintendent of Education: Exceptional Learners

- 4.2.1 To oversee the implementation and compliance of *Policy 402 229: Accommodations for Students with Moderate to Severe Learning Needs* and the associated procedures addendum, *Criteria for Educational Assistant/Specialized Educational Intervenor Allocation* in schools.
- 4.2.2 To communicate the *Policy 402 229: Accommodations for Students with Moderate to Severe Learning Needs* and the associated procedures addendum, *Criteria for Educational Assistant/Specialized Educational Intervenor Allocation* to the senior administrative team.
- 4.2.3 To oversee the implementation of the range of accommodations to support students with moderate to severe learning needs.
- 4.2.4 To recommend the number of Educational Assistants/~~Intervenor~~ **Specialized Educational Intervenor** required to equitably meet the needs of the system on an annual basis, within the centrally assigned budget allocation.
- 4.2.5 To allocate Educational Assistant full time equivalents (FTE) to each school as per the YCDSB Procedure: *Criteria for Educational Assistant/Specialized Educational Intervenor Allocation*.
- 4.2.6 To allocate **Specialized Educational Intervenor** ~~Intervenor~~ full time equivalents (FTE) as per the YCDSB Procedure: *Criteria for Educational Assistant/Specialized Educational Intervenor Allocation*.
- 4.2.7 To realign Educational Assistant allocation as per the YCDSB Procedure: *Criteria for Educational Assistant/Specialized Educational Intervenor Allocation*. when students enter or exit a school.

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

- 4.3.1 To assist with the implementation and compliance of *Policy 402 229: Accommodations for Students with Moderate to Severe Learning Needs* and the associated procedures addendum, *Criteria for Educational Assistant/Specialized Educational Intervenor Allocation*.
- 4.3.2 To review with Principals, the shared model of support, roles and responsibilities of pertinent staff, when requested.

#### 4.4 Superintendent of Human Resources

- 4.4.1 To ensure that the provisions of *Policy 402 229 Accommodations for Students with Moderate to Severe Learning Needs* are incorporated into practices for recruitment, hiring and employment of Educational Assistants/~~Intervenor~~ **Specialized Educational Intervenor**.

#### 4.5 Principal

- 4.5.1 To oversee the implementation of the **Individual Education Plan (IEP) which includes the Pathway to Independence Plan (PIP) and a range of accommodations to support students who present with moderate to severe learning needs.**
- 4.5.2 To follow a shared model of support when establishing the Educational Assistant/**Specialized Educational Intervenor** ~~Intervenor~~ specific responsibilities and schedules ~~as aligned with student's needs documented in their IEP~~ **based on student and school needs.**
- 4.5.3 To ensure the Educational Assistant/**Specialized Educational Intervenor's** ~~Intervenor's~~ tasks and responsibilities are aligned with their role.
- 4.5.4 ~~To review the Educational Assistant/Intervenor Handbook with the teacher(s) and the Educational Assistant/Intervenor to ensure an understanding of roles and responsibilities.~~
- 4.5.5 To ensure the Educational Assistant/**Specialized Educational Intervenor** ~~Intervenor~~ reviews the IEPs of students whom they support.
- 4.5.6 To ensure the Educational Assistant/**Specialized Educational Intervenor** ~~Intervenor~~ supports the implementation of ~~safety, skills of~~ daily living skills and alternative **activities** curriculum as directed by the teacher(s)/**Specialized Educational(s)** and documented in the IEP.
- 4.5.7 To reassign an Educational Assistant/**Specialized Educational Intervenor** ~~Intervenor~~ to other duties in the event of a student absence on a particular day.
- 4.5.8 To complete Educational Assistant's/**Specialized Educational Intervenor's** ~~Intervenor's~~ performance appraisals as per performance appraisal guidelines.
- 4.5.9 To inform the Superintendent of Education: Exceptional Learners of any new **or emerging** student needs ~~to a school which will~~ **may** require the support of an Educational Assistant/**Specialized Educational Intervenor** ~~Intervenor~~ as per the *Process for Accessing Differentiated EA/SEI Student Support*. ~~independent procedures.~~
- 4.5.10 To inform the Superintendent of Education: Exceptional Learners as soon as possible of any instances where a student who is supported by an Educational Assistant/**Specialized Educational Intervenor** ~~Intervenor~~ leaves the school or when a student's **level of independence has increased.** ~~schedule is reduced.~~

#### 4.6 Teacher

- 4.6.1 To work collaboratively as part of the IEP Team to develop and implement IEP goals, expectations and accommodations that include a Pathway to Independence Plan (PIP).
- 4.6.2 To gather data and provide feedback to the IEP Team and parents/guardians regarding progress toward achievement of IEP expectations on a pathway to a greater level of independence. ~~appropriate accommodations related to student progress.~~
- 4.6.3 To work collaboratively with the Educational Assistants/**Specialized Educational Intervenor** ~~Intervener~~ by providing programming and direction regarding day-to-day implementation of programs related to self-regulation, skills of daily living skills and alternative activities curriculum as outlined in the student's IEP.
- 4.6.4 To maintain regular communication with the Educational Assistant/**Specialized Educational Intervenor** ~~Intervener~~ with regard to program goals and specific outcomes through documentation and data collection through regular meetings and/or ongoing discussion.
- 4.6.5 To promote inclusivity of all students by ensuring the human resource support aligns with the student's IEP and takes place within the most enabling and inclusive environment.
- 4.6.6 To respond to feedback provided by ~~receive and assess all~~ Educational Assistants/**Specialized Educational Intervenor** ~~Intervener's~~ concerns regarding the student(s) to which ~~whom s/he~~ **they** has ~~have~~ been assigned and ~~to communicate these concerns to the Principal,~~ as required.
- 4.6.7 To inform the Educational Assistant/**Specialized Educational Intervenor** ~~Intervener~~ of classroom procedures, rules and methods of classroom management in order to provide procedural consistency for all students.
- 4.6.8 To discuss and clarify with Educational Assistants/**Specialized Educational Intervenor** ~~Intervener~~, their specific responsibilities based on the needs of the student(s). ~~This includes specific logistics/tasks of programs and other procedures related to the student's self-care, medical and safety needs.~~
- 4.6.9 To consult with the Principal when the student(s) whom the Educational Assistant/**Specialized Educational Intervenor** ~~Intervener~~ is supporting is absent so their schedule can be adjusted.

