



## YORK CATHOLIC DISTRICT SCHOOL BOARD POLICY REVIEW COMMITTEE AGENDA

**Catholic Education Centre, Board Room**  
**Monday, December 2, 2024 6:30 P.M.**

### **Prayer**

*Loving heavenly Father, We come to You this hour asking for Your blessing and help as we are gathered together. We pray for guidance in the matters at hand and ask that You would clearly show us how to conduct our work with a spirit of joy and enthusiasm. We ask this in the name of the Lord Jesus Christ. 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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Policy 103 Communication Policy		Sept. 2022
Policy 116 Copyright		April 2023
<b><u>Students</u></b>		
Policy 210 Pediculosis (Head Lice)		March 2021
<b><u>Program/Curriculum</u></b>		
Policy 304A Research		December 2020
Policy 304B Internal School Surveys		December 2020
<b><u>Human Resources</u></b>		
Policy 425 Workplace Harassment		September 2023
Policy 427 Workplace Violence		March 2023
<b><u>Community</u></b>		
Policy 601 Accessibility Standards in Customer Service		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		May 2019
Policy 615 Educational Partnerships		January 2022
<b><u>Facilities</u></b>		
Policy 704 Community Planning and Partnerships		October 2020
NEW Policy Human Rights		
<b>18. FUTURE MEETING DATES:</b>	January 21, 2025, March 18, 2025, June 3, 2025	
<b>19. ADJOURNMENT</b>		

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

**TERMS OF REFERENCE  
(2024-2025)**

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

**1. Purpose/Mandate:**

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

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

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

**3. Committee Membership:**

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

**4. Resource Personnel:**

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

**5. Meeting Schedule and Time:**

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

Trustee Membership:

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

Last Revision/Approval Date:  
December 2, 2024

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

## 10. STAFF PRESENTATIONS

N/A

## 11. ACTION ITEM(S):

### a) Policy 311 Digital Discipleship (Student Use of Technology)

This policy was presented again by J.Sarna following public consultation. New policy mandates have been implemented in our schools. Trustee Wigston shared some student viewpoints on how they feel the new social media ban has affected their day to day experience in their school. The ban - specifically not being able to post on social media during the school day, it is believed, affects marketing of clubs and councils, student achievement, and promoting school activities and information. After much discussion which included feedback from CIO, S. Morrow, Trustees have requested that this policy returns to the December 2, 2024 PRC meeting with clearer information from the Ministry on expectations for our schools, staff, and students.

**MOTION:**

**CARRIED**

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

J. Sarna presented this policy following public consultation and now incorporates expectations from PPM 128.

**MOTION: Cotton/Alexander**

**CARRIED**

### c) Policy 617 Code of Conduct

J. Sarna presented this policy following public consultation and now incorporates expectations from PPM 128.

**MOTION: Cotton/Saggese**

**CARRIED**

## 12. DISCUSSION ITEM(S):

### a) Policy 120 Information Systems Security NEW

S. Morrow and J. Kotch presented this new policy whose purpose is to safeguard the reputation of the organization and to ensure that all users of YCDSB's information and information systems meet IT security and data protection requirements.

**MOTION: Cotton/Crowe**

**CARRIED**

### b) Policy 221 Extreme Temperatures

J.Sarna acknowledged that this policy was brought forth after discussions at the Joint Health and Safety Committee meeting. After much discussion, Trustees agreed to bring this policy to the December 2, 2024 PRC meeting after further information is gathered from York Region Public Health, the Ministry of Labour and Health Canada.

**MOTION:**

**CARRIED**

### c) Policy 616 Community Use of Schools

J. Sarna presented this policy. After much discussion, Trustees requested language change in parameters 3.12, 3.16 and 5.4 of the policy. Classification and schedule charts on page 58 and 59 of the procedure need revisions that would make the groupings more clear.

Policy 616 will come back to the December 2, 2024 PRC meeting.

**MOTION:**

**CARRIED**

**13. INFORMATION ITEM:**

**a) Policy 606 Catholic School Council**

J. Sarna presented this policy which reflects the omission of the OAPCE representative as a necessary component of CSC. Trustees discussed revised language to better clarify the membership of an OAPCE representative on the CSC.

**MOTION: Cotton/Wigston**

**CARRIED**

**FUTURE MEETING DATE(S):**

December 2, 2024

**ADJOURNMENT:**

**THAT** the Policy Review Committee meeting adjourned at 7:51 p.m.

**MOTION: Grella/Wigston**

**CARRIED**

## YORK CATHOLIC DISTRICT SCHOOL BOARD

**REPORT TO:** Policy Review Committee  
**FROM:** Administration  
**DATE:** December 2, 2024  
**RE:** **Policy 102 Respecting Sacred Time: Ash Wednesday, Holy Week and Easter Monday**

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This report is presented to Trustees to highlight the rationale for the revisions to Policy 102 *Respecting Sacred Time: Ash Wednesday, Holy Week and Easter Monday*.

### **BACKGROUND:**

This policy is up for its scheduled review, as it was last updated on January 29, 2019. The policy has been revised to ensure that no homework or tests are scheduled for the days immediately following the designated days of Ash Wednesday and Easter Monday, in accordance with Policy 313 *Homework*.

### **RECOMMENDATION:**

That the Policy Review Committee review and approve the updates to Policy 102 *Respecting Sacred Time: Ash Wednesday, Holy Week and Easter Monday*.

### **ATTACHMENTS**

(1) Revised Policy 102 *Respecting Sacred Time: Ash Wednesday, Holy Week and Easter Monday*.

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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>Governance</b>	<i>Policy Number</i> <b>102</b>
<i>Former Policy #</i> <b>605</b>	<i>Page</i> <b>1 of 3</b>
<i>Original Approved Date</i> <b>April 1982</b>	<i>Subsequent Approval Dates</i> <b>March 25, 2008 January 28, 2014 January 29, 2019</b>

**POLICY TITLE: RESPECTING SACRED TIME:  
ASH WEDNESDAY, HOLY WEEK AND EASTER MONDAY**

### SECTION A

#### 1. PURPOSE

In anticipation of the joy of Easter, Catholic Education proclaims a view of community that is Church centered and gives thanks for God's goodness as revealed through Christ's Life, Death, and Resurrection (The Paschal Mystery). Hence, the York Catholic District School Board honours the religious significance of Ash Wednesday, the days and evenings of Holy Week and Easter Monday.

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

The York Catholic District School Board is committed to developing school communities formed by Catholic beliefs and traditions that enable all members of our learning community to engage in their personal faith journey. In keeping with this commitment, NO meetings or school events of any kind shall occur during the evenings of Ash Wednesday, Holy Week and Easter Monday. **Additionally, no assigned dates for the completion of homework or the writing of tests shall occur on the days immediately following Ash Wednesday and Easter Monday.** The Board will **also** ensure that Winter Break does not coincide with the days of Holy Week.

#### 3. PARAMETERS

- 3.1 There shall be no meetings on Board premises, including Catholic School Council meetings, scheduled events or tournaments during the evenings, that being at 6:00 pm or later, on Ash Wednesday and Holy Week so that Parent(s)/Guardian(s), students, school personnel and other community members are free to attend religious celebrations and obligations.
- 3.2 In determining the annual school year calendar, the Board shall maintain Monday to Thursday of Holy Week as instructional days, so that Holy Week and the Winter Break shall not be merged.



3.3 There shall be no overnight excursions or trips during Holy Week unless explicit approval has been received from the Director of Education. (For example, a religious trip or pilgrimage that starts or ends during Holy Week may be granted an exemption.)

3.4 While it is appropriate that students continue to work on projects and long term assignments, or prepare for upcoming tests/quizzes/examinations, no assigned dates for the completion of homework or the writing of tests shall occur on the days immediately following the designated days of Ash Wednesday and Easter Monday.

#### **4. RESPONSIBILITIES**

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

4.1.1 To determine and approve the annual school calendar to ensure that Holy Week and Winter Break shall not be merged.

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

4.2.1 To oversee compliance of the Respecting Sacred Time: Ash Wednesday, Holy Week and Easter Monday policy.

4.2.2 To ensure that annually, the entire York Catholic Learning Community is made aware of this policy.

##### **4.3 Senior Administration/Principals**

4.3.1 To ensure that school communities/departments are aware of the policy and respect the policy by avoiding evening activities on the designated days of Ash Wednesday, Holy Week and Easter Monday.

4.3.2 To ensure that no assigned dates for the completion of homework or the writing of tests shall occur on the days immediately following the designated days of Ash Wednesday and Easter Monday.

#### **5. DEFINITIONS**

##### **5.1 Ash Wednesday**

Ash Wednesday occurs forty (40) days prior to Easter and marks the beginning of the liturgical season of Lent, a period of fasting and abstinence. Ash Wednesday can fall as early as February 4 and as late as March 10.

Ash Wednesday derives its name from the practice of placing ashes on the foreheads of adherents as a celebration and reminder of human mortality, and as a sign of mourning and repentance to God. The ashes used are typically gathered from the burning of the palms from the previous year's Palm Sunday.

##### **5.2 Easter Monday**

Easter Monday is reserved for a day of celebration and reflection post the solemn observance and celebration of the Triduum (the three-days of observance from the evening of Maundy Thursday to the evening of Easter Sunday).

##### **5.3 Holy Week**

Holy Week is the week preceding Easter and the final week of Lent. It begins with Palm Sunday and ends with Holy Saturday, the day before Easter Sunday. Holy Week includes Holy Thursday (also known as Maundy Thursday) and Good Friday, which, together with Holy Saturday, are known as the Triduum.

Holy Week marks the Church's annual celebration of the events of Christ's Passion, Death, and Resurrection.

#### 5.4 Senior Administration

For the purpose of this policy Senior Administration will include all school and centrally assigned Administrators or Designates, Superintendents of Education, Senior Managers or any other Supervisor who have direct supervisory responsibilities for a group of employees.

#### 6. CROSS REFERENCES

YCDSB Policy 606 [Catholic School Councils](#)

YCDSB Policy 313 [Homework](#)

*The Catholic Liturgical Calendar*, Liturgical Press: Resources for a Worshipping World

Approval by Board	<u>January 29, 2019</u> Date
Effective Date	<u>January 30, 2019</u> Date
Revision Date	<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:** December 2, 2024  
**RE:** **Policy 114 Trustee Honorarium**

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This report is presented to Trustees to highlight the rationale for the revisions to Policy 114 *Trustee Honorarium*.

### **BACKGROUND:**

This policy was revised to align with regulatory changes under the *Education Act*. These changes include amendments to *O. Reg. 357/06: Honoraria for Board Members*, which establish a new maximum sanction for breaches of a trustee code of conduct. Effective January 1, 2025, an integrity commissioner may reduce a trustee's honorarium by up to 25% of their combined base and enrolment amount for the year in which the breach occurred.

### **RECOMMENDATION:**

That the Policy Review Committee review and approve the updates to Policy 114 *Trustee Honorarium*.

### **ATTACHMENTS**

(1) Revised Policy 114 *Trustee Honorarium*.

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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>Governance/Board</b>	<i>Policy Number</i> <b>114</b>
<i>Former Policy #</i>	<i>Page</i> <b>1 of 3</b>
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
<b>October 12, 2010</b>	<b>February 25, 2014 January 29, 2019 March 28, 2023</b>

### POLICY TITLE: TRUSTEE HONORARIUM

#### SECTION A

##### 1. PURPOSE

The *Education Act* and related Regulation(s) permit a board to pay each of its members an honorarium. The purpose of this policy is to identify the governing regulation for honoraria paid to trustees of the York Catholic District School Board and the process by which the amounts are determined.

##### 2. OBJECTIVE

It is the policy of the York Catholic District School Board to pay an honorarium to trustees in accordance with the provisions of the *Education Act* and associated Regulation(s).

##### 3. PARAMETERS

- 3.1 The honorarium policy will be established on or before October 15 of the calendar year in which the term of office begins.
- 3.2 In accordance with section 2(4) of the *Ontario Regulation 357/06, Honoraria for Board Members*, beginning in 2022, a year of a member's term of office begins on November 15 and ends on the following November 14.
- 3.3 Trustees of the Board will be paid a Trustee honorarium for each term, including a base and enrollment amount, in accordance with the *Ontario Regulation 357/06*.
- 3.4 The Attendance amount and the Distance Amount will not apply to the annual Honorarium for Trustees.
- 3.5 The honorarium amounts for the Chair, the Vice-Chair and other Trustees will be calculated annually based on the components identified and as permitted by *Ontario Regulation 357/06*.
- 3.6 Student Trustees receive a base amount in accordance with section 9 of the *Ontario Regulation 7/07, Student Trustees*.

3.7 The honorarium amounts prescribed above may be modified subject to Ministry Acts and Regulations.

**3.8 Honorarium Reduction for Breach of Code of Conduct:**

3.8.1 Under Section 218.3.1 of the *Education Act*, if the Integrity Commissioner finds a Trustee has breached the Board's Trustee Code of Conduct, they may impose sanctions, including reducing the Trustee's honorarium, requiring repayment of excess amounts, and authorizing the Board to recover the excess.

3.8.2 The maximum amount of a reduction from a Trustee's honorarium for a breach of the Board's Trustee Code of Conduct is 25 per cent of the Trustee's combined base and enrolment amount for the year of the term of office in which the breach occurred.

**4. RESPONSIBILITIES**

**4.1 Ministry of Education**

4.1.1 To make regulations with respect to honoraria paid to trustees.

**4.2 Board of Trustees**

4.2.1 To comply with expectations of the *Education Act* and related Regulation(s) with respect to the Trustee Honorarium policy.

**4.3 Chief Financial Officer & Treasurer of the Board**

4.3.1 To prepare and present for approval a report to Board for the Trustee honorarium prior to November 15 of the calendar year in which the term of office begins.

**5. DEFINITIONS**

**5.1 TERM**

Term refers to the annual establishment and calculation of honorarium for Trustees.

**6. CROSS REFERENCES**

**Legislation**

[Education Act s. 191](#)

[Education Act s. 218.3.1](#)

[Regulation 357/06, Honoraria for Board Members](#)

[Regulation 7/07, Student Trustees](#)

**YCDSB Policy**

[Policy 111 Trustee Services and Expenditures](#)

[Policy 118 Trustee Code of Conduct](#)

[Procedure 118 Alleged Breach of the Trustee Code of Conduct](#)

[YCDSB By-Law No.1 Operational By-Law](#)

Approval by Board	<u>March 28, 2023</u> <i>Date</i>
Effective Date	<u>March 29, 2023</u> <i>Date</i>
Revision Date	<u>March 28, 2023</u> <i>Date</i>
Review Date	<u>March 2027</u> <i>Date</i>

DRAFT

## YORK CATHOLIC DISTRICT SCHOOL BOARD

**REPORT TO:** Policy Review Committee  
**FROM:** Administration  
**DATE:** December 2, 2024  
**RE:** **Policy 118 Trustee Code of Conduct and the Alleged Breach of the Trustee Code of Conduct Procedure**

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This report is presented to Trustees to highlight the rationale for the revisions to Policy 118 *Trustee Code of Conduct* and the *Alleged Breach of the Trustee Code of Conduct Procedure*.

### **BACKGROUND:**

The policy and procedure have been revised to align with regulatory changes under the *Education Act*. *O. Reg. 246/18: Members of School Boards – Code of Conduct* has been revoked and replaced with *O. Reg. 312/24*, to establish a consistent, mandatory code of conduct for trustees across the province.

Additionally, new provisions under the *Education Act* for resolving trustee code of conduct complaints will take effect on January 1, 2025. To support these changes, *O. Reg. 306/24: Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct* outlines rules for appointing qualified Integrity Commissioners and standardizes the investigation process.

### **RECOMMENDATION:**

That the Policy Review Committee review and approve the updates to Policy 118 *Trustee Code of Conduct* and the *Alleged Breach of the Trustee Code of Conduct Procedure*.

### **ATTACHMENTS**

- (1) Revised Policy 118 *Trustee Code of Conduct*.
  - (2) Revised *Alleged Breach of the Trustee Code of Conduct Procedure*.
- 

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>Governance</b>	<i>Policy Number</i> <b>118</b>
<i>Former Policy #</i>	<i>Page</i> <b>1 of 6</b>
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
<b>January 27, 2015</b>	<b>November 27, 2018 March 28, 2023 October 30, 2023 August 27, 2024</b>

### POLICY TITLE: TRUSTEE CODE OF CONDUCT

#### SECTION A

##### 1. PURPOSE

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

##### 2. OBJECTIVE

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

##### 3. PARAMETERS

- 3.1 Trustees shall support a shared commitment to excellence in Catholic education that promotes the integration of our Catholic faith as well as the continuous improvement of student achievement and well-being through the delivery of effective and appropriate education programs, services and effective stewardship of the Board's resources and engagement of our communities.
  - 3.1.1 Trustees shall demonstrate a public commitment to the York Catholic District School Board's Trustee Code of Ethics at each Inaugural Meeting of the Board.
  - 3.1.2 When acting or holding themselves out as a Board member, Trustees shall conduct themselves in a manner that would not discredit or compromise the integrity of the Board.
  - 3.1.3 Trustees shall not use or permit the use of Board resources for any



- purpose other than the business of the Board.
- 3.1.4 Trustees shall not accept a gift from any person, group or entity that has dealings with the Board if a reasonable person might conclude that the gift could influence the member when performing their duties unless,
- i) the gift is of nominal value,
  - ii) the gift is given as an expression of courtesy or hospitality, and
  - iii) accepting the gift is reasonable in the circumstances.

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

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

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

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

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

- 3.3.1 Respect and comply with all applicable federal, provincial and municipal laws;
- 3.3.2 Uphold and comply with the Board's Code of Conduct Policy, its By-Laws, resolutions of the Board, and any applicable policies, and procedures as well as the York Catholic District School Board Trustee Code of Ethics (Appendix "A");
- 3.3.3 Demonstrate honesty and integrity;
- 3.3.4 Treat others fairly and with dignity and respect at all times, especially when there is disagreement;
- 3.3.5 Employ appropriate language and professionalism in performing their duties as Trustees, and in all matters of communication (oral and written) including email, social media, telephone and in person meetings with staff, parents, other stakeholders and members of the community at large.
- 3.3.6 Foster a harassment-free workplace by refraining from any form of harassment and ensuring all communication, including on social media, aligns with the *Human Rights Code* and *Trustee Code of Ethics*.
- 3.3.7 Treat persons equally without discrimination based on a person's race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.
- 3.3.8 Not act as a spokesperson to the public on behalf of the Board unless authorized to do so under clause 218.4 (e) of the Act and/ or the Board's bylaws.

### 3.4 COMPLYING WITH LEGISLATION

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

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

### 3.5 CONFIDENTIALITY

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

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

- 3.5.3 A Trustee's duty of confidentiality survives their term of office.

### 3.6 ENFORCEMENT

- 3.6.1 Trustees will at all times conduct themselves in a manner consistent with the Code of Conduct outlined in this policy.
- 3.6.2 Only a Trustee can allege that the Board's Code of Conduct has been breached by another Trustee.
- 3.6.3 A Trustee who has reasonable grounds to believe that a member of the Board has breached the Board's Code of Conduct may notify the following person(s) in writing of the alleged breach:
  - (i) ~~The Director of Education, if the notice relates to the conduct of the Board's Chair or Vice-Chair;~~ **The Vice-Chair, if the notice relates to the conduct of the Chair;**
  - (ii) ~~In all other situations, the Board's Chair.~~ **Another member of the Board who is neither the complainant nor the subject of the complaint, if the notice relates to the conduct of both the Chair and Vice-Chair; and**
  - (iii) **In all other situations, the Chair.**

- 3.6.4 Trustees may, in some circumstances, want to respond to inappropriate statements or behavior at a meeting at which the inappropriate conduct takes place. Roberts Rules of Order may assist as Trustees can call for a point of order. The Chair of the Meeting may also call a recess, or caution a Trustee or Trustees about conduct which is contrary to the expectations outlined in the Trustee Code of Conduct.
- 3.6.5 If a Trustee also, or instead, wishes to preserve their right to subsequently make a complaint in accordance with the Procedures, it may be appropriate to ask the Secretary of the Board to note a particular comment or action in the minutes, or to give the Trustee notice at the meeting that a formal complaint will be forthcoming, noting the conduct and/or comments which are believed to be a breach of the Trustee Code of Conduct.
- 3.6.6 A complaint of Trustee conduct that is contrary to this policy shall be addressed in a timely manner according to the Procedure: *Alleged Breach of the Trustee Code of Conduct*, an addendum to this Policy.
- 3.6.7 If the complaint, including any supporting documentation, is not, on its face, a contravention of the Board's Code of Conduct, or more applicable to other legislation, then the complainant shall be informed in writing. The following matters shall not be dealt with through the Procedure: *Alleged Breach of the Trustee Code of Conduct*:
- 3.6.7.1 Criminal matters
  - 3.6.7.2 *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA): the complainant will be referred to the Board's Privacy Manager if appropriate.
  - 3.6.7.3 *Municipal Conflict of Interest Act*.
- 3.6.8 The Board of Trustees does not have the authority to impose sanction(s) other than those specifically defined by the *Education Act*.
- 3.6.9 No board member shall give notice of an alleged breach of the code of conduct under subsection 218.3 (1) of the Act if the allegation is frivolous or vexatious or the notice is given in bad faith.
- 3.6.10 No board member shall engage in reprisal or the threat of reprisal against,
- 3.6.10.1 A member who gave notice of an alleged breach of the code of conduct under subsection 218.3 (1) of the Act, or
  - 3.6.10.2 Any person who provides information about the alleged breach to the integrity commissioner appointed under clause 218.3 (3) (b) of the Act.