#### 4.7 Educational Assistant/**Specialized Educational Intervenor** ~~Intervener~~

- 4.7.1 To work cooperatively with ~~the school team to assist students with skills of daily living and alternative activities designed to practice and generalize skills that have been taught by the teacher. This includes providing feedback through the collection of data. all concerned in the delivery of the Board's Special Education Programs and Services by implementing programs and collecting data under the direction of the Principal and Teacher.~~
- 4.7.2 **Educational Assistants/Specialized Educational Intervenor** are not expected to assume the professional duties and obligations of teachers as defined by the *Education Act* and its Regulations.
- 4.7.3 To promote planned, purposeful opportunities that support student independence in the most enabling and inclusive learning environment.
- 4.7.4 To demonstrate the principles of equity and inclusivity for exceptional students within the YCDSB ~~mainstreamed~~ school community.



- 4.7.5 To maintain the dignity of students in their care by respecting their right to privacy and confidentiality.
- 4.7.6 To assist in meeting the educational, spiritual, social, emotional and physical needs of students entrusted into their care.
- 4.7.7 ~~To complete other duties as outlined in the YCDSB Educational Assistant/Intervenor Handbook.~~
- 4.7.8 To redirect all parent communication and inquiries to the teacher.

## 5. DEFINITIONS

### 5.1 **Alternative Learning Activities:**

Activities related to learning expectations not derived from the Ontario curriculum expectations for a subject/grade or a course. Examples include: social skills, safety/self regulation, alternative literacy/numeracy, orientation/mobility, skills of daily living.

### 5.1 **Assistive Technology (AT)**

Any technology that allows one to increase, maintain, or improve the functional capabilities of an individual with special learning needs *Education for All, 2005*.

### 5.2 **Environmental Accommodations**

Any changes or supports in the physical environment of the classroom and/or the school and/or use of individualized equipment in the learning environment required by the student to learn and to demonstrate learning (e.g., alternative work spaces, mobility/positioning/transfer equipment, sound field systems, adaptations to visual and/or auditory input). As per *Ministry of Education: IEP Resource Guide 2004*.

### 5.3 **Inclusive Education**

Education that is based on the principles of acceptance and inclusion of all students in which students see themselves reflected in their curriculum, their physical surroundings, and the broader environment where diversity is honored and all individuals are respected.

### 5.4 **Individual Education Plan (IEP)**

A written plan describing the special education program and/or services required by a particular student that will foster achievement and success, based on a thorough assessment of the student's strengths and needs.

### 5.5 **Mainstreaming**

~~The practice of educating students with special needs in regular classes during specific time periods based on their individual skills.~~

### 5.5 **Pathway to Independence Plan (PIP)**

A mandatory section of the IEP for all students receiving support from an Educational Assistant/Specialized Educational Intervenor that outlines a precise plan of action to increase student independence.

### 5.6 **Range of Accommodations**

The particular teaching and/or assessment strategies, human supports, individualized equipment, and/or environmental supports provided as a means of assisting individual students in the achievement of their learning outcomes.

## 5.7 Shared Model of Support

A framework by which a Principal may assign an Educational Assistant/~~Specialized Educational Intervenor~~ ~~Intervenor~~ to work in one or more classrooms to assist one or more teachers with one or more student (s) who present with moderate to severe ~~special~~ needs.

## 5.8 Skills of Daily Living:

Skills required for:

- Personal care (i.e., hygiene, dressing, toileting)
- Mobility (i.e., transferring, ambulating)
- Feeding
- Functional communication
- Community participation (i.e., money management, shopping, transit, pedestrian safety)

## 5.9 Special Equipment Amount (SEA)

Any individualized equipment that is required by a student to access curriculum (e.g., communication devices, specialized computer hardware and software, transfer/toileting equipment). As per *Ministry Guidelines for SEA Funding*.

## 6. CROSS REFERENCES

[Ontario Human Rights Code](#)

YCDSB Policy 208 [Student Disability Accommodation](#)

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

~~YCDSB Procedure~~ [Criteria for Educational Assistant Allocation](#)

~~YCDSB Procedure~~ [Criteria for Educational Assistant/Specialized Educational Intervenor Allocation](#)

~~YCDSB Procedure~~ [Education Intervenor Allocation](#)

YCDSB Educational Assistant Handbook

YCDSB [Accessibility Plan](#)

YCDSB Pathways to Independence Plan Information Flyer

CUPE Local 2331 Collective Agreement

[OECTA Collective Agreement](#)

Approval by Board	<u>June 21, 2016</u> Date
Effective Date	<u>June 22, 2016</u> Date
Revision Date(s)	<u>June 21, 2016</u> Date
Review Date	<u>June 2021</u> Date



## YORK CATHOLIC DISTRICT SCHOOL BOARD

**REPORT TO:** Policy Review Committee  
**FROM:** Administration  
**DATE:** June 4, 2024  
**RE:** **Policy 610 Cannabis, Electronic Cigarettes, Tobacco - A Smoke Free Environment**

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This report is presented to Trustees to highlight the rationale for the revisions to Policy *610 Cannabis, Electronic Cigarettes, Tobacco - A Smoke Free Environment*.

### BACKGROUND:

In April 2024, revisions to *PPM 128 The Provincial Code of Conduct and School Board Codes of Conduct*, required school boards to update their policies. *PPM 128* introduces new requirements for school board policies on enforcement relating to alcohol, tobacco, electronic cigarettes, recreational cannabis and related products and illegal drugs.

This policy has been revised to incorporate the new requirements outlined in *PPM 128*.

### RECOMMENDATION:

That the Policy Review Committee review and approve the updates to Policy *610 Cannabis, Electronic Cigarettes, Tobacco - A Smoke Free Environment*.

### ATTACHMENTS

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

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Prepared By: Alexandra Burnell-Gentile, Policy Advisor  
Endorsed By: Jennifer Sarna, Associate Director



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Community</b>	<i>Policy Number</i> <b>610</b>
<i>Former Policy #</i> <b>410</b>	<i>Page</i> <b>1 of 4</b>
<i>Original Approved Date</i> <b>November 1986</b>	<i>Subsequent Approval Dates</i> <b>August 28, 1990 January 1995 April 6, 2010 January 28, 2014 January 6, 2016 November 27, 2018</b>

### POLICY TITLE: CANNABIS, ELECTRONIC CIGARETTES, TOBACCO – A SMOKE-FREE ENVIRONMENT

#### SECTION A

##### 1. PURPOSE

The Board endeavours to provide and maintain learning and working environments which safeguard the health and welfare of students, employees, visitors and stakeholders. Such environments are free from the harmful effects of cannabis, electronic cigarettes and tobacco products, in order to uphold legislation within the broader community. This is achieved by prohibiting the smoking and/or the use of cannabis, electronic cigarettes and tobacco products, anywhere on Board property, in Board premises and all locations where Board or School sanctioned activities take place.