### **3.7 INTEGRITY COMMISSIONER**

- 3.7.1 A Trustee shall not obtain counsel directly from the Integrity Commissioner.
- 3.7.1.1 A Trustee who is alleged to have breached the Board's Code of Conduct shall not vote on obtaining counsel from the Integrity Commissioner.
  - 3.7.1.2 If a Trustee obtains counsel directly from the Integrity Commissioner the Trustee shall be responsible for all expenses incurred for obtaining counsel.

#### 4. RESPONSIBILITIES

##### 4.1 Board of Trustees

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

##### 4.2 Trustee

4.2.1 To make the declaration and oath of office prior to commencing as Trustee.

#### 5. DEFINITIONS

##### 5.1 Conflict of Interest

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

##### 5.2 Trustee

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

#### 6. CROSS REFERENCES

##### Legislation

[Education Act](#)

[Municipal Conflict of Interest Act](#)

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

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

[Ontario Regulation 312/24](#)

##### YCDSB Policies

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

YCDSB Procedure *Alleged Breach of Trustee Code of Conduct*

Approval by Board

**August 27, 2024**

*Date*

Effective Date

**August 28, 2024**

*Date*

Revision Date

**August 27, 2024**

*Date*

Review Date

**No later than May 15, 2027 (Reg 312/24)**

*Date*

## TRUSTEE CODE OF ETHICS

### Preamble:

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

Accordingly, as a Catholic School Trustee:

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



## YORK CATHOLIC DISTRICT SCHOOL BOARD

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

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

**Effective: ~~October, 2023~~ January 1st, 2025**



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

## PURPOSE

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

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

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

## 1) ALLEGATION OF A BREACH OF THE TRUSTEE CODE OF CONDUCT

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

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

## 2) NOTIFICATION OF ALLEGED BREACH

A Trustee who has reasonable grounds to believe that another Trustee has breached the Board's Code of Conduct may notify the following persons in writing of the alleged breach:

- a) The Vice-Chair, if the notice relates to the conduct of the Chair;
- b) Another member of the Board who is neither the complainant nor the subject of the complaint, if the notice relates to the conduct of both the Chair and Vice-Chair; and
- c) In all other situations, the Chair.

A member of a board who gives a notification under subsection 218.3 (2) of the Education Act shall provide a copy of the notification to the Director of Education.

A notification alleging a breach of the Code of Conduct shall include,

- (a) The name and contact information of the Trustee alleging the breach;
- (b) The name and contact information of the Trustee whose conduct is the subject of the notification;
- (c) The date of the alleged breach;
- (d) A description of the alleged breach; and
- (e) The provision of the Code of Conduct that was allegedly breached.

If notification of an alleged breach is given, the person to whom the notification was made shall,

- a) Immediately provide a copy of the written notice to the Trustee whose conduct is the subject of the alleged breach and to the entire Board; and
- b) If the matter is not resolved using the Informal Complaint Procedure (Section 3) within 20 business days as prescribed by [O.Reg. 306/24 Section 5\(1\)](#), after the Trustee received the notice under clause (a), the matter shall be referred to an integrity commissioner appointed by the Board.

An integrity commissioner may refuse to commence an investigation into an alleged breach if,

- (a) the complaint was made more than 60 days after the day the alleged breach occurred or was discovered, whichever is later, unless the integrity commissioner is satisfied the delay was incurred in good faith and no substantial prejudice will result to any person affected by the delay; or
- (b) in the opinion of the integrity commissioner, the complaint is made in bad faith or is frivolous or vexatious. This decision is final.

If a breach relates to a series of incidents, the 60-day period runs from the day the last incident in the series occurred or was discovered.

A breach is discovered on the earlier of,

- (a) the day on which the Trustee notifying the Board first knew that the breach had occurred; and
- (b) the day on which a reasonable person with the abilities and in the circumstances of the Trustee notifying the Board first ought to have known of the matters referred to in clause (a).

The integrity commissioner shall provide written notice of a refusal to commence an investigation to the Trustee who is the subject of the complaint and to the Board.

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

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

### 3) INFORMAL COMPLAINT PROCEDURE

~~The Chair of the Board shall meet informally with a Trustee who is alleged to have breached the Code of Conduct to discuss the alleged breach. This meeting will occur as soon as possible after the alleged breach has been brought to the attention of the Chair. The purpose of the meeting is to bring the allegation of the breach to the attention of the Trustee and to discuss measures to resolve the concern. The Chair will~~ **shall** ~~facilitate a meeting between the two Trustees, within ten (10) days of the notification, so as to discuss remedial measures to resolve the concern. The Chair may invite the Vice-Chair to attend the meeting. The intent of this process is to address alleged breaches in a timely manner and meetings shall occur at mutually convenient times. If at all possible the timeline from receiving an allegation of a breach to the face to face meeting shall be less than fifteen (15) calendar days. If the complaint is with regards to the Chair or Vice-Chair, the Director of Education shall facilitate this meeting.~~

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

**If the matter is resolved within the 20 business day period, written notice shall be given to the entire Board, including the specifics of resolution.**

**The Director of Education shall be copied on all notifications.**

### 4) FORMAL COMPLAINT PROCEDURE

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

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

~~The Trustee who files the Formal Complaint always has the right to withdraw the complaint or to return to~~



~~the Informal Complaint Procedure at any point in the process.~~

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

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

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

## **5) INTEGRITY COMMISSIONER**

The Minister may create a roster of integrity commissioners, following consultation with each trustees' association identified in the definition of that term in subsection 2 (1) of the *School Boards Collective Bargaining Act, 2014*. If the Minister has created a roster of integrity commissioners, an appointment shall be from the roster. The qualifications for members of the roster and the processes relating to the creation of the roster are subject to any requirements prescribed by the regulations.

A person is qualified to be appointed by an English-language Roman Catholic Board as an integrity commissioner if,

- a) the person has a total of at least three years experience working as an integrity commissioner, a judicial or quasi-judicial adjudicator, an investigator or in a similar role in a legal context;
- b) in working in the role or roles mentioned in clause (a), the person applied professional ethics rules and the principles of natural justice and fairness; and
- c) the person demonstrates understanding of the rights set out in section 23 of the Canadian Charter of Rights and Freedoms and section 93 of the Constitution Act, 1867.
- d) is an English-language Roman Catholic board supporter.

The integrity commissioner shall commence an investigation into the alleged breach of the Board's Code of Conduct no later than 14 days after receiving notification of an alleged breach, and shall provide the Trustee with the opportunity to respond to the allegations, as well as a right of reply, where appropriate. The integrity commissioner to whom an alleged breach is referred under subsection 218.3 (3) of the *Education Act* may define the scope of the investigation commenced under subsection 218.3 (7) of the *Education Act*.

The Board shall pay all fees charged by an integrity commissioner appointed under the *Education Act*.

## **6) FORMAL INQUIRY AND DECISION BY BOARD INVESTIGATION PROCESS**

~~The formal inquiry of an allegation of a breach of the Code of Conduct shall be conducted by an independent third party and/or the integrity commissioner and shall be completed in a timely manner, preferably less than 60 days after the special Board meeting decision to launch the formal inquiry. The following shall guide the inquiry:~~

In the course of conducting the investigation, the integrity commissioner may,

- a) require the production of any records that may in any way relate to the investigation;
- b) examine and copy any records required under clause (a); and

- c) require any officer of the Board or any other person to appear before him or her and give evidence, on oath or affirmation, relating to the investigation.

Section 33 of the Public Inquiries Act, 2009 applies to an investigation.

The integrity commissioner shall make a determination with respect to a complaint of an alleged breach no later than 90 days after commencing the investigation, or within such other time period as may be prescribed by regulation, unless the integrity commissioner notifies the board and the Trustee who is the subject of the complaint that an extension is necessary and of the reasons for the extension.

- a) ~~The Statutory Powers Procedures Act does not apply, i.e. no formal trial-type hearing shall occur.~~
- b) ~~Procedural fairness and the rules of natural justice shall govern the formal inquiry and all matters shall be conducted in private.~~
- c) ~~The formal inquiry may involve written statements by those involved as well as written statements made by any witnesses.~~
- d) ~~The parties involved shall have an opportunity to review the draft report of the investigator to make sure there are no errors of fact. The parties shall have ten (10) calendar days from the receipt of the final draft to make final submissions in writing.~~
- e) ~~If the Trustee who is alleged to have breached the Code of Conduct refuses to participate in the formal inquiry, the formal inquiry will continue in their absence.~~
- f) ~~The final report shall outline the finding of facts but not contain a recommendation or opinion as to whether or not the Code of Conduct has been breached.~~
- g) ~~If the investigator discovers that the subject matter of the formal inquiry is being investigated by police; that a charge has been laid, or is being dealt with in accordance with a procedure established under another Act, the formal inquiry shall be suspended until the police investigation, charge, or matter under another Act has been finally disposed. This reason for the suspension shall be reported to the Board of Trustees.~~
- h) ~~The investigator will make a determination with respect to a complaint of an alleged breach no later than 90 days after commencing the investigation, unless the Integrity Commissioner notifies the Board and the member who is subject of the complaint that an extension is necessary and the reasons for the extension.~~

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

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

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

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

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

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

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

## 7) **LEGAL EXPENSES**

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

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

## 8) **SANCTIONS**

If the integrity commissioner determines, following an investigation under subsection 218.3 (7) of the *Education Act*, that the Trustee has breached the Board's Code of Conduct, the integrity commissioner may impose one or more of the following sanctions:

- a) Censure of the Trustee.
- b) Requiring the Board to reduce the Trustee's honorarium by an amount not exceeding the prescribed amount, requiring the Trustee to return any excess already paid to the Trustee and authorizing the Board to recover the excess from the Trustee.
- c) Barring the Trustee from attending all or part of one or more meetings of the Board or one or more meetings of a committee of the Board, for the period of time specified by the integrity commissioner up to a maximum of 90 days or the balance of the Trustee's term of office, whichever is less.
- d) Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the integrity commissioner, up to a maximum of 90 days or the balance of the Trustee's term of office, whichever is less.
- e) Barring the Trustee from becoming the chair or vice-chair of the Board or of any committee of the Board, or removing the Trustee from any of those positions.
- f) Barring the Trustee from exercising the privileges of a Board member or acting as a Board representative, or removing the member from a position the member holds as a Board representative.
- g) Subject to any other limits set out in paragraphs a) to f), any other sanction that, in the opinion of the integrity commissioner, is reasonable and appropriate in the circumstances.
- h) Subject to any other limits set out in paragraphs a) to f), any other sanction that, in the opinion of the integrity commissioner, would promote compliance with the Board's Code of Conduct.

The Minister may, by regulation, prescribe an amount for the purposes of paragraph b). Under [O. Reg. 357/06 Section 13](#) the maximum amount of a reduction from a Trustee's honorarium for a breach of the Board's Code of Conduct is 25 per cent of the Trustee's combined base and enrolment amount for the year of the term of office in which the breach occurred.

For greater certainty, the imposition of a sanction under paragraph c), barring a Trustee from attending all or part of one meeting of the Board shall be deemed, for the purpose of clause 228 (1) (b) of the *Education Act*, to be authorization for the Trustee to be absent from the meeting.

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

The Integrity Commissioner shall provide the Trustee whose conduct was the subject of the complaint and the Board written notice of a determination that the Trustee has or has not breached the Board's Code of Conduct and of any sanctions imposed. The written notice must include,

- a) the reasons for the determination;
- b) the reasons for any sanctions; and
- c) information about the right to appeal under section 218.3.2 of the *Education Act*.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## 9) APPEAL

Either the Board or the Trustee whose conduct was the subject of the integrity commissioner's determination under section 218.3.1 of the *Education Act* may appeal the determination, the sanctions imposed, or both, and the Board and the Trustee are the parties to such an appeal. The Trustee whose conduct was the subject of the integrity commissioner's determination shall not vote on a Board resolution to determine whether the Board will appeal that determination.

The Board or the Trustee who appeals the integrity commissioner's determination shall give written notice of the appeal to the other party and the Deputy Minister no later than 15 business days after receiving written notice of the integrity commissioner's determination.

The appeal shall be heard by a panel of three integrity commissioners appointed by the Deputy Minister or his or her delegate, but the panel shall not include the integrity commissioner whose determination is the subject of the appeal. If a roster of commissioners was created under subsection 218.3 (4) of the *Education Act*, the members of the panel shall be appointed from the roster. The panel shall hold a hearing in accordance with the regulations outlined in [O.Reg.306/24](#).

If the panel overturns the determination made by the integrity commissioner, any sanction imposed by the integrity commissioner is revoked. If the panel upholds the determination made by the integrity commissioner, the panel shall, within the time required by the regulations, uphold, vary or overturn the sanction. If a sanction is varied or overturned under subsection, the variation or overturning shall be deemed to be effective as of the date the original determination was made under section 218.3.1 of the *Education Act*. The decision of a panel under this section respecting the determination of the integrity commissioner is final.

A Board shall keep records and publish information on its website about each of the following:

- a) A matter referred to an integrity commissioner under subsection 218.3 (3) of the *Education Act*.
- b) A decision of the integrity commissioner under subsection 218.3 (8) of the *Education Act*.
- c) A determination of an integrity commissioner under section 218.3.1 of the *Education Act*.
- d) A determination by a panel under subsection 218.3.2 (7) or (8) of the *Education Act*.

Where the alleged breach of the Board's Code of Conduct or the determination regarding the breach involves any of the matters described in clauses 207 (2) (a) to (e) of the *Education Act*, the Board shall publish only such information as is appropriate.

The *Statutory Powers Procedure Act* does not apply to anything done under section 218.3, 218.3.1, or 218.3.2 of the *Education Act*.

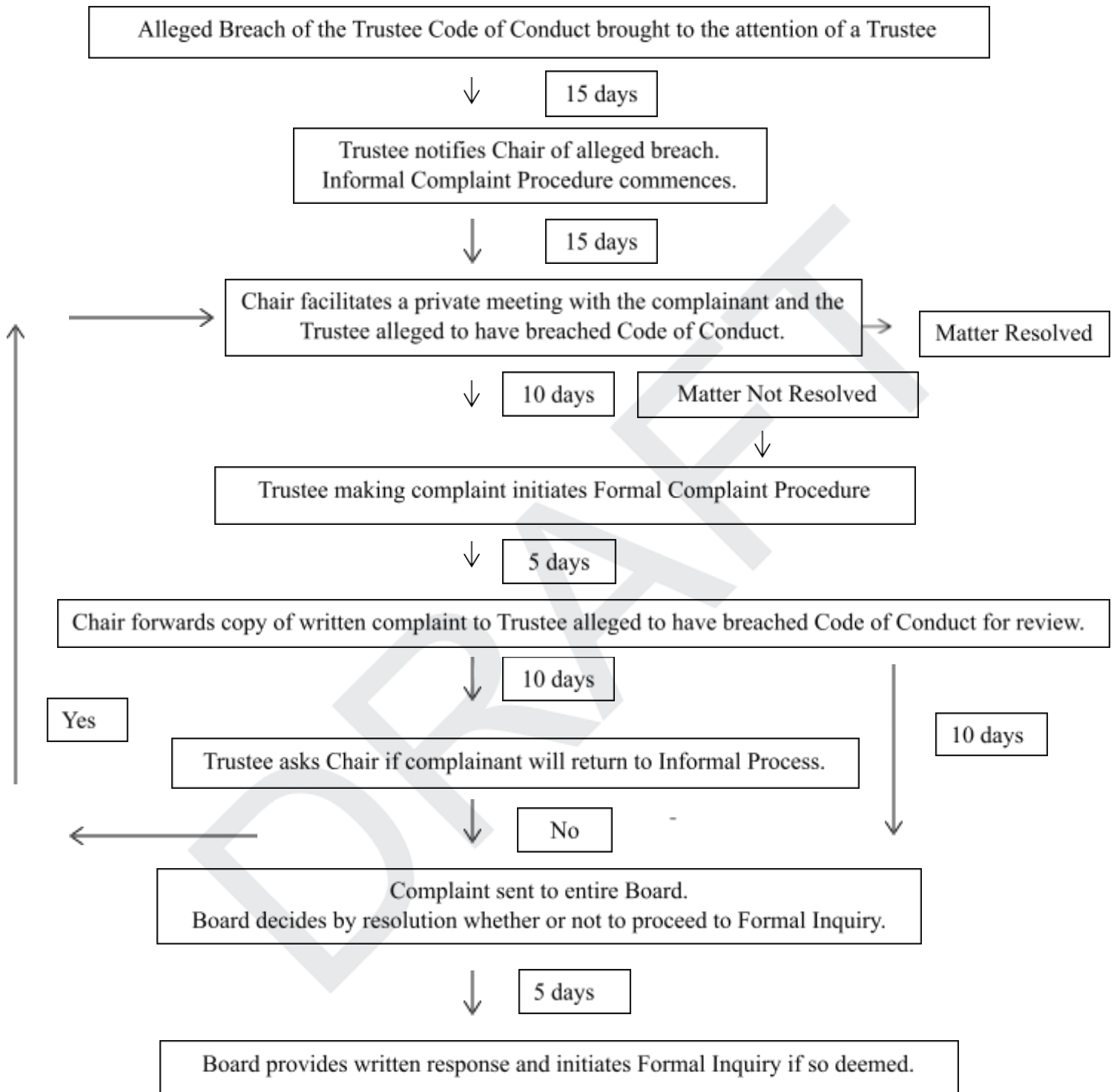
The powers under sections 218.3, 218.3.1, and 218.3.2 of the *Education Act*, shall be exercised in a manner that is consistent with:

- a) the denominational aspects of a Roman Catholic board;
- b) the denominational aspects of a Protestant separate school board;
- c) the linguistic or cultural aspects of a French-language district school board; or
- d) the linguistic or cultural aspects of the Centre Jules-Léger Consortium.



(To be deleted)

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



## YORK CATHOLIC DISTRICT SCHOOL BOARD

**REPORT TO:** Policy Review Committee  
**FROM:** Administration  
**DATE:** December 2, 2024  
**RE:** **Policy 203 Student Transportation Services**

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This report is presented to Trustees to highlight the rationale for the revisions to Policy 203 *Student Transportation Services*.

### **BACKGROUND:**

This policy is up for its scheduled review, as it was last updated on June 16, 2020. The revisions are a result of discussions and feedback from the Transportation Review Committee.

### **RECOMMENDATION:**

That the Policy Review Committee review and approve the updates to Policy 203 *Student Transportation Services*.

### **ATTACHMENTS**

Revised Policy 203 *Student Transportation Services*.

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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>203</b>
<i>Former Policy #</i> <b>203</b>	<i>Page</i> <b>1 of 10</b>
<i>Original Approved Date</i> <b>June 1989</b>	<i>Subsequent Approval Dates</i> <b>December 1993 October 1995 July 2000, June 2003 March 2004, May 2005 June 4, 2013 June 20, 2017 January 30, 2018 June 16, 2020</b>

**POLICY TITLE: STUDENT TRANSPORTATION SERVICES**

### SECTION A

#### 1. PURPOSE

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

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

It is the policy of the York Catholic District School Board to supply transportation services to and from school to the students enrolled in its schools in accordance with the parameters outlined in this policy and the Student Transportation Services Procedures ~~Manual~~ as endorsed by the Joint Board Consortium. The level of service provided by the Board is dependent on transportation funding grants allocated by the Ministry of Education.