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

It is the policy of the York Catholic District School Board to declare, establish and maintain a cannabis, electronic cigarettes and tobacco smoke-free environment in all premises and on all properties, owned and/or operated by the Board.

##### 3. PARAMETERS

- 3.1 This policy is governed primarily by the *Smoke Free Ontario Act* (SFOA) and the *Cannabis Act* which prohibits smoking and/or holding lighted or heated tobacco, smoking or holding lighted medical cannabis or cannabis products, using electronic cigarette devices, consuming or using any other type of tobacco and cannabis products on board premises or within a twenty (20) metre perimeter of public areas outside of Board owned premises and in Board operated vehicles. Enhanced protection from the addictive nature of all cannabis and tobacco products shall be provided by further prohibiting usage of the same.

- 3.2** The *Smoke-Free Ontario Act, 2017* prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the *Smoke-Free Ontario Act, 2017*.
- 3.3** Persons who fail to comply with the Acts are subject to consequences as may be imposed by enforcement of the *Smoke Free Ontario Act, Cannabis Act*, Safe School policies and/or Codes of Conduct of the York Catholic District School Board and the local school.
- 3.4** Schools shall respond to individuals who are not in compliance with this policy and the *Smoke Free Ontario Act*, on a case-by-case basis in accordance with YCDSB Procedure 610 Cannabis, Electronic Cigarettes, Tobacco – A Smoke-Free Environment, and YCDSB Policy and Procedure 202 Safe Schools – Student Discipline.
- 3.4.1 In accordance with PPM 128 *The Provincial Code of Conduct and School Board Codes of Conduct*, in the case of these substances being found in the possession of students, parents/guardians must be notified, and the student must surrender the item(s) to the educator or administrator. As per PPM 145 *Progressive discipline and promoting positive student behaviour*, it is expected that students involved in these incidents would receive support to learn from inappropriate behaviours and make choices that support continuing their learning.
- 3.5** *Smoke-Free Ontario Act (SFOA)* prescribed signage shall be posted in all entrances, exits and washrooms on Board premises.
- 3.6** Relevant material dealing with the *Smoke Free Ontario Act, Cannabis Act* and legislation and/or information relating to the harmful effects of consuming cannabis and tobacco products, using electronic cigarettes devices as well as smoking cessation shall be posted in all Board premises.
- 3.7** Accommodation requests for student use of medically prescribed cannabis will be in accordance with Policy 207A *Administration of Oral Prescription Medication to Elementary & Secondary Students*.
- 3.8** Accommodation requests for employee use of medically prescribed cannabis will be in accordance with Policy 415 *Accessibility Standards for Employment* through the Superintendent of Human Resources and in collaboration with the Manager of Employee Health and Wellness.
- 3.9** An exception to this policy shall be made for the traditional use of tobacco that forms part of Aboriginal (Indigenous) culture(s) and spirituality, when used for such purposes as per Section 19 of the *Smoke Free Ontario Act*.

#### **4. RESPONSIBILITIES**

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

- 4.1.1 To oversee compliance with the Cannabis, Electronic Cigarettes, Tobacco - A Smoke-Free Environment policy.

##### **4.2 Superintendents, Senior Managers and Principals**

- 4.2.1 To support the parameters outlined within this policy.
- 4.2.2 To address infractions to this policy in accordance with the Board's Safe

- Schools or Code of Conduct policies and the local school's Code of Conduct.
- 4.2.3 To notify the Permit department of any violations to the Cannabis, Electronic Cigarettes, Tobacco – A Smoke-Free Environment policy.
- 4.2.4 To ensure that this policy has been communicated to all permit, contract and lease holders.
- 4.3 Superintendent of Human Resources**
- 4.3.1 To communicate the expectations of this policy to all Board employees at the time of hire and thereafter on an annual basis.
- 4.3.2 To ensure that all accommodation requests from employees for the use of medical prescribed cannabis in the workplace are reviewed in accordance with board policy and procedures in consultation with the Manager of Employee Health and Wellness.
- 4.4 York Region Community and Health Services, Tobacco and E-cigarette Control Officers**
- 4.4.1 To enforce the *Smoke Free Ontario Act* (SFOA), including issuing tickets or laying charges, and issuing summonses to those individuals who are found smoking and/or holding lighted or heated tobacco products, smoking and/or holding lighted or heated cannabis or cannabis products and/or using electronic cigarette devices on Board property
- 4.5 All Individuals on Board Premises**
- 4.5.1 To uphold the prohibition of any possession of tobacco and cannabis products and to refrain from smoking and/or holding lighted or heated tobacco or cannabis, using electronic cigarettes devices, consuming or using any other type of tobacco or cannabis products on Board property, in Board-operated premises or vehicles, or in vehicles parked on Board property.

## **5. DEFINITIONS**

### **5.1 Board Premises and Property**

Includes all administrative buildings of the Board, Board operated buildings including schools, and all locations where Board or School sanctioned educational activities are taking place. Board-owned vehicles and machinery are also considered to be Board property.

### **5.2 Cannabis**

Cannabis consists of the dried flowers, fruit tops and leaves from the marijuana plant. It is mostly a greenish or brownish colour. Cannabis resin (or hashish) is a brown or black secretion from the marijuana plant that can be further processed to produce hash oil, wax or “shatter”, a concentrated extract with very high levels of THC (tetrahydrocannabinol).

### **5.3 Cannabis Product(s)**

Any product(s) containing, made or derived from cannabis that is intended for human consumption whether smoked, heated, inhaled, dissolved, or ingested by any other means, or any component part, or accessory of the cannabis product. Common types of cannabis products include dried cannabis (e.g., joints, spliffs, blunts), concentrated cannabis products (e.g., hash, hash oil, shatter, wax), and edible cannabis concentrates (plant seeds, edibles containing cannabis or cannabis concentrates and any other food or drink products containing cannabis).