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

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

#### 3. PARAMETERS

3.1 Eligibility for transportation to and/or from a student's designated home school is a function of the distance from their residence to their home school and grade level as follows:



- i) Junior Kindergarten to Grade 3 – a student whose residence is more than 1.2 kilometres from their home school is eligible for Board-provided transportation;
  - ii) Grades 4 to 8 - a student whose residence is more than 1.6 kilometres from their home school is eligible for Board-provided transportation; and
  - iii) Grades 9 to 12 –
    - A secondary student whose residence is more than 4.8 kilometres from their home secondary school is eligible for Board-provided transportation.
    - A secondary student whose residence is more than 3.2 kilometres from their home secondary school, who's home address is not transit served, is eligible for Board-provided transportation.
- 3.2 A student's residence address is used to determine their home school. ~~and eligibility for transportation.~~
- 3.2.1 A **student's residence address, or a caregiver's address (for elementary),** may be used ~~(to determine collector point)~~ **to determine eligibility for Board-provided transportation** only if it is used consistently and is also within the eligible transportation zone for the home school.
- 3.3 Students attending school outside the Board's jurisdiction shall not be entitled to Board-provided transportation services.
- 3.4 Students attending a school and/or program outside their home school attendance area are not eligible for Board-provided transportation services, as stated in the Transportation Acknowledgement/Agreement included in the application process for out of boundary/ out of region admission.
- 3.5 In circumstances where students are deemed to be ineligible to receive Board-provided transportation, as noted above, it is the responsibility of Parents/Guardians and/or students to determine and provide the most appropriate and safe means of arrival to and/or departure from school.
- 3.6 Transportation may be provided for:
- 3.6.1 Physically challenged students. **Requests shall be made on an S9 form.;**
  - 3.6.2 Students requiring a special education program as identified by the Superintendent of Student Services or the Director of Education; **Requests shall be made on an S9 form.;**
  - 3.6.3 Medical reasons as certified by a doctor and approved by the Coordinating Manager of Planning & Operations or the Director of Education; ~~in accordance with the Student Transportation Services procedures and appropriate documentation supportive of such request(s).~~ **Requests shall be made on an S9 form accompanied by an S9A form;**
  - 3.6.4 Optional programs as determined by the Board of Trustees through ~~the budgeting process~~ **Board motion.**
    - 3.6.4.1 Elementary French Immersion (F.I) students residing within the defined F.I. boundary of their designated school are eligible for transportation. In all cases Non-Transportation Zones apply.
    - 3.6.4.2 Secondary French Immersion students
      - 3.6.4.2.1 Who reside within the regular track boundary of the French Immersion School they attend are eligible for transportation as per 3.1iii.
      - 3.6.4.2.2 Who reside outside the regular track boundary of the French Immersion School they attend, in non-transit served (see definition 5.14~~3~~) area, are eligible for

transportation as per the French Immersion Service Area Maps. In all cases Non-Transportation Zones apply.

Note: This eligibility is designed to equitably match the YRDSB Transportation policy.

- 3.7 Section 23 students who are not resident students of the Board may be offered transportation to a Section 23 program within the region in accordance with the funding that is received from the Ministry of Education or other Ministry or as the Superintendent of Student Services or the Director of Education deems appropriate. Attempts will be made to accommodate service level requests in the most cost efficient manner. In such situations a signed S10 is required for each year the student requires transportation.
- 3.8 Transportation may be provided to programs and/or facilities outside the Region of York in accordance with the funding that is received from the Ministry of Education or other Ministry or as the Superintendent of Student Services or the Director of Education deems appropriate. In such situations a signed S10 is required for each year the student requires transportation.
- 3.9 Transportation to a Provincial School shall be provided in accordance with the documented request from a provincial school in accordance with the funding that is received from the Ministry of Education or other Ministry. In such situations a signed S10 is required for each year the student requires transportation.
- 3.10 Temporary Transportation
- 3.10.1 Requests for temporary transportation may be approved ~~for a temporary period~~ due to extenuating medical needs, injury or medical procedures to the student's home school, if such service is available and can accommodate the request. Requests for temporary transportation shall be made on an S9 form accompanied by an S9A form via their school administration to the Coordinating Manager of Planning & Operations.
- 3.10.2 Other temporary transportation for care or treatment outside the home school boundary shall be provided in accordance with the funding that is received from the Ministry of Education or other Ministry or as the Superintendent of Student Services or Director of Education deems appropriate.
- 3.10.3 The Principal may approve one (1) day emergency transportation for a student in extenuating circumstances in accordance with ~~the Student Transportation Services Procedures Manual~~ to facilitate the student's safe arrival to a home or caregiver, providing there is an existing route for that address.
- 3.10.4 Requests for temporary transportation may be approved due to compassionate grounds by the Director of Education.
- 3.11 Walking distances to ~~school-bus~~ collector points (~~bus stops~~) are targeted at 400 metres for elementary students and 600 metres for secondary students. Walking distances are measured by STSYR using the most direct walking route (which may include approved walkways) from the edge of a student's residence to the closest collector point.
- 3.11.1 Collector points may be added/ adjusted to address unique circumstances such as:
- 3.11.1.1 A physical hazard, or barrier associated with the collector point, and/or pedestrian route to the collector point, or;

- 3.11.1.2 A student's disability certified by a doctor and approved by the Coordinating Manager of Planning & Operations or the Director of Education, in accordance with the Student Transportation Services procedures and appropriate documentation supportive of such request(s).
- 3.12 Ride time is the time a student spends on ~~a bus~~ **Board-provided transportation** from **a collector point** to school, **or school to collector point**. The walking time to and from collector points is not included. Ride times on Board provided transportation exceeding 60 minutes would be considered exceptional circumstances.
- 3.13 Concerns regarding ~~bus~~ **transportation** routes, location of ~~bus-stops~~ **collector points**, consistently late ~~running-busses~~ **transportation**, or driver behaviour should be reported to the Principal who will forward concerns to Student Transportation Services **of York Region**.
- 3.13.1 ~~Bus-drivers~~ **Board-provided transportation drivers** do not have the authority to modify routes or ~~bus-stops~~ **collector points**.
- 3.14 All Board Employees, students on placement, Volunteers, Third Party Providers (Transportation Service Providers), ~~Bus Drivers~~ **of Board-provided transportation**, and/or any other person in a position of trust or authority who have reasonable grounds to suspect that a child is or may be in need of protection, shall **immediately** report the suspicion and, the information on which it is based, to a Children's Aid Society directly in accordance with Policy 204 *Child Protection & Abuse and Police & School Boards Protocol*. The duty to make a report overrides the provisions of any other provincial statute, including those legislative provisions that would otherwise prohibit the individual from disclosing confidential or privileged information. The individual shall make the report directly to the Children's Aid Society, in respect of a child up to the age of the 18<sup>th</sup> birthday, and shall not rely on any other person to report on his or her behalf.
- 3.15 Transportation service may be cancelled from time to time due to inclement weather and/or poor road conditions. In these cases, parents and students should develop alternate ~~care~~ transportation arrangements.
- 3.16 **Distance calculations shall be determined by Student Transportation Services of York Region. Variations of +/- 100 metres may be applied to provide for logical breaks in service levels.**
- 3.17 **Transit served students shall be determined by Student Transportation Services of York Region utilizing data provided by York Region Transit.**

#### **4. RESPONSIBILITIES**

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

- 4.1.1 To ensure Trustee representation on the Joint Board Consortium.
- 4.1.2 To refer operational concerns and eligibility issues to the Coordinating Manager of Planning & Operations.
- 4.1.3 To review the provision of transportation to optional programs through the Board's annual budgeting process.

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

- 4.2.1 To oversee compliance with the Student Transportation Services policy

- and procedures.
  - 4.2.2 To ensure that appropriate decisions are made with respect to new and/or emerging transportation issues.
  - 4.2.3 To ensure that unique and extenuating circumstances requiring consideration on compassionate grounds are examined and approved annually as appropriate.
  - 4.2.4 To report transportation exceptions to the Board Semi-annually (October and February).
- 4.3 Senior Administration**
- 4.3.1 To support the implementation of and compliance with the Student Transportation Services policy and related procedures.
- 4.4 Coordinating Managers of Planning & Operations**
- 4.4.1 To establish the criteria for and management of a procedure for temporary transportation and approval as appropriate in consultation with the appropriate Superintendent, who will advise the school Principal.
  - 4.4.2 To review issues and make appropriate decisions regarding safety and non-transportation zones as required in the best interests of the students.
  - 4.4.3 To be the main communicator between and among Student Transportation Services of York Region, Principals, Trustees and the community.
  - 4.4.4 To notify the Director's Office of any behaviour which affects the safety and/or well-being of a student in accordance with Policy 204 *Child Protection & Abuse* and/or *Police & School Boards Protocol*.
  - 4.4.5 To respond to concerns raised by Trustees, Superintendents, School Administrators, Parents/Guardians and community members.
  - 4.4.6 To ensure the appropriate implementation of the Student Transportation Services policy and procedures.
  - 4.4.7 To cancel buses Board-provided transportation in circumstances of inclement weather in consultation with York Region District School Board and Student Transportation Services of York Region.
  - 4.4.8 To investigate and notify the Director's Office, as appropriate, in situations where a Board provided transportation service is involved in an accident or the safety/well-being of a student(s) is a concern.
- 4.5 Principals**
- 4.5.1 To address discipline issues on Board-provided transportation vehicles.
  - 4.5.2 To communicate the policy and procedures to students, parents and the community.
  - 4.5.3 To manage the daily school related operational issues and report any concerns to Student Transportation Services of York Region.
  - 4.5.4 To ensure only eligible riders access transportation provided by Student Transportation Services of York Region.
  - 4.5.5 To notify Student Transportation Services of York Region of any concerns regarding a school bus driver Board-provided transportation Driver.
  - 4.5.6 To notify the Coordinating Manager of Planning & Operations of any concerns regarding service from Student Transportation Services of York Region.
  - 4.5.7 To notify the Superintendent of Education of any behaviour which affects the safety and/or well-being of a student, in accordance with Policy 204 *Child Protection & Abuse* and/or *Police & School Boards Protocol*.
  - 4.5.8 To communicate with bus Board-provided transportation drivers' students who have been approved for temporary transportation.

- 4.5.9 To be available to Student Transportation Services of York Region for any unforeseen circumstance which may result in the return of student(s) to the school, or require communication to Parents/Guardians.
- 4.5.10 To identify to Student Transportation Services of York Region any students with known health conditions that may require special consideration during transportation, and as deemed necessary, supply the student's individualized student health plan to the driver.
- 4.5.11 To refer any requests for (multi-day) Temporary Transportation to the appropriate School Superintendent of Education (Forms S9 & S9a).
- 4.5.12 To approve one (1) day emergency transportation for a student in extenuating circumstances in accordance with the Student Transportation Services Procedures Manual to facilitate the student's safe arrival to a home or caregiver, providing there is an existing route for that address.
- 4.5.13 To ensure the forms are completed and submitted for approval, for students attending a school other than their home school. (S9, S9a, TCH19, Service Exception form).

#### **4.6 Manager of Student Transportation Services**

- 4.6.1 To notify the Coordinating Manager of Planning & Operations of any behaviour which has been reported to Children's Aid in accordance with Policy 204 Child Protection & Abuse and/or Police & School Boards Protocol and the Student Transportation Services policy and procedures.
- 4.6.2 To implement the appropriate elements of the Student Transportation Services policy and procedures.
- 4.6.3 To recommend ~~bus~~ the cancellation of Board-provided transportation in circumstances of inclement weather to the Coordinating Manager of Planning & Operations.
- 4.6.4 To promptly notify the Coordinating Manager of Planning & Operations in situations where a Board provided transportation service is involved in an accident or the safety well-being of a student is a concern.
- 4.6.5 To validate that Drivers are appropriately trained and licensed.

#### **4.7 Student Transportation Services Transportation Planners**

- 4.7.1 To notify the Coordinating Manager of Planning & Operations and the Manager of Student Transportation Services of any behaviour which has been reported to Children's Aid Society in accordance with Policy 204 Child Protection & Abuse and/or Police & School Boards Protocol.
- 4.7.2 To provide transportation to eligible student(s) to and from school in adherence with this policy.
- 4.7.3 To understand and adhere to eligibility requirements as outlined in this policy.
- 4.7.4 To provide safe, efficient and on time transportation for students.
- 4.7.5 To establish and manage ~~bus~~ transportation routes based on Board criteria.
- 4.7.6 To ensure the seating capacity of a school vehicle is limited to the manufacturer's rating.
- 4.7.7 To make adjustments and alterations to ~~bus~~ transportation assignments or routes as required.
- 4.7.8 To promptly notify the school Principal, Superintendent of Education, Manager of Communications and the Coordinating Manager of Planning & Operations when a ~~bus~~ Board-provided vehicle is involved in an accident or the safety or well-being of a student is a concern.
- 4.7.9 To ensure the appropriate approval forms are provided for special transportation requests (S9, S9a, S10, Safe Schools and Service



Exceptions).

#### **4.8 Transportation Service Provider**

- 4.8.1 To adhere to the contractual obligations with Student Transportation Services **of York Region**.
- 4.8.2 To ensure Drivers review ~~Bus~~ **Board-provided transportation** Evacuation Procedures.
- 4.8.3 To ensure Drivers are appropriately trained and licensed.
- 4.8.4 To ensure drivers drive in a safe manner, act responsibly and courteously and adhere to the schedule established for the route.
- 4.8.5 To promptly update the late bus report.
- 4.8.6 To promptly notify Student Transportation Services **of York Region** when a ~~bus~~ **Board-provided vehicle** is involved in an accident or the safety or well-being of a student is a concern.
- 4.8.7 To ensure Drivers and Employees of the Service Provider are aware of applicable school board policies and procedures as they pertain to Student Transportation Services **of York Region**.
- 4.8.8 The Transportation Service Provider will ensure its drivers acknowledge and confirm their understanding of the ~~School-Bus~~ **Board-provided transportation** Driver responsibilities as identified in 4.9.

#### **4.9 School-Bus Board-Provided Transportation Drivers**

- 4.9.1 To drive in a safe manner, to act responsibly and courteously. To adhere to the schedule established for the route.
- 4.9.2 To maintain proper conduct on a ~~school-bus~~ **Board-provided vehicle** at all times and report to the Principal any problems of discipline on the ~~bus~~ **vehicle**.
- 4.9.3 To ensure that all students remain seated while on the **Board-provided transportation** ~~bus~~ and that all students have exited by the end of the ~~bus~~ **transportation** route.
- 4.9.4 To permit students to exit the **Board-provided vehicle** ~~bus~~ only when the situation is considered safe. If the driver considers the situation at a ~~bus~~ **stop collector point** to be unsafe or unusual for the student, the school will be notified and the student shall be returned to the school, at the end of the route and placed under the Principal's care. If transportation/dispatch is not able to make contact with the school and/or Principal, the Transportation Service Provider must contact STSYR Transportation Planner, who will notify the Superintendent in order to make arrangements for the child.
- 4.9.5 To promptly notify the Transportation Service Provider when a **Board-provided vehicle** ~~bus~~ will be late.
- 4.9.6 To promptly notify the Transportation Service Provider when a **Board-provided vehicle** ~~bus~~ is involved in an accident or the safety or well-being of a student is a concern.
- 4.9.7 To notify the Manager of Student Transportation Services of any behaviour which has been reported to Children's Aid Society in accordance with Policy 204 *Child Protection & Abuse* and/or *Police & School Boards Protocol*.
- 4.9.8 To ensure the ~~bus~~ **the Board-provided vehicle** is maintained in a clean and sanitary condition.

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

- 4.10.1 To ensure safe, age-appropriate methods of travel to/from school for students deemed **ineligible** for transportation.
- 4.10.2 To ensure safe, age-appropriate methods of travel to/from collector points for students **eligible** for transportation.
- 4.10.3 To ensure their child(ren) arrives at the collector points on time for pick up.
- 4.10.4 To ensure the safety and behaviour of their child(ren) prior to pick-up and following drop-off at the end of the school day.
- 4.10.5 To ensure that only their child(ren) who are eligible for transportation are riding **on Board-provided transportation** ~~the bus~~.

#### **4.11 Students**

- 4.11.1 To behave appropriately while riding ~~the school bus~~ **on Board-provided transportation** in accordance with Board policies and procedures and the school's Code of Conduct.
- 4.11.2 To ride ~~a school bus~~ **on Board-provided transportation** only when eligible in accordance with the Board policy or when special permission has been granted by the Principal.
- 4.11.3 To arrive at the collector point on time for pick up.

### **5. DEFINITIONS**

#### **5.1 Collector Points (~~Bus Stops~~)**

Centralized designated locations for the pick-up and drop-off of students. The factors to define collector points are student safety, ~~bus~~ **transportation** route efficiency and economy and are determined by Student Transportation Services **of York Region**.

#### **5.2 Caregiver's address**

An alternate address for **elementary** student pick up and drop off. This address may be used to identify an alternate collector point **for elementary but not for secondary**. ~~The address is not used to determine eligibility for transportation.~~

#### **5.3 Home School**

**Refers to the Catholic elementary or secondary school that is located in the same Board defined boundary area as the residential address of the Parent or Guardian of the student. Students may be directed to an alternate designated school if enrolment is capped at their home school, or to access specialized programs such as Gifted or French Immersion.**

#### **5.4 Eligible Rider**

Students who qualify for transportation as outlined within this policy.

#### **5.5 Inclement Weather**

Road or weather conditions which make it ~~impossible~~ **hazardous** to operate a ~~bus~~ **or other Board approved transportation vehicle safely.**

## **5.6 Joint Board Consortium**

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

## **5.7 Non-Transportation Zone**

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

## **5.8 Optional Programs**

Programs approved by the Board to operate in specific locations which students may choose to attend, are not Ministry mandated and are not offered at all YCDSB schools. Examples of some optional programs are Regional French Immersion, International Baccalaureate (IB) and Regional Arts Program (RAP).

## **5.9 Other Transportation Service Providers**

School bus operators who have not been contracted by Student Transportation Services of York Region and provide transportation services to students i.e., public transit service, charter service or other arrangements.

## **5.10 School Attendance Area**

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

## **5.11 Student's Residence Address**

The legal municipal address of where the student lives. This address is used to determine the student's home school. transportation eligibility.

## **5.12 Student Transportation Services of York Region (STSYR)**

A consortium formed through an agreement between the YCDSB and YRDSB for the purpose of providing a common administration of Student Transportation Services throughout York Region. STSYR administers each of the Board's transportation policies and procedures and implements all aspects of home-to-school transportation services.

## **5.13 Transit Served Student**

A student who:

- Can access public transit to and from school;
- Lives within 1 kilometer of a public transit stop;
- Spends 75 60 minutes or less travelling to or from school; and,
- Requires three vehicles or less travelling to or from school

## **5.14 Transportation Service Providers**

Third party service providers that have been contracted by Student Transportation Services of York Region through a Request for Proposal process to provide transportation services to students in York Region. Transportation Service Providers provide the equipment, maintenance and trained drivers and operate on routes designed and supervised by Student Transportation Services of York Region.



### 5.15 Transportation Zone

An area designated by the Board where students are eligible to receive home to school transportation, as approved by the Board.

### ~~5.16 Travel Time~~

~~The time a student is on the bus. This does not include time walking or waiting for a bus.~~

## 6. CROSS REFERENCES

### Legislation

[Education Act](#)

[Human Rights Code](#)

### YCDSB Policies & Procedures

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

YCDSB Policy 204 [Child Protection and Abuse](#)

YCDSB Policy 218 617 [Code of Conduct](#)

~~YCDSB Policy 429 Human Rights and Equity~~

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

[YCDSB Inclement Weather Notification](#)

[Police & School Boards Protocol](#)

Student Transportation Services (STS) Procedures, [www.schoolbuscity.com](http://www.schoolbuscity.com)

## 7. RELATED FORMS

S9 Request for Special Transportation

S9A Medical Form for Special Transportation

Approval by Board	<u>June 16, 2020</u> <i>Date</i>
Effective Date	<u>June 17, 2020</u> <i>Date</i>
Revision Date	<u>June 16, 2020</u> <i>Date</i>
Review Date	<u>June 2025</u> <i>Date</i>

## YORK CATHOLIC DISTRICT SCHOOL BOARD

**REPORT TO:** Policy Review Committee  
**FROM:** Administration  
**DATE:** December 2, 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 was presented to Trustees at the June 4th, 2024 Policy Review Committee meeting as part of its scheduled review. Updates were made to enhance the transparency and inclusivity of the Student Government process. At the Trustees' request, the policy was subsequently sent out for consultation. The results of the consultation are attached.