#### **5.4 Electronic Cigarettes Device**

Refers to a vaporizer or inhalant-type device, whether called an electronic cigarette or by any other branded name, that consists of a battery-powered delivery system that vaporizes and delivers a liquid chemical mixture that may be composed of various amounts of nicotine, propylene glycol, and/or other chemicals intended to be inhaled by the user of the device. Most of these products are shaped and look like their conventional counterparts. They produce a vapour that resembles smoke and a glow that resembles the tip of a cigarette.

#### **5.5 Individuals on Board Premises**

Includes students, staff, trustees, contractors, parents/guardians, volunteers, permit holders and all others who are invited to or who work on Board property and in Board operated buildings.

#### **5.6 Medical Cannabis User**

A person who is authorized to possess cannabis for their own medical purposes, as prescribed by a physician or health care practitioner, in accordance with applicable federal law.

#### **5.7 Smoke-Free Environment**

An environment that is free from smoke caused by holding lighted or heated tobacco or cannabis, using electronic cigarette devices and consuming or using any other type of tobacco or cannabis products.

#### **5.8 Tobacco Product**

Any product containing, made, or derived from tobacco that are intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means. Common types of tobacco products include, but are not limited to, cigarettes, cigars, cigarillos, pipes, blunt wraps, beedies, shisha, shew, plug, snuff and snus.

### **6. CROSS REFERENCES**

#### **Legislation**

[Cannabis Act](#)

[Education Act](#), Section 302 (1)

[Smoke Free Ontario Act](#) (SFOA)

#### **YCDSB Policies**

YCDSB Policy 202

[Safe Schools - Student Discipline](#)

YCDSB Policy 207A

[Administration of Oral Prescription Medication to Elementary & Secondary Students](#)

YCDSB Policy 117

[Code of Conduct](#)

YCDSB Policy 415

[Accessibility Standards for Employment](#)

YCDSB Policy 616

[Community Use of Schools](#)

## YCDSB Procedures

YCDSB Student Transportation Services - Procedure Manual

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

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

Approval by Board	<u>November 27, 2018</u> <i>Date</i>
Effective Date	<u>November 28, 2018</u> <i>Date</i>
Revision Dates	<u>November 27, 2018</u> <i>Date</i>
Review Date	<u>November 2023</u> <i>Date</i>

## YORK CATHOLIC DISTRICT SCHOOL BOARD

**REPORT TO:** Policy Review Committee  
**FROM:** Administration  
**DATE:** June 4, 2024  
**RE:** **Policy 712 Flag Display on Board Premises**

---

This report is presented to Trustees to highlight the rationale for the revisions to Policy 712 *Flag Display on Board Premises*.

### **BACKGROUND:**

This policy has been revised in accordance with Trustee Alexander's Motion to Bring Unity to YCDSB. Trustee Alexander's suggestions can be seen in blue.

### **RECOMMENDATION:**

That the Policy Review Committee review and discuss the updates to Policy 712 *Flag Display on Board Premises*.

### **ATTACHMENTS**

- (1) *Trustee Motion: Motion to Bring Unity to YCDSB.*
- (2) *Revised Policy 712 Flag Display on Board Premises.*

---

Prepared By: Alexandra Burnell-Gentile, Policy Advisor  
Endorsed By: Jennifer Sarna, Associate Director

January 22, 2024  
Revised April 19, 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, School Flag or **flags aligned with church teachings and our Catholic Faith.**

#### **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. **Replace item 6. Under PARAMETER 3.8, with the following: *Flags aligned with Church Teachings and our Catholic Faith***
- 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. 2024:15:0122:FA





## 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~~ Flags aligned with Church Teachings and our Catholic Faith
- 3.8.1 Only flags listed under PARAMETER 3.8 shall be flown or displayed on or within the premises of the York Catholic District School Board.
- 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	<u>March 29, 2022</u> <i>Date</i>
Effective Date	<u>March 30, 2022</u> <i>Date</i>
Revision Dates	<u>March 29, 2022</u> <i>Date</i>
Review Date	<u>March 2026</u> <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 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.](#)
  - 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

**REPORT TO:** Policy Review Committee  
**FROM:** Administration  
**DATE:** June 4, 2024  
**RE:** **Travel, Meals and Expense Reimbursement Procedures**

---

This report is presented to Trustees to highlight the rationale for the revisions to the *Travel, Meals and Expense Reimbursement Procedures*.

### **BACKGROUND:**

Under Policy 808 *Travel, Meals and Expense Reimbursement*, it notes in paragraph 3.9 “The travel route selected should be the most efficient and economical way to travel.” The Travel, Meals and Expense Reimbursement Procedure is being updated to reflect this requirement. The Board’s Travel reimbursement program (TRIP) will be updated to use the shortest route with no tolls.

### **RECOMMENDATION:**

That the Policy Review Committee review and approve the updates to the *Travel, Meals and Expense Reimbursement Procedures*.

### **ATTACHMENTS**

- (1) Policy 808 *Travel, Meals and Expense Reimbursement*.
- (2) Revised *Travel, Meals and Expense Reimbursement Procedures*.

---

Prepared By: Brenda Kennedy, Senior Specialist  
Submitted By: Calum McNeil, Chief Financial Officer & Treasurer of the Board  
Endorsed By: Jennifer Sarna, Associate Director of Education