### **RECOMMENDATION:**

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

### **ATTACHMENTS**

- (1) Revised Policy 205 *Student Government*.
  - (2) *Policy 205 Consultation Results*.
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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 8</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 **as well as the gifts that our students bring to our Catholic Learning Communities.** ~~and w~~**We** are committed to providing meaningful student leadership opportunities, guided by Jesus' ~~inspiration~~ **example**, throughout the Board. **Senior 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 **of positive change**" 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 Student Government candidates must demonstrate qualities such as leadership, integrity, responsibility, and respect for Catholic values and virtues.
  - 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 various~~ **which** committees ~~that 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, a Student tTrustee 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 and YCDSB Policy 107 Student Trustees*.
- 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 YSCPC Constitution and Executive Membership**

The YSCPC eConstitution 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. All members of the YSCPC shall be secondary students enrolled in the York Catholic District School Board.

Membership of the YSCPC Executive consists of one:

- President
- 1st Vice President
- 2nd Vice President
- Director of Community Relations
- Director of Communication
- Secretary and Treasurer

### **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, and 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 606 Catholic School Councils](#)

YCDSB [Policy 803 School Generated Funds](#)

YCDSB [Procedure 803 School Generated Funds](#)

*York Secondary Catholic Presidents' Council Constitution*

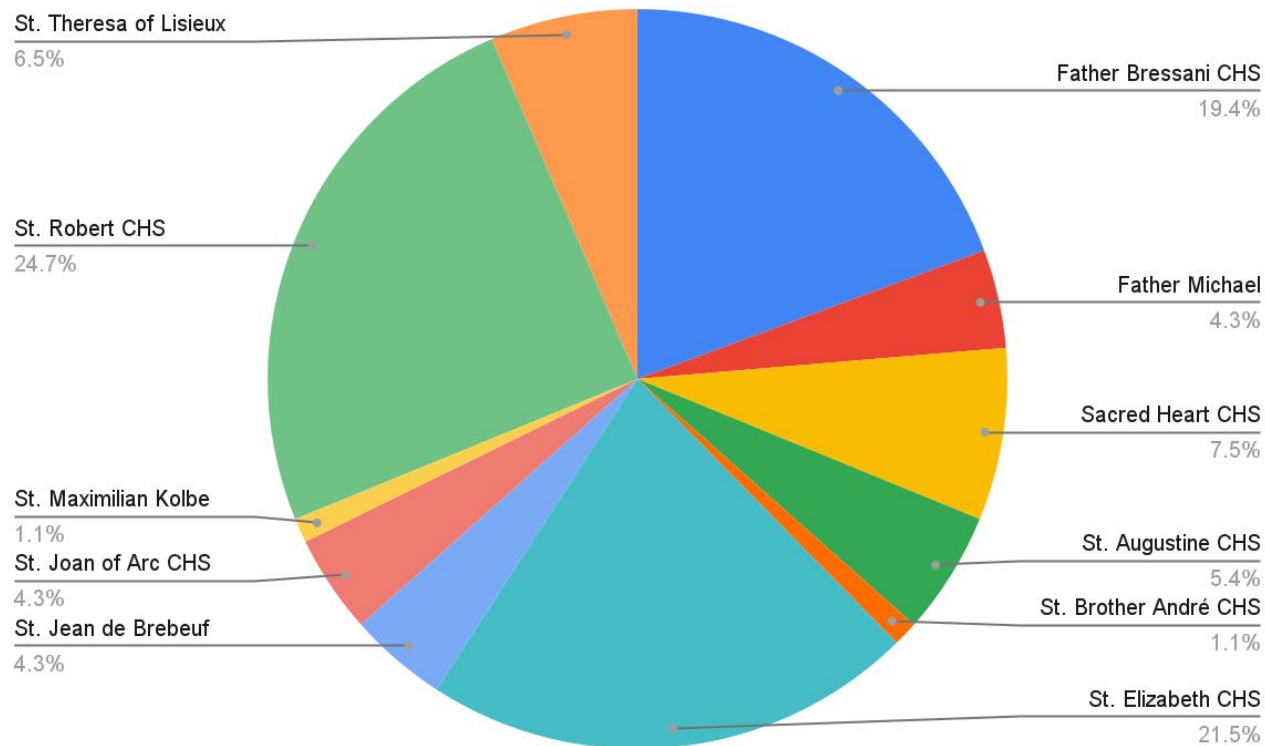
Approval by Board	<u>June 21, 2005</u> Date
Effective Date	<u>June 22, 2005</u> Date
Revision Date	<u>November 26, 2013</u> Date
Review Date	<u>November 2018</u> Date

# Policy 205 Student Government

Consultation Results  
October 2024



# Population Consulted



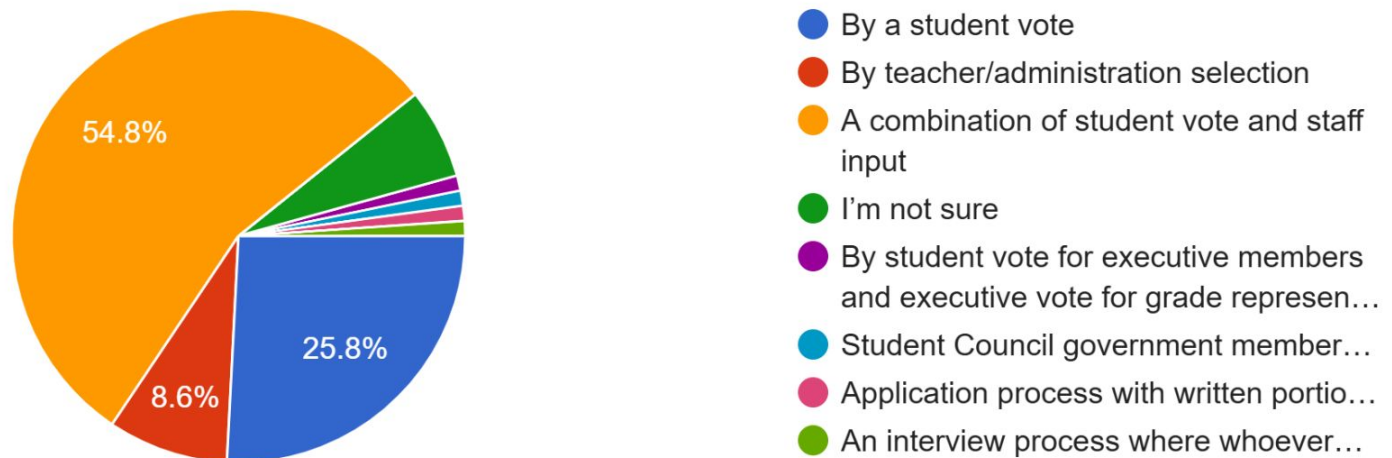
- Survey sent to all YSCPC teacher moderators
- 93 responses total
- Input received from 11 Secondary Schools



# Selection Process

How are Student Government members chosen at your school?

93 responses



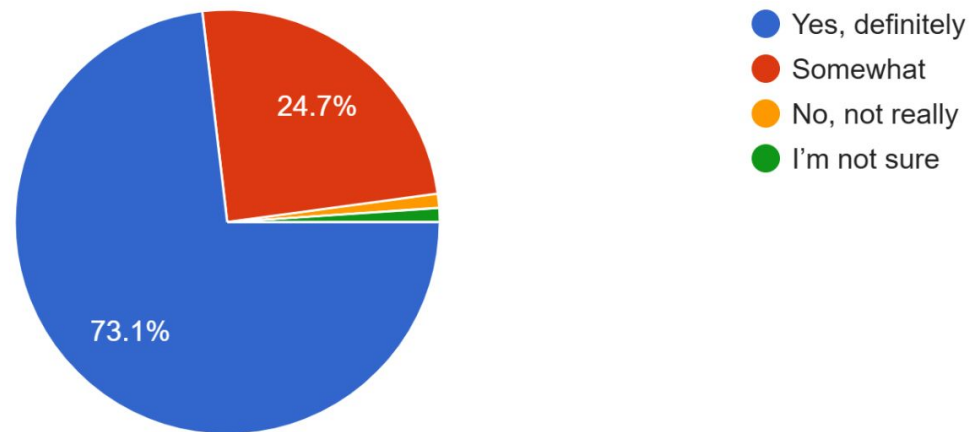
- Most schools use a hybrid approach of student vote and staff input
- Some schools mainly use student voting (e.g, Father Bressani CHS & Sacred Heart CHS)
- Some students mention additional interview or application components



# Transparency and Inclusivity in the Student Government Selection Process

The draft policy states that the Student Government selection process should be transparent and inclusive. Do you feel that the current selection process at your school meets this standard?

93 responses



- Across schools, the majority (73.1%) of students responded with 'yes definitely' which suggest a generally positive perception of the selection process
- Some students (24.7%) responded with 'somewhat'
- A small number of students responded with 'no' or 'unsure'



# Student Feedback on Transparency and Inclusivity in the Student Government Selection Process

Question: Please explain your perspective to the question above. If you feel the selection process is not fully transparent or inclusive, what improvements would you suggest?

- Majority of students feel the process is transparent, inclusive, and democratic, with open communication and fair opportunities for all students to participate.
- **Suggestions for Improvement:**
  - Some students suggest publishing vote counts or distribution to enhance transparency.
  - There were concerns about popularity-based selection, with recommendations to include teacher oversight or introduce "blind speeches" to mitigate popularity influence.
  - At some schools, students noted the potential for teacher bias, particularly when teacher references play a significant role in selection. They suggest more objective evaluation criteria, such as peer reviews or additional student input.
  - Students suggested better advertising and communication regarding Student Government roles, responsibilities, and the application process to improve accessibility and understanding among all students.

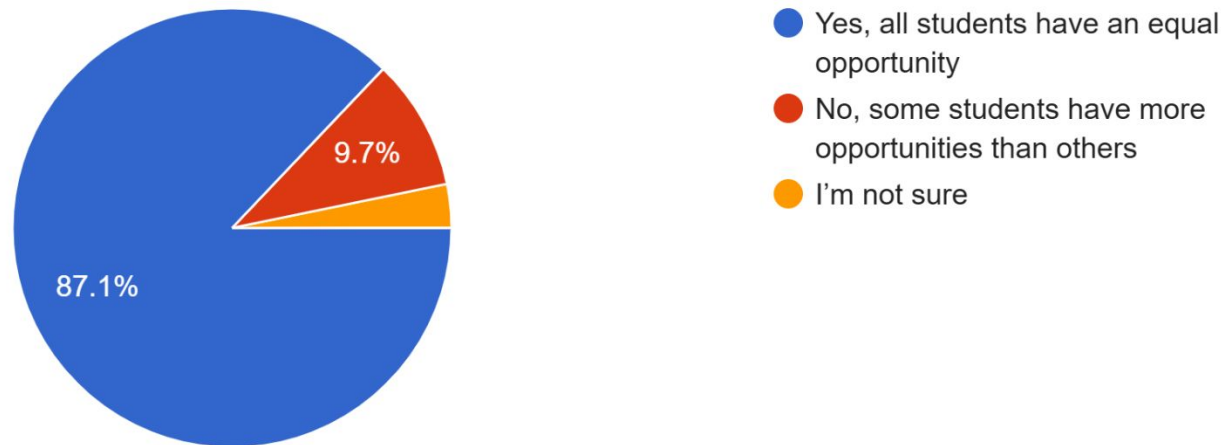




# Equal Opportunity in Student Government Participation

The draft policy states that all students shall have the opportunity to participate and contribute to Student Government. Do you believe that all students have an equal opportunity to participate in Student Government at your school?

93 responses



- The majority (87.1%) of students believe that all students have equal opportunities to participate in Student Government at their schools
- Some (9.7%) responded that some students may have more opportunities than others
- A small group expressed their uncertainty



# Student Feedback on Equal Opportunity in Student Government Participation (Part 1)

Question: Please explain your perspective to the question above. If you said "No," what barriers do you think prevent some students from participating? What changes do you think would make it easier for more students to get involved?

- Most students feel their schools provide equal opportunities to participate in Student Government through open application processes, public announcements, and accessible voting systems.
- **Identified Barriers:**
  - Some students noted that the voting process often favors popular candidates, which may deter qualified but less popular students from running.
  - A few students mentioned barriers related to after-school participation, especially for those with limited transportation options or other responsibilities that prevent them from participating in Student Government.
  - A few students noted a potential bias favoring those with prior experience or close connections with council advisors, which may create an advantage for certain students.
  - Some students felt that opportunities for broader involvement could be improved, as most decision-making roles are limited to official council members.



# Student Feedback on Equal Opportunity in Student Government Participation (Part 2)

Question: Please explain your perspective to the question above. If you said "No," what barriers do you think prevent some students from participating? What changes do you think would make it easier for more students to get involved?

- **Suggestions for Improvement:**

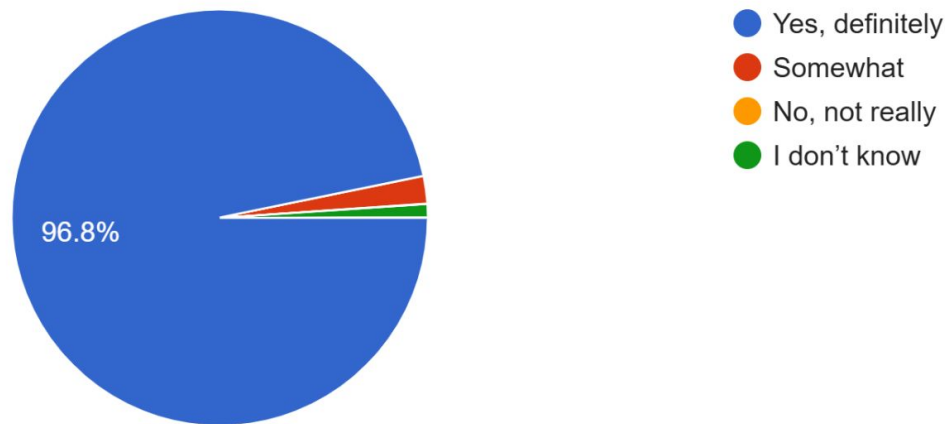
- Adding a component of staff input or a silent vote to balance the popularity aspect was recommended by a few students to ensure candidates are evaluated fairly.
- Suggestions included offering more in-school activities or assignments to make involvement accessible beyond after-school hours.
- Expanding volunteer or assistant roles for students not elected to the council was suggested as a way to increase inclusivity and allow more students to contribute.
- Some students recommended clearer communication about application requirements and responsibilities, as well as more informational sessions to encourage wider participation.



# Qualities of Student Government Candidates

The draft policy states that Student Government candidates must demonstrate qualities such as leadership, integrity, responsibility, and respect for Catholic values and virtues. Do you agree that Student Government members should embody these qualities?

93 responses



- Nearly all responses were a "Yes, definitely," (96.8%) indicating that students view these qualities as essential
- Only a small minority expressed uncertainty or partial agreement



# Student Feedback on Qualities of Student Government Candidates

Question: Please explain your perspective to the question above. What qualities do you think are most important for Student Government members to have?

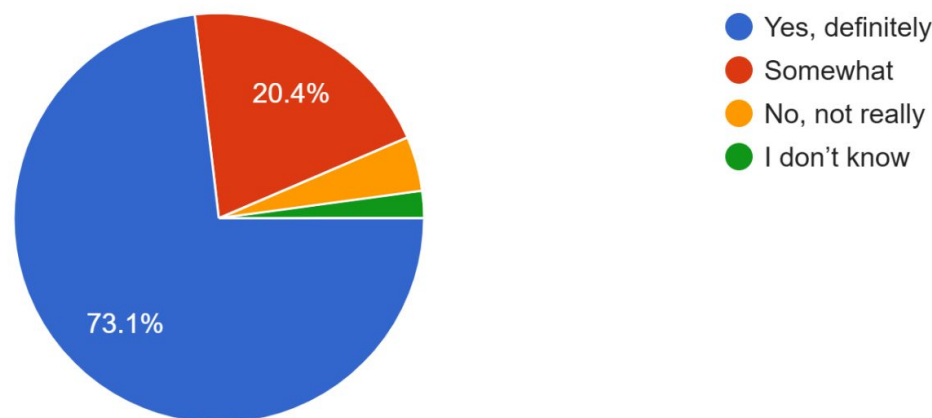
- Overall, students agree that the qualities mentioned in the draft policy (leadership, integrity, responsibility, and respect for Catholic values and virtues) are essential qualities for Student Government candidates to effectively represent and serve the school community.
- **Additional Qualities Suggested by Students:**
  - Several students emphasized **respect** as an important quality to ensure mutual understanding and accountability, allowing for a positive atmosphere.
  - Students also mentioned **collaboration** as essential for working together effectively and contributing to the success of the student government.
  - Several students also highlighted the need for **communication skills** to be aware of the student atmosphere and interact effectively with others.
  - A few other qualities mentioned included: Creativity, Initiative, Time Management, Empathy, Inclusivity, Authenticity, Self-Awareness, Compassion, Humility, & Hard Work.



# Leadership Growth Opportunities

The draft policy promotes professional development opportunities for Student Government members. Do you feel that your school provides enough opportunities for leadership growth?

93 responses



- Most students felt their school provides enough opportunities for leadership growth, with a majority (73.1%) responding "Yes, definitely"
- A smaller group (20.4%) answered "Somewhat," indicating some room for improvement
- Only a few students felt that there weren't enough opportunities, and a couple were uncertain



# Student Feedback on Leadership Growth Opportunities

Question: Please explain your perspective to the question above. What types of additional leadership opportunities would you like to see offered?

- Most students agreed that their schools offer sufficient leadership opportunities, particularly valuing the hands-on experiences provided through clubs, councils, events, and mentorship.
- Suggested Improvements:
  - Some felt that opportunities were often limited to those in student government, leaving others less involved.
  - A few expressed interest in additional networking opportunities, such as connecting with professionals and alumni, as well as collaborations with other schools and external organizations.
  - Some specific opportunities mentioned included:
    - Community service and charity events
    - Seminars and workshops
    - Easier pathways to establish new clubs or initiatives
    - Public speaking and presentation skills development
    - Cross-school or board-wide programs

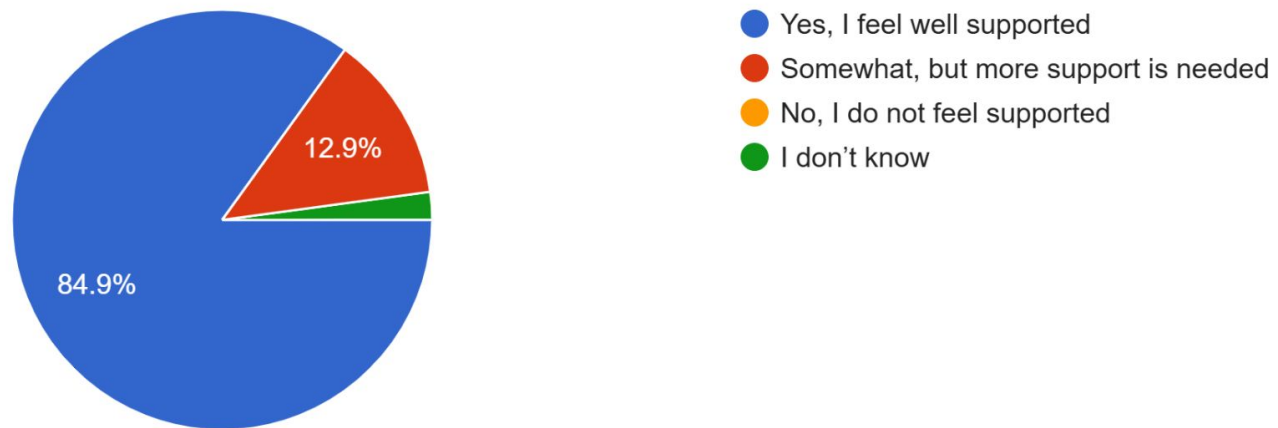




# Support from School Staff in Student Government Activities

Do you feel supported by school staff when participating in Student Government activities?

93 responses



- The majority of students (84.9%) reported feeling well-supported by school staff in their Student Government activities
- A smaller portion (12.9%) of respondents noted that while support is present, additional support would be beneficial
- A few students were unsure about the level of support



# Student Feedback on Support from School Staff in Student Government Activities

Question: Please explain your perspective to the question above. What kind of support from staff would help you feel more engaged and successful in Student Government?

- Many students praised teachers for providing guidance, logistical support, constructive feedback, and ensuring a positive environment for implementing ideas. Several responses indicated appreciation for the balance staff maintain between advising and allowing student-led initiatives.
- **Suggested Improvements:**
  - Creating a friendlier dynamic with teacher advisors to reduce nervousness and encourage open communication.
  - Incorporating mental health check-ins or wellness breaks to help students manage the stress of leadership roles.
  - Staff could engage more actively in promoting and participating in Student Government events to boost visibility and support.
  - Increasing teacher volunteer time to facilitate larger or more complex student-led events.
  - Balancing staff input to avoid overshadowing students and foster independence.
  - Providing better orientation and mentoring for new members would help them transition smoothly and understand expectations.

## YORK CATHOLIC DISTRICT SCHOOL BOARD

**REPORT TO:** Policy Review Committee  
**FROM:** Administration  
**DATE:** December 2, 2024  
**RE:** **Policy 221 Extreme Temperature**

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This report is presented to Trustees to highlight the rationale for the revisions to Policy 221 *Extreme Temperature*.

### BACKGROUND:

This policy was previously presented to Trustees at the September 30th, 2024 Policy Review Committee meeting. Revisions to the Hot Weather Action Plan (HWAP) were recommended by the Joint Health and Safety Committee, referencing information from the *Occupational Health Clinic for Ontario Workers (OHCOW)* Humidex Heat Response Plan. As a result of this recommendation, Trustees requested a review of practices from other organizations.

Subsequently, information was gathered from the *Ministry of Labour, Immigration, Training and Skills Development of Ontario*, *York Region Public Health*, *Environment Canada*, and the *York Region District School Board*. Following this review, the original language in the policy was retained, as it best aligned with the guidance from these sources.

### RECOMMENDATION:

That the Policy Review Committee review and approve the updates to Policy 221 *Extreme Temperature*.

### ATTACHMENTS

(1) Revised Policy 221 *Extreme Temperature*.

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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>221</b>
<i>Former Policy #</i> <b>221</b>	<i>Page</i> <b>1 of 9</b>
<i>Original Approved Date</i> <b>June 6, 2006</b>	<i>Subsequent Approval Dates</i> <b>September 24, 2013 October 1, 2019</b>

### POLICY TITLE: EXTREME TEMPERATURE

#### SECTION A

##### 1. PURPOSE

The York Catholic District School Board recognizes that extreme temperature conditions have a negative impact on the health and safety of students and employees. Through the implementation of this policy and related guidelines, the Board directs employees to put into action steps which will minimize, to the greatest extent possible, risks associated with extreme temperatures including frostbite, sunburn, heat stress and heat exposure while supporting the Ministry of Education's directive for daily physical activity for students.

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

It is the policy of the York Catholic District School Board that during periods of extreme cold or heat elementary schools shall follow the guidelines and action plans as outlined so as to minimize the health risks associated with extreme temperatures.

##### 3. PARAMETERS

- 3.1 No later than the second Catholic School Council meeting of a new school year the newly elected Catholic School Council, will give input to the Principal related to the extreme cold set temperature, which triggers indoor routine.
  - 3.1.1 The extreme cold set temperature with wind chill shall range from -15 degrees Celsius to -20 degrees Celsius. When the extreme cold set temperature is reached, the Principal has the option to implement recess routine, dependent on local community conditions, as outlined in accordance with the Cold Weather Action Plan (CWAP) in the guidelines of this policy.
  - 3.1.2 The decision of the Principal related to the extreme cold set temperature is final and shall remain in effect for the current school year.
- 3.2 When an extreme temperature of 32 degrees Celsius or higher is reached for a period of three days or more, or when a humidex reading of 35 degrees Celsius is reached at any time, then the Principal has the option to implement a recess routine, dependent on local community conditions, as outlined in accordance with the Hot Weather Action Plan (HWAP) in the guidelines of this policy.

- 3.3 A Hot Weather Action Plan (HWAP) and a Cold Weather Action Plan (CWAP) shall be implemented upon the occurrence of extreme temperature conditions. Monitoring of contributing factors will assist in making informed decisions with the implementation of the plans.
- 3.4 The Hot Weather Action Plan (HWAP) and the Cold Weather Action Plan (CWAP) shall be communicated to the staff and school community annually by the Principal.
- 3.5 The implementation of strategies relating to extreme temperatures will be in accordance with those outlined in the guidelines of this policy, and communicated to the school community as seasonally appropriate.

#### **4. RESPONSIBILITIES**

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

- 4.1.1 To oversee compliance with the Extreme Temperature policy.

##### **4.2 Senior Administration**

- 4.2.1 To support Principals and Vice Principals with the implementation of and compliance with the Extreme Temperature policy.

##### **4.3 Principals**

- 4.3.1 To finalize and communicate the school's extreme cold and high heat temperature to the students, staff and school community on an annual basis.
- 4.3.2 To review the extreme temperature guidelines at appropriate times throughout the year (refer to Section B: Guidelines - Appendices A & B).
- 4.3.3 To maintain an appropriate link with a weather agency for current conditions in the local community (refer to Section B: Guidelines – website link).
- 4.3.4 To take appropriate action in response to weather conditions in accordance with the guidelines in this policy (i.e.: indoor/outdoor routine or modified routine).
- 4.3.5 To communicate routines for extreme temperature conditions to the school community as seasonally appropriate.
- 4.3.6 To monitor the UV index and remind staff to refer to the UV guidelines within this policy.
- 4.3.7 To raise awareness through regular communication practices (i.e., newsletters, morning announcements) and to remind parents and students about UV rays and proper sun protection.

##### **4.4 Catholic School Council**

- 4.4.1 To offer input, as an advisory body, to the Principal when discussing extreme temperatures. Voting on the matter shall not occur.
- 4.4.2 To respect the decision and discretion of the Principal relating to the implementation of extreme temperature routines.

##### **4.5 Employees**

- 4.5.1 To monitor students as closely as possible during extreme temperature conditions for signs of physical discomfort or distress, i.e.: frostbite, heat exhaustion, heat stress or difficulty breathing.

## 4.6 Students

- 4.6.1 To wear proper protective clothing (i.e.: winter boots gloves/mittens and hats during cold weather months and sun hats/visors, sunscreen etc. during high heat temperature months) for maximum protection from seasonal temperatures.
- 4.6.2 To monitor their level of activity and take frequent breaks for water during high heat temperature months in order to remain adequately hydrated.

## 5. DEFINITIONS

### 5.1 Extreme Cold Temperature

For the purpose of this policy when the temperature and/or wind chill are within a range of -15c to -20c or when an extreme cold temperature alert is communicated on the weather network website for the geographical location of the school.

### 5.2 Extreme Heat Temperature

For the purpose of this policy:

- 5.2.1 When heat waves occur during 3 consecutive days reaching temperatures of 32°C or higher; and/or
- 5.2.2 When the humidex reaches or exceeds 35°C.

### 5.3 Extreme Cold or Heat Temperature Routines

Strategies implemented under the direction of the Principal relating to indoor, outdoor or modified routines (i.e. shortened indoor/outdoor routine).

## 6. CROSS REFERENCES

YCDSB [Policy 606 Catholic School Councils](#)

YCDSB Memorandum #51—Inclement Weather Emergency Procedures

Environment of Canada [Weather Information Appendices A & B](#)

Environment Canada [Wind Chill Index](#)

Environment of Canada [UV index and Sun Safety](#)

Ontario Ministry of Labour, Immigration, Training and Skills Development [Managing Heat Stress at Work](#)

Ministry of Education [Policy/Program Memorandum 138 Daily Physical Activity](#)

The Weather Network website ([www.theweathernetwork.com](http://www.theweathernetwork.com))

Approval by Board

October 1, 2019

*Date*

Effective Date

October 2, 2019

*Date*

Revision Dates

October 1, 2019

*Date*

Review Date

October 2024

*Date*

**POLICY TITLE: EXTREME TEMPERATURE**

**SECTION B: GUIDELINES**

York Region covers a large geographical area, and conditions at schools may vary throughout the region. School administrators need to monitor local conditions and make the necessary adjustments, keeping in mind the following guidelines.

Weather conditions can change throughout the day. When weather conditions are questionable, Principals will review [www.theweathernetwork.com](http://www.theweathernetwork.com) for the local forecast and potential extreme weather alerts. The weather network website is available on each school website and the board website for ease of reference.

In support of the Ministry of Education's directive for daily physical activity, children need an opportunity to get exercise and free play time outdoors. However, weather conditions sometimes warrant indoor routines or a reduced activity level. Conditions requiring changes in normal practice, at the direction of the Principal, are:

1. Rain, freezing rain, thunderstorms, lightning, hail, ice, extreme winds - require indoor routines
2. Extreme Hot Temperature see Appendix A, Hot Weather Action Plan (HWAP)
3. Extreme Cold Temperature see Appendix B, Cold Weather Action Plan (CWAP)

~~(Environment Canada's web site at [www.weatheroffice.gc.ca](http://www.weatheroffice.gc.ca) provides a valuable reference on all weather related topics — go to "FAQ" and choose "Weather". Environment Canada provides resources for teachers and students).~~



## HOT WEATHER ACTION PLAN (HWAP)

To be Initiated when the humidex is over 35 degrees Celsius or when heat waves occur during 3 consecutive days reaching temperatures of 32°C or higher. ~~on any day when the temperature reaches 30 degrees Celsius. When humidex reaches 30 degrees Celsius, an alert will be sent out to all staff to have them monitor for signs of heat stress.~~

Principal has the option to determine recess routine dependent on local community conditions.

### STRATEGIES TO BE IMPLEMENTED

- ⇒ Refer to Environment Canada information on humidity, humidex and guide to summer comfort, UV index
- ⇒ Personal water bottles will be allowed at student desks and outside if necessary
- ⇒ Staff and students must monitor their level of activity and take frequent breaks for water in order to remain adequately hydrated, especially during lunch hours
- ⇒ Where possible, keep perimeter doors and windows open and lights off
- ⇒ Avoid exposure to direct sunlight, especially during high heat periods of the day
- ⇒ Through regular communication practices (i.e., newsletters, morning announcements), remind parents and students to wear light weight and light coloured clothing and other hot weather necessities – hats, sun visors, sunscreen etc.
- ⇒ Where there is air conditioning in libraries or specialty classrooms rotate groups of students into those rooms
- ⇒ Provide classrooms with fans by utilizing available funds (possible sources: Catholic School Councils, GSB, fundraising)
- ⇒ Remind students not to overexert themselves outdoors

## **Heat and Humidity**

Humidity is the amount of water vapour in the air. High humidity makes people feel hotter than they would on a drier day. This is because the perspiration that cools us down cannot evaporate as quickly in moist, saturated air. To better describe how hot it feels in such circumstances, Canadian meteorologists developed the Humidex, a parameter that combines temperature and humidity in order to reflect the perceived temperature.

## **Relative Humidity**

Relative humidity is the amount of moisture that the air contains compared to how much it could hold at a given temperature. A figure of 100 per cent would mean that the air has become saturated. At this point, mist, fog, dew and precipitation are likely.

Relative humidity is normally at its maximum when the temperature is at its lowest point of the day, usually at dawn. Even though the absolute humidity may remain the same throughout the day, the changing temperature causes the ratio to fluctuate.

## **Humidex**

The humidex is a Canadian innovation, first used in 1965. It was devised by Canadian meteorologists to describe how hot, humid weather feels to the average person. The humidex combines the temperature and humidity into one number to reflect the perceived temperature. Because it takes into account the two most important factors that affect summer comfort, it can be a better measure of how stifling the air feels than either temperature or humidity alone.

The humidex is widely used in Canada. However, extremely high readings are rare except in the southern regions of Ontario, Manitoba and Quebec. Generally, the humidex decreases as latitude increases. Of all Canadian cities, Windsor, Ontario has had the highest recorded humidex measurement: 52.1 Celsius on June 20, 1953. The hot, humid air masses which cause such uncomfortable weather usually originate in the Gulf of Mexico or the Caribbean.

## **Guide to summer comfort**

### **Range of humidex: Degree of comfort**

- Less than 29 Celsius: Little discomfort
- 30 to 39 Celsius: Some discomfort
- 40 to 45 Celsius: Great discomfort; avoid exertion
- Above 46 Celsius: Dangerous; possible heat stroke

An extremely high humidex reading can be defined as one that is over 40 Celsius. In such conditions, all unnecessary activity should be curtailed. If the reading is in the mid to high 30s, then certain types of outdoor exercise should be toned down or modified, depending on the age and health of the individual, physical shape, the type of clothes worn, and other weather conditions.

## **UV Index**

### **INTERPRETATION OF THE UV INDEX:**

The UV index is included in Environment Canada's weather forecasts whenever it is expected to reach 3 (moderate category) or more. This table outlines the sun protection actions recommended at different levels of the UV index. Remember that the amount of UV you receive depends on both the strength of the sun's rays (UV Index) and the amount of time you spend in the sun.

#### **What does UV Index mean?**

<b>UV Index</b>	<b>Category</b>	<b>Sun Protection Actions <a href="#"><i>(in detail)</i></a></b>
0 - 2	Low	Minimal protection for normal activity
3 - 5	Moderate	Cover up. Wear hat, sunglasses, sunscreen if outside for 30 min.
6 - 7	High	Protection required. Reduce time in sun between 11AM and 4PM
8 - 10	Very High	Take full precautions and avoid sun between 11AM and 4PM
11+	Extreme	Take full precautions and avoid sun between 11AM and 4PM

Proper sun protection includes wearing a broad-rimmed hat, a shirt with long sleeves and wrap-around sunglasses or ones with side shields. Choose sunscreen with 15+ SPF (sun protection factor) that offers protection against both UV-A and UV-B rays. Apply generously before going outside and reapply often, especially after swimming or exercise.

## COLD WEATHER ACTION PLAN (CWAP)

To be Initiated when the School's extreme cold set temperature\* (including wind chill) is reached.

Principal has the option to determine recess routine dependent on local community conditions

**\*School Set Temperature:**

The Principal shall decide upon a temperature (including wind chill) between -15c and -20c at which cold weather strategies shall be implemented.

As an advisory body, the Catholic School Council will give input to the Principal annually prior to this decision being made. No voting shall occur.

The decision of the Principal is final and the set temperature shall remain in effect for the current school year.

### STRATEGIES TO BE IMPLEMENTED

- ⇒ Principal may operate an indoor routine or a shortened outdoor routine of 20 minutes
- ⇒ Students are monitored for signs of frostbite, frostnip or difficulty breathing
- ⇒ Students are reminded to stay dry, dress in layers of warm clothing with an outer layer that is wind resistant, wear proper head coverings, gloves and winter boots
- ⇒ Through regular communication practices (i.e.; newsletters, morning announcements....) parents will be reminded to ensure their children wear appropriate warm and waterproof winter clothing and boots
- ⇒ Refer to Environment Canada's Wind Chill Program – [Wind Chill: The Chilling Facts](#)

## Environment Canada Wind Chill

**SOURCE:** Environment Canada's Wind Chill Program (access information through Environment Canada website's "frequently asked questions" and choosing question on wind chill.) ([Environment Canada Wind Chill Index](#))<sup>4</sup>

Wind Chill Hazards and Risk of Frostbite			
Wind Chill	Risk of frostbite	Health Concern	What to do
0 to -9	Low	- Slight increase in discomfort	- Dress warmly, with the outside temperature in mind.
-10 to -27	Low	- Uncomfortable - Risk of hypothermia if outside for long periods without adequate protection	- Dress in layers of warm clothing, with an outer layer that is wind-resistant. - Wear a hat, mittens and scarf. - Keep active.
-28 to -39	Increasing risk: exposed skin can freeze in 10 to 30 minutes	- Check face and extremities (fingers, toes, ears and nose) for numbness or whiteness - Risk of hypothermia if outside for long periods without adequate protection	- Dress in layers of warm clothing, with an outer layer that is wind-resistant. - Cover exposed skin: wear a hat, mittens and a scarf, neck tube or face mask. - Keep active.
-40 to -47	High risk: exposed skin can freeze in 5 to 10 minutes*	- Check face and extremities (fingers, toes, ears and nose) for numbness or whiteness (frostbite) - Risk of hypothermia if outside for long periods without adequate protection	- Dress in layers of warm clothing, with an outer layer that is wind-resistant. - Cover all exposed skin: wear a hat, mittens and a scarf, neck tube or face mask. - Keep active.
WARNING LEVEL** -48 to -54	High risk: exposed skin can freeze in 2 to 5 minutes*	- Check face and extremities frequently for numbness or whiteness (frostbite) - Serious risk of hypothermia if outside for long periods	- Be careful. Dress very warmly in layers of clothing, with an outer layer that is wind-resistant. - Cover all exposed skin: wear a hat, mittens and a scarf, neck tube or face mask. - Be ready to cut short or cancel outdoor activities. - Keep active.
-55 and colder	High risk: exposed skin can freeze in less than 2 minutes	DANGER! - Outdoor conditions are hazardous	- Stay indoors.

\* In sustained winds over 50 km/h, frostbite can occur faster than indicated.

This document [Wind Chill: The Chilling Facts](#), is published by authority of the Minister of the Environment. Copyright Minister of Supply and Services Canada. Catalogue Number En56-222/2-2014E. ISBN 978-0-662-47625.2.

## YORK CATHOLIC DISTRICT SCHOOL BOARD

**REPORT TO:** Policy Review Committee  
**FROM:** Administration  
**DATE:** December 2, 2024  
**RE:** (New) Policy 230 Guest Speakers

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This report is presented to Trustees to highlight the rationale for the new Policy 230 *Guest Speakers*.

### BACKGROUND:

In May 2024, the Ministry of Education issued a memo titled *Strengthening Academic Achievement and Transparency*, which requires schools to provide detailed advance notice to parents and guardians when guest speakers are invited. This includes sharing information about any handouts, giveaways, or literature to be distributed. These requirements took effect at the start of the 2024-2025 school year.

At the June 4th Policy Review Committee meeting, revisions to the *Independent Procedure: External Organizations, Groups, or Individuals Presenting and/or Distributing Material in Our Schools* were presented to Trustees to reflect these new requirements. During the meeting, Trustees requested that the Ministry's requirements be incorporated into a policy rather than a procedure. As a result, Policy 230 *Guest Speakers* was created to meet the Ministry's directives and establish a formal process for vetting guest speakers.

### RECOMMENDATION:

That the Policy Review Committee review and approve the new Policy 230 *Guest Speakers*.

### ATTACHMENTS

(1) (New) Policy 230 *Guest Speakers*.

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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>230</b>
<i>Former Policy #</i>	<i>Page</i> <b>1 of 4</b>
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>

### POLICY TITLE: GUEST SPEAKERS

#### SECTION A

##### 1. PURPOSE

The York Catholic District School Board recognizes the significant role guest speakers and external organizations have in enriching the learning experience for students. This policy outlines clear guidelines to ensure that all guest speakers and presentations align with the Board's Catholic values and educational priorities, supporting student achievement, well-being, and faith development. It ensures that external presentations are thoughtfully integrated into the curriculum while promoting transparency with parents/guardians and upholding the Board's commitment to equity, inclusion, and respect for diverse perspectives.

##### 2. OBJECTIVE

It is the policy of the York Catholic District School Board to ensure that all external presentations and guest speakers align with the Board's Mission, Vision, Values and Strategic Commitments, enhancing the educational experience while maintaining clear communication with parents/guardians.

##### 3. PARAMETERS

- 3.1 Presentations shall 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.
- 3.2 Presentations shall remain impartial, and reflect the Board's commitment to equity and inclusion.
- 3.3 All guest speaker presentations shall directly connect with the Ontario Curriculum.