## 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: ~~January 31~~ **TBD**, 2024

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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, Supervisory 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 ~~a the~~ navigation tool ~~(e.g. Google Maps)~~ in the Board's reimbursement ~~p~~Program **(TRIP)** using the shortest **route** ~~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. Pre Approval 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 to be included in TRIP with the associated mileage claim.
- 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, 2023 to December 31, 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>
For travel dates effective January 1, 2024: <ul style="list-style-type: none"><li>• \$0.70 per kilometer for the first 5,000 kilometers; and</li><li>• \$0.64 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		X	N/A
2.	Funeral visitation/attendance - For employees of the Board (superordinate, subordinate, or colleague)	Travelled by all Board employees		X	N/A
		Travelled by Trustees	X		Department Budget
	Funeral visitation/attendance - For students	Travelled by Principal/teacher	X		Central Budget
		Travelled by Trustees	X		Department Budget
	Funeral visitation/attendance - For Related family of all Board employees	Travelled by all Board employees and Trustees		X	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)	X		Department Budget
		Without compensation or lieu time	X		Department Budget
4.	In-service, professional development and conferences at Board's request as part of employee's job function	Hosting Department	X		Department Budget
5.	Conferences and educational seminars/courses for employee's personal development or accreditation	Examples - Masters, AQ courses		X	N/A
6.	Hospital visits- For Students and all employees	Travelled by all Board employees and Trustees		X	N/A
7.	Bank and post office – Travel	School Staff	X		Central Budget
		CEC Staff	X		Department Budget
8.	Board Meetings –Travel	School Staff	X		Central Budget
		CEC Staff	X		Department Budget
9.	Board organized school council events	Examples - Annual Conference and YCPIC	X		Central Budget
10	Subject Council and IPRC		X		Central Budget
11	Travel relating to sporting events, teams, clubs, excursions, leagues and tournaments	Transportation provided to the event		X	N/A
		Principal approved - Coach or supervisor only in their own	X		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> </ul>
Floating PWL	<ul style="list-style-type: none"> <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>
Budget categories	
Department Budget	Budget for a specific department and is the responsibility of the Fund Centre Manager
Central Budget	Budget maintained centrally for Board organized events attended by school staff
School GSB	Allocation of budget by the Board provided to schools to fund educational resources and is the responsibility of a school principal
School Generated Funds/School Bank Account	Funds raised at the school level for the purpose of enhancing the means by which educational goals are achieved and is the responsibility of a school principal <u>Note:</u> Funds collected for travel and deposited into School bank account, an EFT can be used to offset the travel charge to the School GSB
N/A	Not applicable as the expense is considered personal and non-reimbursable

## YORK CATHOLIC DISTRICT SCHOOL BOARD

**REPORT TO:** Policy Review Committee  
**FROM:** Administration  
**DATE:** June 4, 2024  
**RE:** **Independent Procedure: External Organizations, Groups or Individuals Presenting and/or Distributing Material in Our Schools**

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This report is presented to Trustees to highlight the rationale for the revisions to *Independent Procedure: External Organizations, Groups or Individuals Presenting and/or Distributing Material in Our Schools*.

### BACKGROUND:

The Ministry of Education released a memo entitled *Strengthening Academic Achievement and Transparency*. Components of this memo require schools to provide detailed notice in advance to parents and guardians whenever guest speakers are invited into their schools, along with sharing details of any handout materials, give-aways, or literature. This is to be in effect for the start of the 2024-2025 school year.

The *Independent Procedure: External Organizations, Groups or Individuals Presenting and/or Distributing Material in Our Schools* has been updated to reflect this requirement.

Additionally, revisions were made to reflect the current processes for approvals surrounding distribution of materials in schools.

### RECOMMENDATION:

That the Policy Review Committee review and approve the updates to the *Independent Procedure: External Organizations, Groups or Individuals Presenting and/or Distributing Material in Our Schools*.

### ATTACHMENTS

- (1) Revised Independent Procedure: External Organizations, Groups or Individuals Presenting and/or Distributing Material in Our Schools.
- (2) Strengthening Academic Achievement and Transparency Memo.
- (2) Parent Accountability and Transparency: Communication Requirements for Guest (Third Party) Speakers and Presentations in Ontario Schools.

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Prepared By: Alexandra Burnell-Gentile, Policy Advisor  
Endorsed By: Jennifer Sarna, Associate Director



**YORK CATHOLIC DISTRICT SCHOOL BOARD**

## **INDEPENDENT PROCEDURE**

# **EXTERNAL ORGANIZATIONS, GROUPS OR INDIVIDUALS PRESENTING and/or DISTRIBUTING MATERIAL IN OUR SCHOOLS**

**November 2015**

**Revised April 17, 2023 June 2024**

The York Catholic District School Board (the Board) recognizes its role as a community partner in York Region. As such, the Board is committed to working with external organizations, community groups and individuals to help support community-related activities, events and opportunities which are of benefit to our students, staff, schools and school communities. In keeping with the Board's commitment to environmental sustainability, distribution of materials is at the discretion of the Board and school Principals.

All materials must comply with the expectations of the Board and support the Mission, Vision and Strategic Commitments for student achievement and well-being. The primary objectives of such partnerships shall be to support curriculum expectations, student engagement and/or well-being. Educational/community partnerships shall not compromise nor exploit students and/or employees.

## **1. PARENT/GUARDIAN COMMUNICATION REQUIREMENTS**

1.1 Schools must provide specific information to parents and guardians whenever external speakers or groups are invited to speak to students at school-based events, **at least 14 calendar days in advance** of the date the presentations are to take place.

This requirement applies to a school event that takes place during the school day:

- involving a third-party speaker or group (e.g., guest speakers, live performances);
- organized by a school, a department, a teacher or other staff member, school council, or a student group; and,
- that involves all students in a school, or students in multiple classes.

1.2 The information provided must include the following:

- Date and time of the activity;
- Name(s) of the guest speaker(s) and the organization they represent, if any;
- Title and location of the activity, together with the names of the presenters or performers;
- Topic or focus of the activity; and,
- Connections to the curriculum and/or the purpose of the activity.
- Details of any handout materials, give-aways, or literature that will be provided.

1.3 If, at any time, there is a change to a planned event, or should arrangements at the school level not allow for 14 calendar days' advance notice (i.e., change in speakers, limited planning time), the school is required to provide this information to parents and guardians as soon as final arrangements are confirmed.

## 2. DISTRIBUTION OF MATERIAL

All permissions and approvals to distribute material in a school of the York Catholic District School Board shall be processed through the Communications Department.

- 2.1 In order to receive ~~pre~~-approval to distribute material within the York Catholic District School Board, **all** the following criteria must be met:

**Criteria for ~~Pre~~-Approval:**

- must concur with the teachings of the Roman Catholic Church;
- must support the [Mission, Vision, Core Values and Strategic Commitments](#) for student achievement and well-being of the Board;
- must support all policies and procedures of the Board;
- must be a charitable or not-for-profit organization. A valid charitable registration number **must** be provided or proof of non-profit status; **or** material from any level of government (municipal, regional, provincial or federal) and/or Ministry, and/or public sector organization.

- 2.2 **Requests that do not qualify for Pre-Approval ~~contain the following shall not qualify for approval:~~**

- material that is contrary to the Board's Mission, Vision and Strategic Commitments for student achievement and well-being;
- material that is contrary to the Board's policies and procedures;
- material or messages related to political parties or groups;
- material from for-profit organizations;
- ~~material that contains logos of political or for-profit organizations;~~
- material from organizations that do not provide a valid charitable registration number or proof of non-profit status;
- materials from permit holders or service providers unless they meet the criteria **for approval outlined in Parameter 2.1**;
- material related to tutors or any tutoring organizations;
- requests that send a student to a private home (i.e., home childcare, tutor, home music lessons).