- 3.4 Schools shall provide parents/guardians with detailed notice at least **14 calendar days** before any guest speaker or external presentation.
- 3.5 The notification requirement shall apply to any school event that occurs during the school day and involves:
  - 3.5.1 A third-party guest speaker or group (e.g., guest speakers, live performances).
  - 3.5.2 Presentations organized by a school, department, staff member, school council, or student group.
  - 3.5.3 Events addressing all students, multiple classes, or specific student groups.
- 3.6 The notification to parents/guardians shall include the following details:
  - 3.6.1 Date and time of the event.
  - 3.6.2 Name(s) of the guest speaker(s) and any associated organization(s).
  - 3.6.3 Topic or focus of the presentation, with connections to the curriculum or educational purpose.
  - 3.6.4 Details of any handouts, give-aways, or literature to be distributed.
- 3.7 The notification requirements outlined in this policy may not apply to third-party groups or individuals who are integral to the school community and are actively engaged in daily operational and educational activities. Examples of these exceptions include:
  - 3.7.1 Visits from the local Parish, Catholic Masses, and other liturgical events.
  - 3.7.2 Members of the school community who contribute to faith formation within the York Catholic District School Board.
  - 3.7.3 Contributions from members of the school community, such as School Health Managers from Public Health Units.
- 3.8 Principals in consultation with their school Superintendent shall determine which individuals/groups are considered essential based on local needs and priorities.
- 3.9 The Principal shall be responsible for gathering the required information for proposed guest speakers and submitting it to their Area Superintendent for approval at least **one month** before the scheduled presentation.
- 3.10 The following information shall be submitted to the Area Superintendent:
  - 3.10.1 Name of the school and Principal.
  - 3.10.2 Name(s) of all presenters/performers involved.
  - 3.10.3 Name of the organization or agency represented by the guest speaker.
  - 3.10.4 Social media or website links for the speaker/organization (e.g., X, Instagram, TikTok, YouTube).
  - 3.10.5 Topic of the presentation.
  - 3.10.6 Intended audience (grade levels, number of classes, estimated audience size).
  - 3.10.7 Connection to the Ontario Curriculum (with reference).
  - 3.10.8 Planned date, time, and location of the presentation.
  - 3.10.9 Presentation materials (e.g., slides, handouts, exit cards).
  - 3.10.10 Fee for the presentation.
  - 3.10.11 Proof of Professional Liability or General Liability insurance.
  - 3.10.12 Consideration for vulnerable or at-risk students.
  - 3.10.13 Confirmation that the presentation aligns with the YCDSB Catholic values.
- 3.11 The Principal shall use the designated Laserfiche Form to submit the required guest speaker information to their Area Superintendent. This form shall be completed and

- submitted **one month prior** to the scheduled event.
- 3.12 If there is a change to the planned event or if the 14-day notice period cannot be met, the school shall provide this information to parents/guardians as soon as final arrangements are confirmed.
- 3.13 The Principal (or an appointed designate) shall be present at each guest speaker presentation to ensure that it aligns with the expectations outlined.
- 3.14 Where during the presentation a concern arises related to the appropriateness/acceptability of the presentation, the Principal or designate **shall immediately stop the presentation**.
- 3.15 If a presentation is occurring outside of the instructional day, the Principal shall comply with the Community Use of Schools guidelines (Policy 616 *Community Use of Schools*).

## 4. RESPONSIBILITIES

### 4.1 Director of Education

- 4.1.1 To oversee the implementation and compliance of the Guest Speaker Policy across the York Catholic District School Board.

### 4.2 Superintendent of Education: School Leadership

- 4.2.1 To review and approve proposed guest speakers and presentations submitted by Principals.
- 4.2.2 To provide guidance and support to Principals in the decision-making process regarding guest speaker selections.

### 4.3 Principals

- 4.3.1 To gather and submit the required information for proposed guest speakers to the Area Superintendent at least one month prior to the scheduled presentation.
- 4.3.2 To ensure that all guest speakers align with the Board's Mission, Vision, Values, and Strategic Commitments.
- 4.3.3 To attend or appoint a designate to attend each approved presentation to oversee its execution and address any immediate concerns.
- 4.3.4 To communicate effectively with parents/guardians about upcoming presentations, ensuring compliance with the 14-day notice requirement.
- 4.3.5 To stop any presentation deemed inappropriate or unacceptable and report the incident to the appropriate Superintendent.

## 5. DEFINITIONS

### 5.1 Guest Speaker

An individual invited to speak or present at a school event or program, who is not a regular member of the school staff. This includes representatives from community groups, external organizations, or other entities that provide educational content.

### 5.2 Presentations

Any formal communication or performance delivered by a guest speaker, which may include lectures, workshops, performances, or interactive sessions aimed at educating or engaging students.

## 6. CROSS REFERENCES

### Legislation

[Education Act](#)

### YCDSB Policies

YCDSB Policy 616 [Community Use of Schools](#)

Approval by Board

\_\_\_\_\_

*Date*

Effective Date

\_\_\_\_\_

*Date*

Revision Dates

\_\_\_\_\_

*Date*

Review Date

\_\_\_\_\_

*Date*

## YORK CATHOLIC DISTRICT SCHOOL BOARD

**REPORT TO:** Policy Review Committee  
**FROM:** Administration  
**DATE:** December 2, 2024  
**RE:** **Policy 311 Digital Discipleship (Student Use of Technology)**

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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* introduced new requirements for school board policies on enforcing restrictions on student use of personal mobile devices. Additionally, *PPM 128* mandated that school boards restrict access to all social media platforms on school networks and school devices.

At the September 30th, 2024, PRC meeting, Trustees requested that the Board seek clarification from the Ministry of Education regarding social media exceptions for staff.

The Ministry advised the Board that “PPM 128 allows for school board flexibility in the implementation of social media restrictions for teachers and school staff where social media is used for pedagogical or work-related purposes.”. As a result, the Board has ensured that social media is not restricted for staff in order to address concerns raised by Trustees at the September 30th PRC meeting.

Appropriate staff use of social media will continue to be addressed under Policy 408 *Digital Discipleship: Acceptable Use of Technology* and Policy 119 *Electronic Communications & Social Media*.

### 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> <b>January 15<sup>th</sup>, 2002</b>	<i>Subsequent Approval Dates</i> <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 248 617 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 in 3.5.
- 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 in 3.5.
- 3.8 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.
- 3.9 Access to the York Catholic District School Board ~~wireless~~ networks is a privilege, not a right. Any use of the ~~wireless~~ networks shall entail personal responsibility and compliance with all York Catholic District School Board policies and school expectations or guidelines.
- 3.10 Access to the York Catholic District School Board ~~wireless~~ networks shall be **authenticated and** content filtered to safeguard against inappropriate content.
- 3.11 Users of **board provided technology and/or** 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 **controls**.
- 3.12 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.

- 3.13 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.
- 3.14 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.
- 3.15 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.
- 4.2.3 To provide resources that will support the appropriate and ethical use of information technology by students.

##### **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.
- 4.7.12 To model the standards of respect, civility and responsible citizenship, as we are called to do in our Catholic virtues.

#### **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, as we are called to do in our Catholic virtues. This includes modeling appropriate use of personal mobile devices.
- 4.8.10 To maintain the confidentiality, integrity and availability of Board technologies and data



#### **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 digital discipleship use policy.
- 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, compromise 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 directed 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](#)

[Policy/Program Memorandum 128](#)

#### **YCDSB Policies**

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

YCDSB Policy 113 [Intellectual Property](#)

YCDSB Policy 116 [Copyright](#)

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

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

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

**YCDSB Policy 408** [Digital Discipleship: Acceptable Use of Technology](#)

YCDSB Policy ~~248~~ **617** [Code of Conduct](#)

## 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> <i>Date</i>
Effective Date	<u>October 30, 2019</u> <i>Date</i>
Revision Dates	<u>October 29, 2019</u> <i>Date</i>
Review Date	<u>October 2024</u> <i>Date</i>

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## 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 technology 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 or network resources 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	Unauthorised 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:** December 2, 2024  
**RE:** **Policy & Procedure 413 Attendance Support Program**

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This report is presented to Trustees to highlight the rationale for the revisions to Policy & Procedure 413 *Attendance Support Program*.

### **BACKGROUND:**

The policy and procedure have been revised to reflect updates to Stage 1 of the Attendance Support Program. Employees will continue to receive email notifications when they exceed the sporadic absence threshold and are entered into the program. However, Principals, Managers, and Supervisors will no longer conduct Stage 1 meetings. Upon entry into the program, employees will now receive a detailed record of their sporadic absences for the current school year, along with an optional Google form.

### **RECOMMENDATION:**

That the Policy Review Committee review and approve the updates to Policy & Procedure 413 *Attendance Support Program*.

### **ATTACHMENTS**

- (1) Revised Policy 413 *Attendance Support Program*.
  - (2) Revised Procedure 413 *Attendance Support Program*.
- 

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>	<i>Policy Number</i> <b>413</b>
<i>Former Policy #</i>	<i>Page</i> <b>1 of 5</b>
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
<b>December 4, 2012</b>	<b>January 30, 2016</b> <b>May 31, 2022</b> <b>October 30, 2023</b>

**POLICY TITLE: ATTENDANCE SUPPORT PROGRAM**

### SECTION A

#### 1. PURPOSE

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

#### 2. OBJECTIVE

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

#### 3. PARAMETERS

##### 3.1 Promotion

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

##### 3.2 Reporting Absences

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

### 3.3 **Managing Attendance**

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

### 3.4 **Managing Culpable Absenteeism**

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

### 3.5 **Disability Support**

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

### 3.6 **Training and Communicating**

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

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

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

### 3.8 **Wellness**

The YCDSB Employee Wellness Program will:

3.8.1 Create awareness about relevant health matters;

3.8.2 Make it simple to access tools and programs that support wellness interests and goals; and,

3.8.3 Foster a caring and supportive culture, where employees are encouraged to "be their best".

### 3.9 **Confidentiality**

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

## 4. **RESPONSIBILITIES**

### 4.1 **Director of Education**

4.1.1 To promote this policy as a joint responsibility of all Board stakeholders.

4.1.2 To oversee compliance with the Attendance Support Program policy and procedures.



#### **~~4.2 Attendance Support Advisory Committee (ASAC)~~ Absenteeism Task Force (ATF) Committee**

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

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

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

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

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

#### **4.5 Attendance Support Specialist**

- 4.5.1 To communicate attendance expectations and the established absence threshold to all employees and their unions through an annual review of the Attendance Support Program.
- 4.5.2 To review absence reports of employees and initiate the attendance support process when an employee has exceeded the absence threshold as outlined in the procedure, an addendum to this policy.
- 4.5.3 To ~~i~~identify absenteeism trends or patterns, including but not limited to:
  - 4.5.3.1 Frequent absences of short duration.
  - 4.5.3.2 Absenteeism in excess of the absence threshold.
  - 4.5.3.3 Absences due to doctor appointments or scheduled treatment.
  - 4.5.3.4 A pattern of repeated days of absence taken in proximity to weekends/P.A. Days and Statutory or Board holidays.
- 4.5.4 To address all absenteeism issues using discretion.
- 4.5.5 To support employees and act as a resource.
- 4.5.6 To advise employees of available resources i.e. Employee and Family Assistance program (EFAP).
- 4.5.7 To participate in all meetings as outlined in this procedure and provide guidance to support and <sup>92</sup>promote improved attendance for each employee involved in the process.



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

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

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

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

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

#### **4.8 Employee**

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

### **5. DEFINITIONS**

#### **5.1 Absenteeism**

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

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

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

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

#### **5.2 Disability**

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

### 5.3 Wellness

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

## 6. CROSS REFERENCES

### Legislation

[Employment Standards Act](#)

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

[Occupational Health and Safety Act](#)

[Ontario Human Rights Code](#)

[Workplace Safety and Insurance Act](#)

[Policy/Program Memorandum 171 Attendance Support Programs \(ASP\)](#)

### YCDSB Policies

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

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

YCDSB Procedure 413 [Attendance Support Program](#)

Approval by Board	<u>October 30, 2023</u> Date
Effective Date	<u>October 31, 2023</u> Date
Revision Date	<u>October 30, 2023</u> Date
Review Date	<u>October 2027</u> Date



York Catholic District School Board

**PROCESS-PROCEDURE:  
ATTENDANCE SUPPORT PROGRAM**

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

**Effective: October, 2023**

## PURPOSE

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

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

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

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

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

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

## 1. TYPES OF ABSENCES

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

### ABSENCES MAY INCLUDE

#### Innocent (Non-culpable)

- Code 01 - Personal illness / injury absences that are less than (5) five consecutive days in length and where those absences are not managed within the Board's Disability Support program.
- Code 30 - Additional Medical Appointments

### ABSENCES NOT INCLUDED

- Culpable absenteeism
- Family medical leaves as defined by the Employment Standards Act
- Pre-approved prolonged leaves of absence
- Bereavement leave
- Jury or subpoena leave
- Pregnancy/parental leave
- Union business leave
- Examinations and convocations
- Code 9: Quarantine & Code 117: COVID-19 absences
- Observance of recognized religious holy days
- Inclement Weather Day
- Suspensions
- Approved Long Term Disability absences
- Approved WSIB Absences
- Pending WSIB Approval
- Paid or Unpaid Personal leaves (including paternity and adoption leaves)
- Emergency leaves under the Employment Standards Act not due to personal illness/injury
- Vacation, Personal or Family Assistance absences
- Code 01: Personal Illness absences that are (5) five or more consecutive days in length

## 2. ABSENCE SUPPORT PROCESS

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

- f) Sporadic absence goal over the next 12 consecutive months from the date of the email, as based on the established absence threshold. The employee's absences will be monitored during this period of time within the coaching process. The employee may transition to the next stage of the program at any time based on their inability to meet the established goal.
- g) The employee shall be advised of their right to union representation. The employee, at their request, may include their union/association representative in the attendance support process. The representative may attend any meetings that occur to discuss or review the employee's attendance.

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

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

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

### 2.8.1 Stage 1 - Coaching

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

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

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

## 2.9 STAGE 2

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

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

- a) Identify concern about the employee's continued absences and offer support and information about the program and available resources;
- b) Review the employee's absence history, having discretion and regard for the personal extenuating circumstances of the employee;
- c) Ensure that the employee is using proper absence coding;
- d) Inquire, listen, discuss any barriers that may be preventing regular attendance and review options for support;
- e) If the employee reports a medical<sup>98</sup> issue, the employee will be referred to the



- Disability Support Program;
- f) Identify the sporadic absence goal over the next 12 consecutive months from the date of the meeting, as based on the established absence threshold. The employee's absences will be monitored during this period of time within the coaching process. The employee may transition to the next stage of the program at any time based on their inability to meet the established goal;
- g) Affirm employee's responsibilities in the process; and
- h) The employee shall be advised the lack of improved attendance may progress the employee to Stage 3 and may require review of employment status up to and including termination for innocent absenteeism.

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

#### 2.9.1 Stage 2 - Coaching

The Attendance Support Specialist shall contact the employee every 3 months up to a maximum of 12 months or at an appropriate interval based on the employee's unique circumstances to review the attendance goal and offer support which may include referral to the Disability Support Program. The employee may transition to the next stage of the program at any time if they are unable to meet the established goal. Employees who do not exceed the absence threshold in a 12-month review period shall exit from the program and will receive an email confirming improved attendance.

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

### 2.10 STAGE 3

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

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

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



#### 2.10.1 **Stage 3 - Coaching**

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

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

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

#### 2.11 **STAGE 4**

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

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

The Board shall determine that:

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

### 3. **COMMUNICATION**

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

### 4. **TRAINING**

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

## 5. REFERENCES

[Employment Standards Act](#)

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

[Occupational Health and Safety Act](#)

[Ontario Human Rights Code](#)

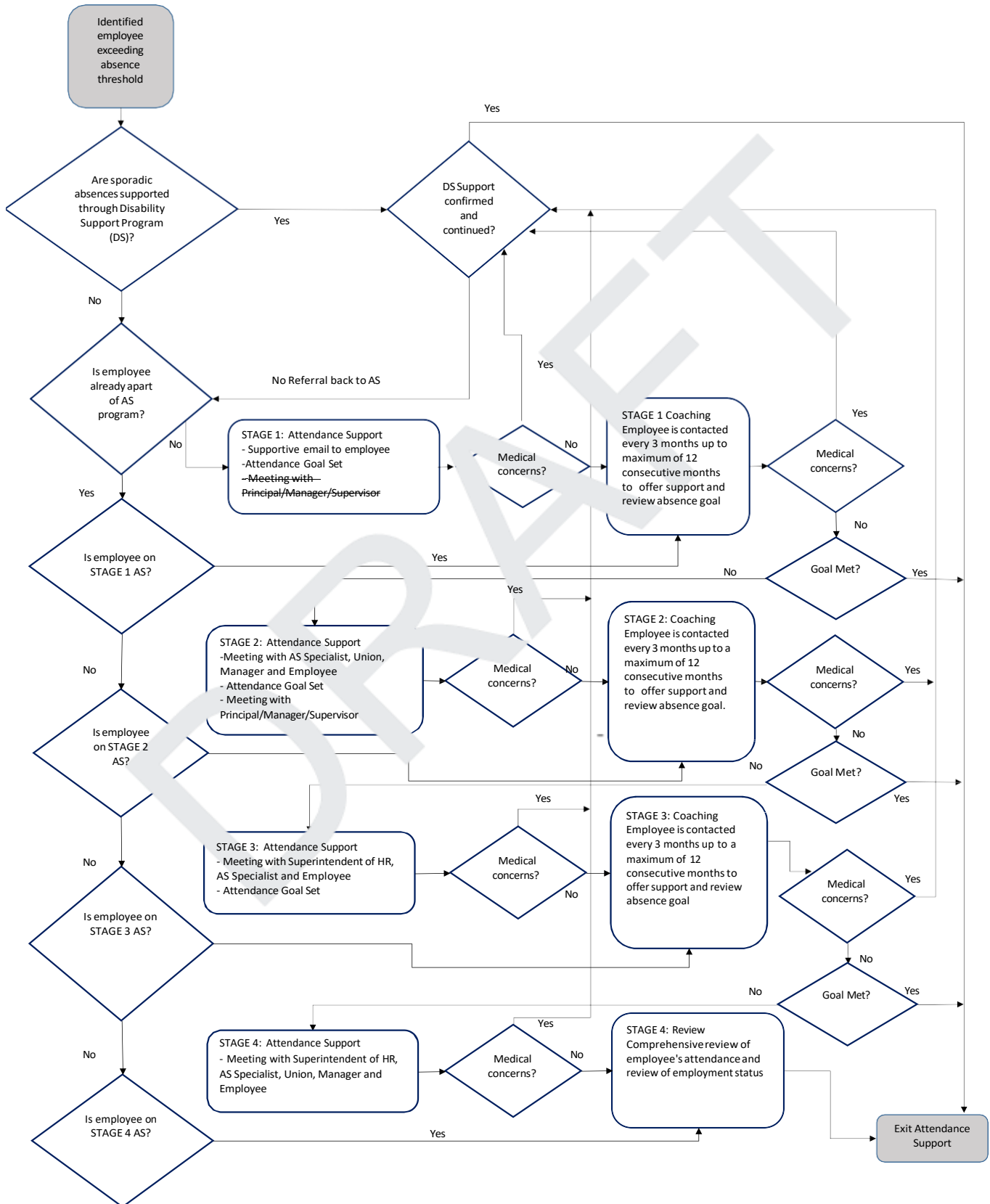
[Workplace Safety and Insurance Act](#)

[Attendance Support Program Flowchart](#)

YCDSB [Policy 413 Attendance Support Program](#)

DRAFT

# Attendance Support Program



## YORK CATHOLIC DISTRICT SCHOOL BOARD

**REPORT TO:** Policy Review Committee  
**FROM:** Administration  
**DATE:** December 2, 2024  
**RE:** **Policy & Procedure 616 Community Use of Schools**

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This report is presented to Trustees to highlight the rationale for the revisions to Policy & Procedure 616 *Community Use of Schools*.

### **BACKGROUND:**

This policy and procedure were revised following feedback from the September 30th Policy Review Committee meeting. Changes include clearer classifications within the procedure and new language in the policy addressing subletting and gambling, ensuring improved clarity.

The contradiction between the activities and processes found within the School Fundraising Policy 603A (excerpts copied below) and the Community Use of School Policy & Procedures have been addressed in the revised language now incorporated within the Draft Procedures for Policy 616.

*3.12 If the fundraising event is a lottery it will require a license as regulated by the Alcohol and Gaming Commission of Ontario (AGCO) and any other applicable regulations. Information and application forms are available through local municipality offices. The school will be required to maintain a separate bank account and proper records in accordance with the license application. License applications must be organized and sustained by the individual school as required and these financial records are subject to the Board and School's standard financial reporting requirements and audit. It is the School Principal's responsibility to ensure that all current regulations are followed and appropriate records are maintained.*

*5.5 Lottery License Lotteries in Ontario are strictly governed by the Alcohol and Gaming Commission of Ontario (AGCO). If fundraising involves certain event types (i.e. bingo, raffle tickets, break open ticket lotteries, Monte Carlo events, etc) the school must adhere to AGCO regulations. Depending on the value of the prizes offered a license may be required through the municipality or the province. The most current AGCO information and forms are available through municipal offices.*

### **RECOMMENDATION:**

That the Policy Review Committee review and approve the updates to Policy & Procedure 616 *Community Use of Schools*.