~~2.3 Distribution requests for elementary schools may be for students to take home, for staff, or for display at the school, if the School Principal deems appropriate.~~

~~2.4 Distribution requests for secondary schools may be disseminated to staff, or for displayed in guidance offices, department office, or any other area in the school the School Principal deems appropriate.~~

~~2.5 Canada's Anti-Spam Legislation (CASL) took effect July 1, 2014. This new law prohibits the sending of any type of electronic material that is commercial in nature unless the recipient has provided expressed consent.~~

- 2.6 The Communications Department will review all distribution requests from external organizations. ~~It is preferred that s~~Submissions **must be** ~~are~~ sent electronically **through the Distribution Request Form** for consideration. ~~External organizations should allow at least 20 business days for their request to be reviewed~~ **Requests are reviewed and approved within five days of receipt.**



- 2.7 ~~During the first three weeks of a new school year, distribution requests from external organizations can be submitted for review, but will not be granted approval for distribution during this time.~~ External organizations may submit distribution requests any time during the September - June school year.
- 2.8 ~~Pre-approval is granted if qualifying criteria is met. Pre-~~Approval only applies to the materials submitted and is valid for a one-time distribution only. Organizations may re-submit their new materials through the Distribution of Materials Request, or they can email the Communications Department directly with their updated flyer.
- 2.9 ~~External organizations will receive a confirmation letter if their requests are given pre-approval. The Board maintains the right to deny requests or remove pre-approval at any time.~~
- 2.10 The Communications Department will produce a Pre-Approved Flyer Distribution List ~~disseminate the "Community Flyers" memo via the School Messenger bi-weekly once a week notifying schools and YCDSB community members of materials that have been pre-approved for distribution. The "Community Flyers" memo shall also appear on the front page of the school and board websites. The Board may add to the pre-approved lists as it deems necessary and maintains the right to remove organization's pre-approval at any time. School Principals will not distribute any material that is not on the list, with the exception of School principal approved fundraising which must be in accordance with Board policy 603A School Fundraising, 603B Fundraising for External Charitable Purposes, Policy 607 Sponsorships.~~
- 2.11 The "Community Flyers" memo disseminated bi-weekly by the Communications Department shall be in accordance with Canada's Anti-Spam Legislation (CASL) which took effect July 1, 2014. This new law prohibits the sending of any type of electronic material that is commercial in nature unless the recipient has provided expressed consent. Recipients of the memo shall have the option to opt out of bi-weekly emails at any time.
- 2.12 ~~Pre-approval of a request to distribute material only allows an external organization to directly contact School Principals for permission to distribute their material through their schools. School Principals hold the final decision and will use their discretion regarding the distribution of any pre-approved material.~~
- 2.13 ~~If an external organization receives Board pre-approval, it must share the confirmation letter with the School Principal as proof that pre-approval was received at the time of contact with the School Principal. It should also confirm with the School Principal that he/she is willing to distribute their material before printing and delivering the materials to the school.~~
- 2.14 ~~School Principals will not accept any electronic copies of material for the purpose of printing. It is the sole responsibility of pre-approved external organizations to print and deliver their pre-approved materials to schools if a School Principal approves distribution. The maximum number of printed materials will be up to the School Principal. If applicable, enrolment information will be provided. A list of schools with addresses is on the Board's website at [www.ycdsb.ca](http://www.ycdsb.ca). The Board's internal courier service will only distribute material that has been given specific pre-approval from the Communications Department for mailroom distribution.~~

~~2.15 Distribution of political advertising/material by an outside agency that promotes a specific party, group, person or personal point of view **shall not** be permitted on school property or school buildings.~~

~~2.16 Materials that promote a school as a polling place may be used.~~

2.17 The York Catholic District School Board's name and logo should **not** be referenced or used on any materials without prior permission from the Communications Department. In addition, these materials must not suggest or claim the support or endorsement of the York Catholic District School Board or Board staff. As per Policy 113 *Intellectual Property*, the name York Catholic District School Board, YCDSB, the logo of the Board, as well as any derivatives, related names and graphics are trademarks and the property of the York Catholic District School Board. They must not be duplicated or used without permission.

### 3. PUBLIC PRESENTATION(S)

The York Catholic District School Board recognizes that outside organizations, groups or individuals may enhance the educational experience of some or all of the students in a school and, as such, endorses such presentations subject to prior approval from Senior Administration or the School Principal as per Board policies and procedures.

Presentations must support the Catholic teachings and values of our Faith, and align with the Mission, Vision and Strategic Commitments for student achievement and well-being of the Board.

Presentations must remain impartial, and reflect the Board's commitment to equity and inclusion.

3.1 Should the School Principal have a concern about a proposed presentation, he/she will consult with his/her appropriate Superintendent to grant permission to outside organizations, groups or individuals wishing to make a presentation.

Permission will be based upon a review of the intent of the organization, group or individual, the information it shares or posts on the website, and a clear understanding of the message it will deliver to schools, and confirmed by the appropriate Superintendent, with the School Principal.

3.2 If a school is interested in having a public presentation, the School Principal and teacher(s) involved must apprise themselves of the basic content of the presentation and determine that such presentation would be appropriate/acceptable to the students/parents for whom it is intended.

3.3 The School Principal and teacher(s) are to prepare the students as necessary prior to the presentation. The school ~~should~~ **must** also advise the parents/ **guardians** prior to the presentation, **in accordance with the communication requirements outlined above**, and can promote the presentation on its school website, as it deems appropriate.

3.4 If the public presentation is occurring outside of instructional day, the School Principal shall comply with Community Use of Schools guidelines (Policy 703 *Community Use of Schools*).

3.5 The School Principal shall ensure the Trustee is informed as per Policy 110, *Communications: Trustee/Administration*, through the school's regular communications channels.

- 3.6 Where during the presentation a concern arises related to the appropriateness/acceptability of the presentation, the School Principal or teacher(s) **shall immediately stop the presentation**. The School Principal shall communicate with the appropriate Superintendent, who will advise the Director's Office. The appropriate Superintendent will communicate with the Trustee concerning the issue and undertake steps to address the concern, as per the parameters in Policy 110, *Communications: Trustee/Administration*.
- 3.7 Where the presentation by an outside organization, group or individual fails to comply with agreed upon obligations and expectations, said organization, group or individual shall no longer be allowed to make a presentation in a school of the Board. The Superintendent will contact the Communications Department to discuss next steps and appropriate communications to parents, School Principals (informing them about not using this particular speaker), and to the speaker or his/her Public Relations/management team.

#### 4. CLASS/COURSE PRESENTATIONS

The York Catholic District School Board recognizes that, on occasion, a presentation by an outside organization, group or individual may enhance a class or course for the students. Such presentations are subject to prior approval by the School Principal with consultation with the appropriate Superintendent of Education if required.

Presentations must support the Catholic teachings and values of our Faith, and align with the Mission, Vision, Core Values and Strategic Commitments for student achievement and well-being.

Presentations must remain impartial, and reflect the Board's commitment to equity and inclusion.

- 4.1 The teacher or course leader must obtain permission from the School Principal prior to inviting an outside organization, group or individual to address a class or group of students.

Permission will be granted subject to the teacher or course leader providing to the School Principal sufficient information about the organization, group or individual to ascertain the appropriateness/acceptability, the specific purpose of the presentation, and the time of the presentation. A School Principal may wish to confer with the appropriate Superintendent of Education prior to granting approval.

- 4.2 The teacher or course leader shall prepare the students prior to the presentation.

The teacher or course leader ~~should~~ **must** also advise the parents/**guardians** prior to the class presentation, **in accordance with the communication requirements outlined above**, and can promote the presentation on its school website, as it deems appropriate.

- 4.3 The School Principal shall ensure the Trustee is informed as per Policy 110, *Communications: Trustee/Administration*, through the school's regular communications channels.

- 4.4 The teacher or course leader shall reflect on the effectiveness, value, and impact of the presentation on the students, and report back to the School Principal.

- 4.5 Where during the presentation a concern arises related to the appropriateness/acceptability of the presentation, the School Principal or teach(s) shall immediately stop the presentation. The School Principal shall communicate with the appropriate Superintendent, who will advise the Director's Office. The appropriate Superintendent will communicate with the Trustee concerning the issue and undertake steps to address the concern, as per the parameters in Policy 110, *Communications: Trustee/Administration*.
- 4.6 Where the presentation by an outside organization, group or individual fails to comply with agreed upon obligations and expectations, said organization, group or individual shall no longer be allowed to make a presentation in a school of the Board.
- 3.61 The Superintendent will contact the Communications Department to discuss next steps and appropriate communications to parents, School Principals (informing them about not using this particular speaker), and to the speaker or his/her PR/management team.

## 5. DEFINITIONS

### 5.1 Material

Promotional items, or resources used in marketing, presentations and communications programs including, but not limited to, posters, flyers, postcards, brochures, booklets, forms, etc. that enhance educational opportunities.

### 5.2 Public Presentations

Delivering a topic, idea, or information in the form of a presentation by an individual or group of individuals directly speaking to a targeted audience, in a structured manner to enhance their educational experience.

## 6. CROSS REFERENCES

### Legislation

[Education Act](#)

[Better Schools and Student Outcomes Act](#)

### YCDSB Policies

[YCDSB Policy 110 Communications: Trustee/Administration](#)

[YCDSB Policy 113 Intellectual Property](#)

[YCDSB Policy 603A School Fundraising](#)

[YCDSB Policy 603B Fundraising for External Charitable Purposes](#)

[YCDSB Policy 607 Sponsorships](#)

[YCDSB Policy 704 Community Planning & Partnership](#)

**Ministry of Education**

Minister

315 Front Street West  
Toronto ON M7A 0B8**Ministère de l'Éducation**

Ministre

315, rue Front Ouest  
Toronto ON M7A 0B8

**Memorandum to:** Chairs of District School Boards  
Directors of Education  
Secretary/Treasurers of School Authorities

**From:** Stephen Lecce  
Minister of Education

**Subject:** **Strengthening Academic Achievement and Transparency**

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I am writing to provide direction on a new policy to enhance transparency and communication with parents regarding guest speakers and materials shared in schools. Moreover, I am outlining the topics for the ministry's three mandatory Professional Activity (PA) Days for the 2024-25 school year. It is my expectation that school boards will fully follow the provincial priorities specified in O. Reg. 224/23 to improve student achievement to boost reading, writing, math and STEM skills.

**Guest Speakers in Schools**

Effective at the start of the 2024-25 school year, to support increased transparency for parents and guardians, the ministry will require schools to provide detailed notice in advance to parents and guardians whenever guest speakers are invited into their schools, along with sharing details of any handout materials, give-aways, or literature. This policy is designed to respond to parents who feel that communication between schools and homes is not robust enough, with information often being shared with families only after parents inquire. The government believes strongly that all guest speakers must directly connect with the Ontario curriculum. Boards must comply with the Education Act as the government insists upon the return to student academic achievement with a 'back to basics' emphasis.

This will provide more information to parents and guardians as to what their children are learning and experiencing during the regular school day including connections to the curriculum and/or purpose of the activity. Additional details on the requirements can be found in the attached communication Parent Accountability and Transparency: Communication Requirements for Guest (Third Party) Speakers and Presentations in Ontario Schools. This is foundational to strengthening public confidence in schools and enhancing transparency for parents.

## **PA Day Topics**

The mandatory PA Day topics, as well as guidance on guest speakers in schools, have been designed to bring greater transparency and align with the following provincial priorities:

1. Achievement of learning outcomes in core academic skills.
2. Preparation of students for future success.
3. Student engagement and well-being.

The mandatory PA Day topics for the 2024-25 school year are intended to support educators so that they are prepared to address the province's priorities through the following learning objectives (see attachment 2 for detailed descriptions on the mandatory PA Day topics):

<b>Provincial Priorities on Student Achievement</b>	<b>Learning Objectives</b>	<b>Mandatory PA Day Topics</b>
Achievement of learning outcomes in core academic skills	Support educators to be able to prepare all students to succeed in core academic skills, focusing on reading, writing and math	<ul style="list-style-type: none"><li>• Literacy</li><li>• Mathematics</li></ul>
Preparation of students for future success	Ensure educators understand key curriculum expectations with a focus on STEM and guidance counsellors remain current on career education so they can provide all students with the skills needed to succeed in life, including in the skilled trades	<ul style="list-style-type: none"><li>• Curriculum implementation with an emphasis on literacy and STEM</li><li>• Guidance and career education</li></ul>
Student engagement and well-being	Ensure educators have the skills needed to support all students, with emphasis on classroom management to remove distractions, increase student well-being and to ensure learning leads to higher graduation rates, higher learning and improved employment rates	<ul style="list-style-type: none"><li>• Mental health</li><li>• Cell phones and vaping</li><li>• Bullying and school safety</li></ul>

PA Day activities/learning from staff must also consider how to support all students in connection with the provincial priorities and the three mandatory PA Days.