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

**POLICY TITLE: COMMUNITY USE OF SCHOOLS**

### SECTION A

#### 1. PURPOSE

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

#### 2. OBJECTIVE

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

#### 3. PARAMETERS

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

- 3.4 This policy will be implemented with a minimum of a cost recovery basis. All permit fees will be adjusted annually based upon the consumer price index (CPI). Rates will be updated accordingly and subject to change without notice.
- 3.5 The York Catholic District School Board retains the right to refuse the use of its facilities to any person or group.
- 3.6 The permit holder shall ensure suitable adult supervision (18 years of age or older) of the activities during the time of the permit use, and shall cooperate fully with school administration or the custodian on duty for the safety of all.
- 3.7 The Board may cancel a permit (with reasonable notice), if the facility is needed by the school and/or Board. Where possible, the Board's practice is to give a minimum of seven (7) days' notice of such cancellation, but, in an emergency, the Board reserves the right to cancel without notice (e.g.: loss of hydro, water, inclement weather).
- 3.7.1 In the event that the building is required by the school/Board purposes, the permit holder will not be charged for the booking.
- 3.8 The Board shall hold the permit holder (person, group or authority) responsible and accountable for the safe use of the facility and all losses and damages arising from the use of the facility. Damages or losses attributed to the permit holder shall be reimbursed by the permit holder to the Board.
- 3.9 The Board reserves the right to levy additional charges where additional clean-up or damages result from the use of a facility.
- 3.10 A custodian must be in attendance and shall oversee the premises whenever a Community Use of School permit is in effect.
- 3.11 All tobacco and cannabis products as well as electronic cigarette devices, consumption of alcoholic beverages, drugs and the possession or use of weapons are strictly prohibited at all times in Board buildings or on Board property.
- 3.12 The traditional use of sweetgrass, sage and red cedar that forms part of Indigenous culture and spirituality shall be permitted.
- 3.13 The Board shall not be responsible for any personal injury, or for the loss, theft, or damage of any articles of the permit holder, or of any one attending on the invitation of the permit holder, where such personal injury, loss, theft or damage results from the permit holder's negligence.
- 3.14 The York Catholic District School Board's liability insurance coverage for Community Use of Schools protects the Board against liability insurance claims. The Board's insurance coverage does not protect users or user groups. Permit holders are required to provide proof of liability insurance at the time of approval but no later than the date of the permit coverage.
- 3.15 The permit holder or group to which the permit is issued shall save harmless the Board from any claims for damages that may arise out of the use of the facilities or for the loss or theft of any articles belonging to the permit holder. The permit holder or user groups must have a certificate of liability insurance coverage for a minimum amount of \$2,000,000, and the Board shall be named as an additional insured on the insurance policy (such liability insurance can be purchased through the permit office

at the time of application).

- 3.16 Permits are not transferable and under no circumstances shall the permit holder sublet the use of a facility. **Any violation of this condition shall result in the immediate termination of the permit.**
- 3.17 Community Use of Schools will request the Budget/Audit Department to offset the school's General School Budget (GSB) with 25% of the sports equipment rental (Schedule B & C), on an annual basis, at the end of August, to assist with the replacement or repair of any damaged equipment.
- 3.18 The permit holder shall restrict activities to the location of the facility stated on the permit and approved by the Board.

#### **4. RESPONSIBILITIES**

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

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

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

- 4.2.1 To oversee the implementation of this policy and procedures through the Community Use of Schools Permit Office.
- 4.2.2 To act as Facilitator for any disputes that may arise between the permit or potential permit holder and CUS permit office.
- 4.2.3 **To approve any negotiated Classification G permits.**

##### **4.3 Principal**

- 4.3.1 To facilitate the implementation of the Community Use of Schools policy and procedures at the school level.
- 4.3.2 To be the applicant for school activities, including Catholic School Council Meetings.
- 4.3.3 To apply for a permit to use the school after 6:00 pm and on weekends. To ensure that relevant staff is informed when permits are issued and that conditions of the permit are met.
- 4.3.4 To inform the permit holder and permit office.
- 4.3.5 To ensure a Damage or Misconduct Report is submitted to the Permit Department when a permit user fails to comply with the conditions of the permit.
- 4.3.6 To inform the Community Use of Schools Permit Office 72 hours in advance, if a custodian is not available to be in attendance on the permitted date.

##### **4.4 Community Use of Schools Permit Office**

- 4.4.1 To receive and process all permit applications in accordance with the policy and procedures, an addendum to this policy.
- 4.4.2 To issue the approved permit to the permit holder as well as the Principal, Head Custodian and Head Secretary.
- 4.4.3 To invoice the permit holder and collect fees.
- 4.4.4 To follow up on damage or misconduct reports.
- 4.4.5 To liaise between permit holders and school administration.
- 4.4.6 To enforce the Community Use of Schools policy and procedures.

##### **4.5 Permit Holder**

- 4.5.1 To comply with the conditions for use as outlined in the Community Use of



- School Policy, guidelines and procedure, as well as all relevant Board Policies and Procedures.
- 4.5.2 To pay fees and/or charges as may be required by the Board prior to permit issuance.

#### **4.6 Custodians**

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

### **5. CROSS REFERENCES**

#### **YCDSB Policies**

- Policy 112 [Privacy and Freedom of Information](#)
- Policy 617 [Code of Conduct](#)
- Policy 206 [Supporting Students with Prevalent Medical Conditions \(Anaphylaxis, Asthma, Diabetes, and/or Epilepsy\) in Schools](#)
- Policy 604 [Child Care: Early Years, Extended Day, Before and After School Programs](#)
- Policy 610 [Cannabis, Electronic Cigarettes, Tobacco - A Smoke-Free Environment](#)
- Policy 701 [Access to Schools and Board Premises](#)
- Policy 705 [Use of Video Surveillance Equipment](#)

#### **YCDSB Procedures**

- YCDSB Procedure [Community Use of Schools](#)
- YCDSB Independent Procedure: [Implementing a Fragrance/Scent-Safe Workplace](#)
- YCDSB Independent Procedure: [Community Planning & Partnerships](#)

#### **Related Forms**

- [YCDSB Online Permit Application Form](#)
- [YCDSB Online Permit Application Status](#)
- [YCDSB Online Permit Cancellation Request Form](#)
- YCDSB Misconduct Report Form
- YCDSB Damage Report Form
- YCDSB Weekend Report Form



**Approval by Board**      June 20, 2023  
Date

**Effective Date**      June 21, 2023  
Date

**Revision Date**      June 20, 2023  
Date

**Review Date**      June 2027  
Date

DRAFT



## **YORK CATHOLIC DISTRICT SCHOOL BOARD**

### **PROCEDURE: COMMUNITY USE OF SCHOOLS**

#### **Addendum to: Policy 616 Community Use of Schools**

Effective: February 6, 2024

## 1. Operating Times and Dates for Permits

- 1.1 Permits are required for all community use of school facilities on school days between 6:00 p.m. and 10:15 pm during the school year. Permits will be granted for use of the school facilities from mid-September to mid-June in the current school year of issue. Community Use of School Permits will not be granted during the regular school day from 8:00 a.m. to 6:00 p.m.
- 1.2 Permits will be granted for weekend use of school facilities from mid-September to mid-June from 7:00 am to 9:00 pm. Permits do not run on long weekends. Additional charges apply for weekend use (see attached schedule).
- 1.3 For seasonal permits running from September to June, the schools will not be available during statutory holidays, school holidays, scheduled school functions, designated professional activity days and Christmas & March Break (including weekend use before and after the break) unless special permission is granted by the Superintendent of Facilities Services and Plant.
- 1.4 Permit applications for summer programs must be submitted prior to mid-May. Permits will be granted during July to mid-August based on availability and subject to approval.
- 1.5 During Christmas Break, March Break and summer months there will be no permits approved after 6:00 p.m.

## 2. Permit Application Process

- 2.1 Permit applications are submitted online through the Board's website [Community Use of Schools](#). The website includes links to the following resources: Policy, Procedure and the Classification & Fee Schedule.
- 2.2 The application must be submitted to the permit office no later than seven (7) days prior to the date that the facility is required.
- 2.3 Permit applications will be accepted annually in the month of February for the next school year on a staggered approach based on classification of organization and will be approved on a first-come, first-serve basis. In order to provide fair access, the Board reserves the right to limit the number of permits held by one organization and priority will be given in descending order of classification A-EG (see Schedule A).
- 2.4 Separate permit applications are required for each weekday. Permit applications with multiple days may be denied.
- 2.5 Priority for school break applications will be given to programs offered by the Board as well as the **Before and After (B&A)** operators that are currently approved by the York Catholic District School Board.

## 3. Fees

- 3.1 All permit charges shall be paid by credit card or cheque payable to the York Catholic District School Board.
- 3.2 Hourly fees charged for weekday permits from Monday to Friday are based on a two-hour increment of 6:00 p.m. – 8:00 p.m. or 8:15 p.m. to 10:15 p.m. per single gym. Hourly fees charged for weekend permits must be a minimum of four (4) hours. Weekend permits can run from 7:00 am to 9:00 pm.
- 3.3 Additional fees are applicable on weekends and school breaks to cover start-up, set-up, and/or cleaning of the facility. For permits with high attendance, a second custodian may be required.
  - 3.3.1 On weekends there will be a minimum 4-hour custodial overtime charge as well as a utility surcharge for gym, cafeteria and classrooms applied for

Classifications A to F (See Schedule A).

3.4 During the school breaks the custodial overtime is applicable after 3:00 pm.

3.5 Fees are subject to HST.

3.6 Processing fee is non-refundable.

3.6.1 If the permit is canceled before the start date of the permit, the equipment and the insurance fee will be reimbursed.

3.7 A service charge of \$55.54 will be levied for a declined credit card or NSF cheques.

3.8 A fee of \$16.66 will be charged for each change requested by the permit holder.  
Changes must be submitted (7) days prior to a scheduled use of the facility.

#### **4. Permit Holder's Responsibilities**

4.1 The permit holder is required to have a copy of the permit on site and to restrict activities to the location of the facility stated on the permit and approved by the Board.  
Arrangements for the use of furniture and equipment are to be requested at time of the permit application.

4.2 The permit holder is responsible to ensure that *Community Use of School Policy* and *Procedure* are adhered to.

4.3 The permit holder and user group must vacate the facility in a safe and orderly manner within 15 minutes of the permit exit time.

4.4 The permit holder shall be responsible for determining that the facilities are fit and suitable for the permitted activities.

4.5 The permit holder shall be responsible for the enforcement of the terms of the permit.

4.6 The permit holder shall report any damage to Board property (building and equipment) to the custodian in a timely manner.

4.7 The permit holder shall protect, indemnify and save harmless the Board, its servants of agents, of and from all claims for damages arising from the permit holder's negligence (and without limiting the generality of the foregoing) personal injury, property loss, infringement of royalty rights, slander, sedition and subversion that may rise out of or occur during the use of the facilities by the permit holder, or which may occur as a result of any public performance.

4.8 The permit holder must remove all of their equipment before leaving the facility. No storage of personal equipment is allowed on Board property.

4.9 The permit holder shall be responsible for any costs incurred arising out of misuse or damage to Board facilities or property.

4.10 The permit holder is responsible for notifying the permit office in writing, seven (7) days prior to the cancellation date. Frequent non-use of the requested space may result in permit cancellation.

4.11 The permit holder must ensure that all individuals attending are under their immediate supervision and control.

4.12 All permit holders are expected to leave facilities in a tidy manner with all garbage/recycling in appropriate bins.

- 4.13 Approved classroom use shall respect and adhere to the following:
- 4.13.1 Do not erase items on the blackboard, disturb bulletin boards, or use teacher's aids within the classroom.
  - 4.13.2 Furniture moved must be put back.
  - 4.13.3 Electronic or technical equipment is not for community use unless clearly indicated on the permit and approved by Administration at the time of permit application.
  - 4.13.4 The permit holder will not have access to the school wifi.
- 4.14 York Catholic District School Board is committed to maintaining a safe and secure work environment for all employees. Workplace violence including physical or verbal abuse will not be tolerated.
- 4.15 The permit holder must adhere to the provisions outlined in York Catholic District School Board's Code of Conduct Policy.

## 5. Restrictions

Permit privileges may be withdrawn for any violations to the following restrictions:

- 5.1 The consumption of alcoholic beverages and/or drugs are strictly prohibited at all times in all Board facilities.
- 5.2 All tobacco, cannabis products and electronic cigarette devices are prohibited on Board property.
- 5.3 The traditional use of sweetgrass, sage and red cedar that forms part of Indigenous culture and spirituality shall be permitted.
- 5.4 ~~Games of chance in any form are prohibited in all facilities.~~

**Option 1:** Casino style and gambling games for the purpose of individual profit are prohibited on all school properties.

**Option 2:** Illegal gambling is strictly prohibited anywhere on YCDSB premises. Permit holders must obtain a [lottery licence](#) to operate a raffle, bingo or draw. Schools must comply with Policy 603A *School Fundraising* when organizing fundraising events involving lotteries.

### **Language from Policy 603A School Fundraising:**

*(3.12) If the fundraising event is a lottery it will require a license as regulated by the Alcohol and Gaming Commission of Ontario (AGCO) and any other applicable regulations. Information and application forms are available through local municipality offices. The school will be required to maintain a separate bank account and proper records in accordance with the license application. License applications must be organized and sustained by the individual school as required and these financial records are subject to the Board and School's standard financial reporting requirements and audit. It is the School Principal's responsibility to ensure that all current regulations are followed and appropriate records are maintained.*

### **(5.5) Lottery License**

*Lotteries in Ontario are strictly governed by the Alcohol and Gaming Commission of Ontario (AGCO). If fundraising involves certain event types (i.e. bingo, raffle tickets, break open ticket lotteries, Monte Carlo events, etc) the school must adhere to AGCO regulations. Depending on the value of the prizes offered a license may be required through the municipality or the province. The most current AGCO information and forms are available through municipal offices.*

- 5.5 Weapons of any kind are prohibited and are a violation of the Board's *Safe Schools Policy*.
- 5.6 The Board shall not store equipment or supplies owned by outside agencies, persons, or groups without permission from school administration. It must be noted that the Board and/or the school shall not be held responsible or liable for damages or loss to any non-board equipment or supplies.
- 5.7 Except for school activities, or unless pre-approved by the Board, no advertising in connection with any production or event is to be displayed on, or affixed to, any part of the school ground or facilities.
- 5.8 Only approved sports equipment will be allowed for use in gymnasiums. These include mush balls for baseball permits and plastic blades for floor hockey permits.
- 5.9 Only non-marking rubber soled shoes shall be worn in gymnasiums for sports activities i.e. no black soled gymnasium shoes.
- 5.10 The application of powder, wax, or any other preparation to floors for dancing purposes is strictly prohibited.
- 5.11 Activities considered by the Board to be injurious to the school grounds and/or facilities shall be prohibited.
- 5.12 ~~Subletting or transferring of space to any other user than named on the permit is not allowed.~~ Permits are not transferable and under no circumstances shall the permit holder sublet the use of a facility. Any violation of this condition shall result in the immediate termination of the permit.
- 5.13 Allergens: Nuts, nut products, shellfish, fragrances are not permitted.
- 5.14 Only service animals are permitted inside school facilities.
- 5.15 Electrical cooking appliances are not allowed in the school facility.
- 5.16 Physical or verbal abuse of any York Catholic District School Board employee is not permitted.

## **6. Health & Safety**

- 6.1 The permit holder is responsible for ensuring suitable supervision (adult of 18 years of age or older). If incidents of unsafe supervision are reported to Administration, Administration reserves the right to cancel or suspend the permit.
- 6.2 The permit holder must review and become familiar with fire safety procedures and ensure that, in the event of an emergency, they are strictly adhered to. All persons must leave the building immediately when an alarm is sounded, or when requested by Board Staff, Police, or Fire Officials.
- 6.3 Fire routes and pedestrian walkways shall be kept clear at all times. Vehicles may only be parked in approved parking lots, not on playing fields or grass. The permit holder must ensure that all participants and spectators are aware of parking availability and limitations.
- 6.4 The aisles, hallways, and exits must be kept free from obstruction.
- 6.5 All board properties are equipped with video surveillance equipment.

## Schedule A – Classifications/Categories of Permits

Classification	Description
Classification A	Board or School Sponsored Activities
Classification B	Catholic Church Services, Masses and Religious Instruction Classes provided by local Parish and affiliated with the Archdiocese.
<del>Classification C</del>	<del>Negotiated Agreement for Defined Space Requirements to include: Colleges and Universities (School Yr. only), Election Polling Stations, Partnerships, Film Productions and Community Planning &amp; Partnerships.</del>
Classification C-1 C	Non-Profit Child Care Programs approved by the Board (Operating during school breaks)
Classification D	Non-profit Children and Youth Programs to include: Scouts, Girl Guides, Embers, Cubs, Cadets
Classification D-1	Non-profit Children and Youth Recreational Programs to include: Sports activities sponsored by Service Groups. (Voluntary Supervision)
Classification D-2	Non-profit Children and Youth Recreational Programs operated by Municipalities and Institutions, Religious, and Cultural
Classification D-3	Non-profit Adult Recreational Activities
Classification E	Community Group or Organization Religious, Cultural, Service and Ratepayers Groups, and Institutions Individuals or Groups providing Services and Programs for the community and charging participation or user fees (Paid Supervision) Including: Music, Dancing, Arts, Drama and Gymnastics Classes
Classification F	Commercial Enterprises
Classification G	Negotiated Agreement for Defined Space Requirements to include: Colleges and Universities (School Yr. only), Election Polling Stations, Partnerships, Film Productions and Community Planning & Partnerships.

## Schedule B – Non Profit - Permit Fees

	Classification - Hourly Rate						
	A	B	C 1	D	D-1	D-2	D-3
<b>Space - facility fee</b>							
Classroom/Meeting room	\$0.00	\$0.00	*	\$0.00	\$7.54	\$3.15	\$18.83
Gym - Single Elem	\$0.00	\$0.00	*	\$0.00	\$7.54	\$11.93	\$18.83
Gym - Single Sec	\$0.00	\$0.00	*	\$0.00	\$7.54	\$11.93	\$18.83
Gym - Double Sec	\$0.00	\$0.00	*	\$0.00	\$15.07	\$23.86	\$37.68
Gym - Triple Sec	\$0.00	\$0.00	*	\$0.00	\$22.61	\$35.79	\$56.51
Cafeteria - Sec (excl. kitchen)	\$0.00	\$0.00	*	\$0.00	\$7.54	\$11.93	\$18.83
Library - Elem or Sec	\$0.00	\$0.00	*	\$0.00	\$7.54	\$11.93	\$18.83
<b>Weekend Fees</b>							
Custodial Overtime Fee - Sat	\$36.15	\$36.15	\$46.65	\$36.15	\$36.15	\$36.15	\$36.15
Custodial Overtime Fee - Sun	\$48.20	\$48.20	\$62.20	\$48.20	\$48.20	\$48.20	\$48.20
Utility Surcharge Gym or Cafe (Weekend only)	\$6.44	\$6.44	\$6.44	\$6.44	\$6.44	\$6.44	\$6.44
Utility Surcharge Classroom (Weekend only)	\$0.00	\$1.29	\$1.29	\$0.00	\$1.29	\$1.29	\$1.29
<b>Equipment Fees</b>							
Chairs (each) per booking	\$0.00	\$0.00	\$0.21	\$0.00	\$0.21	\$0.21	\$0.21
Tables (each) per booking	\$0.00	\$0.00	\$1.74	\$0.00	\$1.74	\$1.74	\$1.74
Gym Risers & Bleachers per booking	\$0.00	\$0.00	\$21.81	\$0.00	\$21.81	\$21.81	\$21.81
Basketball Hoops	\$0.00	\$0.00	\$2.18	\$0.00	\$2.18	\$2.18	\$2.18
Standards and Nets	\$0.00	\$0.00	\$3.48	\$0.00	\$3.48	\$3.48	\$3.48
Goals	\$0.00	\$0.00	\$0.00	\$0.00	\$2.18	\$2.18	\$2.18
<b>Fees per permit</b>							
Processing Fee	\$0.00	\$0.00	\$55.54	\$40.54	\$40.54	\$40.54	\$40.54
Insurance	\$0.00	\$0.00	Quote to be provided if purchasing from the board				
Basketball Hoops (over 20 uses)	\$0.00	\$0.00	\$0.00	\$0.00	\$43.62	\$43.62	\$43.62
Standards and Nets (over 20 uses)	\$0.00	\$0.00	\$0.00	\$0.00	\$56.70	\$56.70	\$56.70
Goals (over 20 uses)	\$0.00	\$0.00	\$0.00	\$0.00	\$65.44	\$65.44	\$65.44

The hourly rates noted above are as per anticipated Ministry Grant for 2024/2025 year. If funding does not occur, rates will be restored, and a new invoice will be issued.

Fees and rates are subject to HST. Insurance rates are subject to RST.



For Classification A & B, the only fees applicable are weekend overtime and utility surcharge.

For Classification € G, all fees are negotiated.

For Classification €1 C, any applicable custodial overtime fee from Monday to Friday is \$46.65.

**\*See Schedule D, for space facility fees.**

## Schedule C – Profit - Permit Fees

	Classification - Hourly Rate		G
	E	F	
<b>Space - facility fee</b>			
Classroom/Meeting room	\$25.74	\$42.89	TBD
Gym - Single Elem	\$42.89	\$77.21	TBD
Gym - Single Sec	\$42.89	\$77.21	TBD
Gym - Double Sec	\$60.04	\$120.09	TBD
Gym - Triple Sec	\$85.78	\$154.40	TBD
Cafeteria - Sec (excl. kitchen)	\$77.21	\$180.14	TBD
Library - Elem or Sec	\$42.89	\$77.21	TBD
<b>Weekend Fees</b>			
Processing Fee	\$55.54	\$53.40	TBD
Custodial Overtime Fee - Sat	\$55.54	\$55.54	TBD
Custodial Overtime Fee - Sun	\$62.20	\$62.20	TBD
Insurance	Quote to be provided if purchasing from the board		**
Utility Surcharge Gym or Cafe	\$11.71	\$11.71	TBD
Utility Surcharge Classroom	\$2.34	\$2.34	TBD
<b>Equipment Fees</b>			
Chairs (each) - per booking	\$0.61	\$0.89	TBD
Tables (each) - per booking	\$6.86	\$10.30	TBD
Gym Risers & Bleachers - per booking	\$60.87	\$89.20	TBD
Basketball Hoops	\$3.43	\$3.43	TBD
Standards and Nets	\$5.48	\$5.48	TBD
Goals	\$3.43	\$3.43	TBD
<b>Fees per permit</b>			
Processing Fee	\$55.54	\$55.54	TBD
Insurance	Quote to be provided if purchasing from the board		**
Basketball Hoops (over 20 uses)	\$68.62	\$68.62	TBD
Standards and Nets (over 20 uses)	\$89.20	\$89.20	TBD
Goals (over 20 uses)	\$102.94	\$102.94	TBD

Rates noted above are per hour.

Fees and rates are subject to HST. Insurance rates are subject to RST.

**\*\*Organization must provide proof of insurance.**

## Schedule D – School Breaks

### ALL NON-PROFIT SCHOOL BREAK PROGRAMS

Exclusive use of space during school breaks	
Classroom/Portable/Library	\$27.45 per day
Gymnasium – elementary	\$54.89 per day
Gymnasium (single) – secondary	\$54.89 per day
Gymnasium (double) – secondary	\$89.20 per day
Gymnasium (triple) – secondary	\$109.80 per day
Cafeteria - excluding kitchen	\$54.89 per day

### ALL PROFIT SCHOOL BREAK PROGRAMS

Exclusive use of space during school breaks	
Classroom/Portable/Library	\$41.17 per day
Gymnasium – elementary	\$82.34 per day
Gymnasium (single) – secondary	\$82.34 per day
Gymnasium (double) – secondary	\$133.82 per day
Gymnasium (triple) – secondary	\$164.69 per day
Cafeteria - excluding kitchen	\$82.34 per day

#### Notes:

Processing fee for all school break permits is \$55.54 per permit.

Custodial overtime fees may be applicable during the school breaks as custodial hours of work may vary.

## YORK CATHOLIC DISTRICT SCHOOL BOARD

**REPORT TO:** Policy Review Committee  
**FROM:** Administration  
**DATE:** December 2, 2024  
**RE:** **Policy 712 Flag Display on Board Premises**

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

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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>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 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.

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>Students/Admission</b>	<i>Policy Number</i> <b>220</b>
<i>Former Policy #</i>	<i>Page</i> <b>1 of 5</b>
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
<b>September 1, 2009</b>	<b>November 23, 2010 October 2, 2012 May 26, 2015 June 18, 2019 November 26, 2019 March 6, 2024</b>

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

#### SECTION A

##### 1. PURPOSE

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

##### 2. OBJECTIVE

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

##### 3. PARAMETERS

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

- 3.4.3 Time constraints;
  - 3.4.4 Cost and financial stress on families to participate;
  - 3.4.5 Appropriate language and subject matter in speeches and addresses;
  - 3.4.6 That the event is for the students, therefore inclusion of guest speakers and presenters shall be kept to a minimum.
- 3.5 Schools may collect fees for graduation celebrations. Principals should take particular note to ensure that no family suffers undue hardship as a result of a graduation celebration.
- 3.6 The format of the graduation celebration must be vetted annually with the community, through the Catholic School Council to ensure that costs are reasonable.
- 3.7 The order of the graduation ceremony shall follow the greetings outline as indicated in the program guidelines.
- 3.8 The *York Catholic District School Board Faith Leadership Award* shall be conferred by a School Trustee (if present) on one female and one male graduating secondary school student who has demonstrated a commitment to the Religious Education program of the school and to the Board's vision as a recognized leader in Catholic education committed to inclusion, excellence and innovation that develops socially responsible global citizens.
- 3.9 Award presentations shall be carefully structured to ensure that:
- 3.9.1 The student receiving the award most closely embodies the intent of the award; and,
  - 3.9.2 The purpose and application of the award is clearly understood by the community;
- 3.10 The guest list for Graduation exercises should reflect a balance between the necessity of the guest's presence, their role at the event, and a respect for their personal time.
- 3.11 Special guests shall be acknowledged but not necessarily invited to address the audience or make presentations.
- 3.12 Secondary schools shall hold Graduations in June of the graduating year and will inform their elementary feeder schools of the date as soon as possible, no later than December 31<sup>st</sup> of the prior year.
- 3.13 Elementary schools shall make every effort to hold Graduations no sooner than the Wednesday prior to the last week of school, and ensure that the Graduation is not held on the same night as the Secondary school graduation.
- 3.13.1 It is recommended that elementary school Graduations be held in the evening.
- 3.14 The number of awards in an Elementary School Graduation is expected to be proportionate to the number of graduates.
- 3.14.1 In circumstances in which more than half of the students are receiving an award, then all students are to be recognized.
- 3.15 Each school shall adhere to the parameters and guidelines of this policy when designing its Graduation ceremony that will be reflective of the community in which it is located and respectful of the traditions that have been established.

## 4. RESPONSIBILITIES

### 4.1 Board of Trustees

- 4.1.1 To bring greetings to the Graduates and to the assembly on behalf of the York Catholic District School Board.
- 4.1.2 To participate in the Graduation celebrations as requested by the organizing body.

### 4.2 Director of Education

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

### 4.3 Superintendents of Education

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

### 4.4 Schools (Administration and Staff)

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

## 5. CROSS REFERENCES

YCDSB Policy 617 [Code of Conduct](#)

YCDSB Document Graduation Liturgies

Approval by Board

**March 6, 2024**

\_\_\_\_\_  
Date

Effective Date

**March 7, 2024**

\_\_\_\_\_  
Date

Revision Dates

**March 6, 2024**

\_\_\_\_\_  
Date

Review Date

**March 2028**

\_\_\_\_\_  
Date

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

### SECTION B: GUIDELINES

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

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

#### 1. GENERAL

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

- Greetings:
    - Chair of the Board/Local Trustee(s) (there shall only be one Trustee message delivered)
    - Director of Education (if present)
    - Superintendent of Education: School Leadership or designate
    - Catholic School Council Chair
    - Principal
    - Address to Graduates (Teacher/Guest Speaker) – (optional)
  - Conferral of Diplomas/ Certificates of Promotion
    - Elementary school students shall be presented with a standardized York Catholic District School Board Certificate of Promotion (Appendix 1).
    - Secondary school graduates shall be presented with an Ontario Secondary School Diploma (OSSD).
    - Students achieving Honour Roll status shall be recognized during the ceremony. The format of the recognition shall be at the Principal's discretion.
    - The school Principal shall confer all diplomas.
    - Others, such as Vice-Principal(s), Superintendent, Director or Trustee may be asked to accompany the Principal, with due consideration being given to limiting the number of persons on stage at any one time.
  - Awards – School and Community
    - All Trustees in attendance shall be asked to present an award;
    - Faith Leadership Awards shall be conferred by a School Trustee (if present);
    - The Trustee Micheal Carnovale Award is to be presented by a member of the Carnovale family (if able to attend) or a School Trustee (if present);
    - The Susan LaRosa “Learning for All” Award is to be presented by S. LaRosa (if able to attend) or the attending Superintendent of Education: School Leadership
    - Governor General’s Award to be presented by Provincial or Federal Member of Parliament, if present or by the Director/ Superintendent;
    - Principal’s award to be presented by Principal;
    - Curriculum awards to be presented by teachers;
    - No speeches/remarks by the presenter of the award beyond the description of the award; and,
    - Only where a person, organization or municipality has donated an award should they or their representative be invited to present the award and congratulate the student.
  - Valedictory Address (five to seven minutes’ maximum)
  - Final Prayer/Blessing (Pastor\* or Principal at the Elementary level; Pastor\*, Chaplain or designate at the Secondary level)
  - Closing Remarks
- \* If the Pastor of the local Parish is in attendance, he will be asked to lead **either** the Opening Prayer/Reflection **or** the Final Prayer/Blessing  
 If more than one Pastor is in attendance, they will be asked to **share** in the lead of **either** the Opening Prayer/Reflection **or** the Final Prayer/Blessing

#### 1.6 Procession/Recession – Secondary Schools

The order for the Graduates procession will be the Principal, followed by the Chair of the Board, Area Trustee/Trustees, Director of Education, Superintendent of Education, Vice-Principal, School Council Chair, Municipal dignitaries, i.e. Mayor, any other VIP’s.



# CERTIFICATE OF PROMOTION

*The York Catholic District School Board congratulates*

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*on the completion of the Catholic Elementary School Curriculum at*

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Date

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Principal





## 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 June 18, 2024</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 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. 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:
  - 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 as per Parameter 3.3.

- 3.2 The version of "O Canada" used shall be arranged in a respectful manner. Versions used ~~may~~ **shall** 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*.
- 3.6 All "Rush Songs" or any other music played before the Opening Exercises shall be vetted and approved by the School Principal.

#### 4. RESPONSIBILITIES

##### 4.1 Director of Education

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

##### 4.2 Superintendent of Schools

- 4.2.1 To support Principals with the implementation of this policy.

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

- 4.3.1 To ensure that School Specific Land Acknowledgements are thoughtfully and accurately developed in consultation with Indigenous community partners.

##### 4.4 Principals

- 4.4.1 To ensure that Opening Exercises, as per the parameters of this policy, are included within the daily schedule of each school day.
- 4.4.2 To approve all "Rush Songs" or any other music played prior to the Opening Exercises.

#### 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 Catholic reflection 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 must be 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**

**June 18, 2024**

*Date*

**Effective Date**

**June 19, 2024**

*Date*

**Revision Dates**

**June 18, 2024**

*Date*

**Review Date**

**June 2028**

*Date*



## YORK CATHOLIC DISTRICT SCHOOL BOARD

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

### POLICY TITLE: SUPPLEMENTARY LEARNING RESOURCES

#### SECTION A

##### 1. PURPOSE

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

##### 2. OBJECTIVE

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

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

##### 3. PARAMETERS

- 3.1 The selection and approval of all supplementary learning resources shall be guided by the [York Catholic Communities of Faith](#) document [YCDSB Monthly Virtues Resource Chart](#) outlining Character Education Traits and Catholic Virtues embedded in the *Ontario Catholic School Graduate Expectations*,

- the [Ontario Ministry of Education's Guidelines for Approval of Textbooks](#) where applicable and appropriate, and the Independent Procedures as an addendum to this policy.
- 3.2 Supplementary learning resources shall support and be consistent with the priority educational goals of the York Catholic District School Board, namely, promoting well-being for all students, improved levels of student achievement, reduced gaps in student achievement, and increased public confidence and support for public education in a Christ-centered environment.
  - 3.3 Supplementary learning resources shall support and be consistent with the Board Improvement Plan and the School Improvement Plan for Student Achievement and Well-Being.
  - 3.4 In consultation with teachers, the responsibility for coordinating the selection of supplementary learning resources and approving the recommendation for purchases shall rest with the school Principal or in the case of system learning resources, the Superintendent with portfolio responsibility and in accordance with the [Culturally Relevant and Responsive Pedagogy \(CRRP\) Toolkit](#) and [Policy 308 Textbooks](#).
  - 3.5 Selected and approved supplementary learning resources shall take into consideration students' identities, abilities, readiness, interests, learning preferences and accessibility needs, and include a variety of formats (print, non-print, audio and electronic).
  - 3.6 The selection, maintenance, and de-selection of supplementary learning resources shall be an ongoing process based on the criteria outlined in the Independent Procedures as an addendum to this policy.
  - 3.7 All copyright laws shall be adhered to when purchasing or providing any format of supplementary learning resources.
  - 3.8 Any student (age 18 and beyond), parent/guardian, staff member, or member of the Catholic School Council (herein referred to as the "applicant") shall have the right to request a formal reconsideration of a supplementary learning resource currently being used in an educational program. Such a request shall be communicated, in writing (TCH40a), to the Principal who will then consult with the Superintendent of the school where the supplementary learning resource is currently being used.
  - 3.9 Any offer of donated supplementary learning resources directly to the School shall be subject to the selection criteria outlined in the Independent Procedures as an addendum to this policy and at the discretion of the Principal. The Principal may confer with the appropriate School Superintendent for advice and/or direction.
  - 3.10 Any offer of donated supplementary learning resources directly to the Board shall be subject to the selection criteria outlined in the Independent Procedures as an addendum to this policy and at the discretion of the Superintendent of Curriculum and Assessment in consultation with other Superintendents of Education and/or central staff as deemed appropriate.
  - 3.11 Schools should recover the costs for the replacement or repair of lost, damaged or broken materials such as books, videos, electronic media, or any loaned materials. These charges shall not exceed the replacement or repair cost of the materials ([Ontario Ministry of Education: Fees for Learning Materials and Activities Guideline](#)).

## 4. RESPONSIBILITIES

### 4.1 Director of Education

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

### 4.2 Superintendent of Education: Curriculum and Assessment

- 4.2.1 To coordinate professional development for administrators and teacher librarians regarding “supplementary learning resources” collection development, specifically, the selection, approval and de-selection procedures for such resources.

### 4.3 Superintendents of Education: School Leadership

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

### 4.4 Principals

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

### 4.5 Teachers

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

## 5. DEFINITIONS

### 5.1 Catholic Virtues

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

- 5.1.1 Affirm our human dignity;

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

## **5.2 Character Education (Traits)**

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

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

## **5.3 Culturally Responsive and Relevant Pedagogy**

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

## **5.4 Ontario Catholic School Graduate Expectations**

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

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

## **5.5 Supplementary Learning Resources**

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

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

## 6. CROSS REFERENCES

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

YCDSB Policy 308 [Textbooks](#)  
 YCDSB Policy 613 [Equity and Inclusive Education](#)

YCDSB [Procedure Supplementary Learning Resources](#)

YCDSB Global Competencies

~~YCDSB Library Services Curriculum Connections Resource Document, 2004~~

YCDSB *Valuing Diversity: A Framework for Equity and Inclusive Education in the Curriculum*  
[York Catholic Communities of Faith](#) Document, 2006 [YCDSB Monthly Virtues Resource Chart, 2024](#)

[Ontario Catholic School Graduate Expectations](#)

## 7. APPENDIX

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

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





## CULTURALLY RESPONSIVE AND RELEVANT PEDAGOGY (CRRP) TOOLKIT

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

### A

#### Accessing the Curriculum

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



### B

#### Representation & Identities

- Is the resource consistent with the values and teachings of the Catholic faith in terms of its overriding message?
- Does the resource provide a representation of your students' identities and lived experiences?
- Does the resource foster a positive sense of self and respect for the dignity and welfare of others?
- Does the resource present potentially triggering content that may be sensitive or traumatic to students?
- Does the resource make visible the author's perspectives, beliefs, and identities?
- Does the resource validate the histories of students' families and communities?



### C

#### Critical Literacy

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





## **YORK CATHOLIC DISTRICT SCHOOL BOARD**

# **PROCEDURE: SUPPLEMENTARY LEARNING RESOURCES**

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

**Effective: June 22, 2022**



## PURPOSE

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

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

## SELECTION CRITERIA

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

York Catholic District School Board acknowledges:

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

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

### 1. Catholicity

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

## **2. Content**

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

## **3. Cost**

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

## **4. Copyright**

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

## **5. Accessible Formats**

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

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

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

## **DE-SELECTION CRITERIA**

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

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

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

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

Materials shall be de-selected when:

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

## REQUEST FOR FORMAL RECONSIDERATION OF A SUPPLEMENTARY LEARNING RESOURCE

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

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

### SCHOOL LEVEL PROCESS

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

### BOARD LEVEL PROCESS

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

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

DRAFT



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

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

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

Address \_\_\_\_\_

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

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

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

The applicant represents:      Self      Organization or Group

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

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

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

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

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

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

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

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

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

**Summary to be completed by the School Principal after the request for reconsideration has been discussed with the applicant.**

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

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



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

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

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

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

The applicant represents:      Self      Organization or Group

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

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

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

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

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

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

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

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

Review Committee Members

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Signature of Review Committee Chair

Date

Signature of the Director of Education

Date

c.c.      Applicant(s)  
Principal



**YORK CATHOLIC DISTRICT SCHOOL BOARD**

**INDEPENDENT PROCEDURE:**

**DISTRIBUTION OF MATERIALS**

**Effective:**



## TITLE: **Distribution of Materials Procedure**

### PURPOSE

This procedure outlines the steps schools and external organizations shall take to ensure compliance with the Distribution of Materials Process regarding the dissemination of external materials within the York Catholic District School Board.

The Distribution of Materials Process is intended to clarify the approval requirements and provide guidance to staff when evaluating and distributing external materials, ensuring alignment with the Board's Mission, Vision, Core Values, and Strategic Commitments, in accordance with Board policies and *Canada's Anti-Spam Legislation (CASL)*.

### DISTRIBUTION OF MATERIALS PROCESS

- 1.1 All permissions and approvals to distribute material in a school of the York Catholic District School Board shall be processed through the Communications Department.
- 1.2 In order to receive pre-approval to distribute material within the York Catholic District School Board, **all of** 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.
- 1.3 **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 1.2**;
  - 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).
- 1.4 ~~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.~~

- 1.5 ~~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.~~
- 1.6 The Communications Department will review all distribution requests from external organizations. ~~It is preferred that s~~Submissions **must be** 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.**
- 1.7 ~~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.**
- 1.8 ~~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. **External 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.**
- 1.9 ~~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.~~
- 1.10 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*.~~
- 1.11 **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.**
- 1.12 ~~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.~~

- 1.13 ~~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.~~
- 1.14 ~~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.~~
- 1.15 ~~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.~~
- 1.16 ~~Materials that promote a school as a polling place may be used.~~
- 1.17 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.



## York Catholic District School Board Curriculum & Assessment

**Memo To:** Elementary & Secondary Principals and Vice-Principals  
Grade 1-12 Teachers

**CC:** Daniel La Gamba, Coordinator of Elementary Programs: Curriculum & Assessment  
Cristina Mazzeo, Coordinator of Secondary Programs: Curriculum & Assessment

**From:** Anthony Arcadi, Superintendent of Curriculum & Assessment

**Date:** October 24, 2024

**Re:** Cell Phones and Report Cards

**Reference #:** C:192

As per the Ministry of Education, beginning in the 2024-2025 school year, report cards are to communicate information to students and their parents about classroom distractions, where applicable, including those related to the use of personal mobile devices. This will be communicated using the section of the report card reserved for comments on learning skills and work habits in the Elementary Provincial Report Cards and in the comment box reserved for course comments in the Secondary Provincial Report Card. Teachers may use this sample comment as a next step: **{Name} is encouraged to keep their mobile device powered off and stored out of view during instructional time.**

It is expected that comments are supportive of students' ongoing development of [learning skills and work habits](#) as outlined in [Growing Success \(2010\)](#) and assessment, evaluation and reporting practices and procedures are fair, transparent, and equitable for all students. The table below outlines potential distractions related to personal mobile devices for each learning skill and work habit.

Learning Skills & Work Habits	Distractions Related to Personal Mobile Devices
Responsibility	Failing to fulfill responsibilities or commitments due to mobile device usage, such as texting or engaging with social media during class.
Organization	Inability to prioritize tasks or manage time effectively due to constant checking of personal mobile devices, leading to incomplete assignments or missed deadlines.
Independent Work	Misuse of class time on non-educational activities like browsing social media or playing games, instead of focusing on tasks.
Collaboration	Difficulty engaging in group work due to distractions from mobile devices, leading to reduced interaction and participation in discussions.
Initiative	Limited curiosity or willingness to take on new learning opportunities because of constant focus on mobile device activities, reducing engagement with classroom material.
Self-regulation	Struggling to manage and limit personal mobile device usage, which interferes with the ability to focus, set, and achieve academic goals.