These days should be scheduled in compliance with and reflect commitments agreed to in collective agreements (both central and local terms). Attachment 3 provides a summary of the PA Day terms of the 2022-26 central terms with teacher federations and education workers (EW) unions and its alignment with provincial priorities on student achievement.

As a reminder, school boards are required to submit a general outline of their PA Day activities through the [OSYC application](#) no later than August 15, 2024. School boards are also required to publicly post and submit to the ministry a detailed summary of PA Day activities at least 14 days in advance of each PA Day in accordance with amendments to *Regulation 304, School Year Calendar, Professional Activity Days* – along with changes consistent with the *Better Schools and Student Outcomes Act* to increase transparency. The detailed summary must include the date, timing, topic and format of the activities, the name of the individual or organization facilitating the activities, learning and delivery methods, content, presenter(s), and titles and publication information of any resources that will be used as part of the activities. Further direction will be provided before the start of the 2024-25 school year regarding the revised process to submit detailed summaries to the Ministry through the OSYC application.

Training and professional activity days are designed to elevate learning in an intentional and constructive tone. School boards are required to scrutinize the facilitators and all learning materials used on PA Days, so that boards have certainty on how the learning activities and the actual facilitator's expertise is directly linked to the Ontario curriculum, ensuring it meets transparency measures in line with the *Better Schools and Student Outcomes Act*. School boards must also ensure they respect intellectual diversity and open dialogue of staff, designed to create school environments that advance freedom of expression, respect for our differences, and the safety of every child from every walk of life.

The ministry will continue to work with school boards and education partners to provide ongoing support that responds to needs that arise as the school year progresses. Before the end of the 2023-24 school year, [PPM 151: Professional Activity Days Devoted to Provincial Education Priorities](#), will be updated to reflect the 2024-25 mandatory PA Day topics.

Your collaboration will enhance the confidence of the families we represent, and greater transparency to parents and guardians.

Sincerely,

The Honourable Stephen Lecce  
Minister of Education

Enc.

Attachment 1 - Parent Accountability and Transparency: Communication Requirements for Guest (Third Party) Speakers and Presentations in Ontario Schools

Attachment 2 - Mandatory PA Day Topics for 2024-25 with Detailed Descriptions

Attachment 3 - 2022-26 Central Terms with Teacher Federations and Education Workers Unions

- c: President, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)  
Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)  
President, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)  
Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)  
President, Ontario Catholic School Trustees' Association (OCSTA)  
Executive Director, Ontario Catholic School Trustees' Association (OCSTA)  
President, Ontario Public School Boards' Association (OPSBA)  
Executive Director, Ontario Public School Boards' Association (OPSBA)  
Executive Director, Council of Ontario Directors of Education (CODE)  
President, Association des enseignantes et des enseignants franco-ontariens (AEFO)  
Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)  
President, Ontario English Catholic Teachers' Association (OECTA)  
General Secretary, Ontario English Catholic Teachers' Association (OECTA)  
President, Elementary Teachers' Federation of Ontario (ETFO)  
General Secretary, Elementary Teachers' Federation of Ontario (ETFO)  
President, Ontario Secondary School Teachers' Federation (OSSTF)  
General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)  
Chair, Ontario Council of Educational Workers (OCEW)  
Chair, Education Workers' Alliance of Ontario (EWAO)  
President of OSBCU, Canadian Union of Public Employees – Ontario (CUPE-ON)  
Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)  
Executive Director, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)  
Executive Director, Catholic Principals' Council of Ontario (CPCO)  
Executive Director, Ontario Principals' Council (OPC)  
Executive Director, Association des gestionnaires de l'éducation franco-ontarienne (AGÉFO)



## **Attachment 1 - Parent Accountability and Transparency: Communication Requirements for Guest (Third Party) Speakers and Presentations in Ontario Schools**

With the amendments to the Education Act made by the Better Schools and Student Outcomes Act, 2023, the ministry continues to build on its aims to standardize practice across school boards and schools by identifying clear accountability measures to strengthen transparency and parental involvement. As an added measure to promote transparency and accountability to families, we are writing to provide direction pertaining to a new communication and transparency requirement for K-12 schools.

Effective at the start of the 2024-25 school year:

- (a) Boards will make the school board's policy for third party speakers in schools publicly available.

Boards will be required to develop or update their external presentation/third party speaker policy to meet the new requirements set out in this appendix to ensure consistency across the province. Boards will be required to post their updated policy on their public facing website so that parents and guardians are aware of what information they can expect from their school whenever guest speakers or other external groups are invited into their children's school.

- (b) Schools will provide specific information to parents and guardians whenever external speakers or groups are invited to speak to K-12 students at school-based events, at least 14 calendar days in advance of the date the presentations are to take place.

This requirement applies to a school event that takes place during the school day:

- involving a third-party speaker or group (e.g., guest speakers, live performances);
- organized by a school, a department, a teacher or other staff member, school council, or a student group; and,
- that involves all students in a school, or students in multiple classes.

To ensure that parents and guardians are adequately informed of the content of these presentations in a timely manner, information related to external guest speakers and presentations in a school must be provided at least 14 calendar days in advance of the planned event through existing communication tools supported by the school board or school, including:

- Date and time of the activity;
- Name(s) of the guest speaker(s) and the organization they represent, if any;
- Title and location of the activity, together with the names of the presenters or performers;

- Topic or focus of the activity; and,
- Connections to the curriculum and/or the purpose of the activity.
- Details of any handout materials, give-aways, or literature that will be provided.

If, at any time, there is a change to a planned event or should arrangements at the school level not allow for 14 calendar days' advance notice (i.e., change in speakers, limited planning time), the school will be required to provide this information to parents and guardians as soon as final arrangements are confirmed.

School boards are permitted to exclude certain information (such as date and time of activity) where the school board determines that posting this information would pose a safety risk to students and/or staff.

School boards must comply with these new requirements effective at the start of the 2024-25 school year.