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YORK CATHOLIC DISTRICT SCHOOL BOARD POLICY REVIEW COMMITTEE AGENDA

Catholic Education Centre, Board Room
Tuesday, October 7, 2025 6:30 P.M.

Prayer

Heavenly Father, we ask for your wisdom as we begin this meeting. We acknowledge that we need your wisdom and insights and we welcome your presence among us. Guide us in our discussions and decisions, helping us to seek what is best for all involved. We trust in your perfect wisdom and ask that you direct our meeting according to your will.

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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2. LAND ACKNOWLEDGMENT	J. Sarna	
3. ROLL CALL	J. Sarna	
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9. DELEGATIONS (N/A)		
10. STAFF PRESENTATIONS (N/A)		
11. ACTION ITEM(S):		
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b) <u>Students</u>		
i) Policy 202 Safe Schools – Student Discipline (Tier 2)	T. Laliberte	35
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12. DISCUSSION ITEMS: N/A		
13. INFORMATION ITEMS:		
i) Procedure 202 Safe Schools – Student Discipline		44
ii) NEW Procedure 415 Individualized Work Accommodation (Medical)		65
iii) Procedure 616 Community Use of Schools		84
• NEW YCDSB Internal Guideline: Internal Use of School Facilities by Staff		93
14. FUTURE ITEMS:		
	<u>Last Approved</u>	<u>Scheduled for Review</u>
<u>Students</u>		
i) Policy 201 Healthy Schools	June 2022	June 2026
ii) Policy 201A Healthy Schools – Eating & Nutrition	June 2022	June 2026

iii) Policy 201B Healthy Schools – Physical Activity

June 2022

June 2026

Facilities

i) Policy 701 Access to School & Board Premises

January 2023

January 2027

15. FUTURE MEETING DATES: Dec. 1, 2025, Feb. 3, 2026, Apr. 7, 2026, June 2, 2026

16. ADJOURNMENT

York Catholic District School Board

MINUTES
POLICY REVIEW COMMITTEE

June 16, 2025

In Attendance

Committee Members: **In Person:** F. Alexander, C. Cotton, J. DiMeo (arrived 6:04 pm), A. Grella, A. Saggese,
J. Wigston
 Virtual: M. Barbieri

Other Trustees: **In Person:** E. Crowe, M. Iafrate
 Virtual: T. McNicol

Administration: **In Person:** R. Antunes, A. Arcadi, M. Brosens, A. Burnell-Gentile, J. Chiutsi, J. De Faveri,
G. De Girolamo, A. Driscoll, K. Elgharbawy, C. Gastis, A. Iafrate, C. McNeil,
S. Morrow, J. Powers, J. Sarna, S. Wright
 Absent with Notice: L. Paonessa, L. Sawicky
 Virtual: T. Laliberte, J. Tsai

Recording: A. McMahon

Presiding: A. Saggese, Committee Chair

1. CALL TO ORDER/OPENING PRAYER LAND ACKNOWLEDGEMENT

Committee Chair Saggese called the meeting to order at 4:00 pm and led the group in prayer.

2. LAND ACKNOWLEDGEMENT

Committee Chair Saggese read the Land Acknowledgement.

3. ROLL CALL

PRC Committee Members were present. J. DiMeo arrived at 6:04 pm..

4. APPROVAL OF NEW MATERIAL

New Page #238, Policy 803 School Generated Funds

MOTION: Wigston/Iafrate

CARRIED

5. APPROVAL OF THE AGENDA

MOTION: Cotton/Alexander

CARRIED

6. DECLARATION OF CONFLICT OF INTEREST

N/A

7. APPROVAL OF PREVIOUS MINUTES - April 8, 2025

MOTION: Cotton/Wigston

CARRIED

8. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING

N/A

9. DELEGATIONS

N/A

10. STAFF PRESENTATION(S)

N/A

11. ACTION ITEMS:

a) **Policy 206 Supporting Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and /or Epilepsy)**

This policy and its accompanying procedures were revised to be in alignment with the updated Plan of Care templates released by the Ontario Education Services Corporation (OESC) for students with prevalent medical conditions. These conditions include asthma, anaphylaxis, diabetes, and epilepsy. The updated templates provide clearer, standardized guidance to ensure consistency across school boards in supporting students with medical needs. Implementation is scheduled for the 2025-2026 Academic Year. Trustees discussed the importance of ensuring student safety related to food in schools, particularly for those with anaphylaxis. It was agreed that *Policy 201A: Healthy Schools – Eating & Nutrition* would be added to a future PRC agenda to address these concerns. Additionally, Trustees discussed the definition of “school environment” as this includes ensuring care for students with prevalent medical conditions while on board provided transportation. Trustees suggested adding a parameter explaining that the level of supervision and access to medical support on school buses may differ from that available within the school setting. This policy will be coming back to the June 26th Special Board Meeting for approval.

b) **Policy 415 Accessibility Standards for Employment**

This policy was revised as part of a broader accessibility review of YCDSB policies/procedures to ensure alignment with the Accessibility for Ontarians with Disabilities Act (AODA). Specifically, the updates reflect the requirements outlined in the AODA’s Employment Standards, with the goal of removing barriers and promoting equitable access to employment practices across the Board. After much discussion and input from the Superintendent of Human Resources and the Superintendent of Inviting and Inclusive Schools, the following suggestions were made: to cross reference this policy in *Policy 601 Accessibility Standards for Customer Service* and to develop a new procedure addendum for staff accommodations. It was agreed that this policy would return to the Policy Review Committee in October.

c) **Policy 601 Accessibility Standards for Customer Service**

This policy was revised as part of a broader accessibility review of YCDSB policies and procedures to ensure compliance with the Accessibility for Ontarians with Disabilities Act (AODA). Specifically, the updates reflect the requirements outlined in the AODA’s Customer Service Standards, which focus on removing barriers and improving accessibility for individuals accessing Board goods, services, or facilities. A few minor changes were suggested.

MOTION: Wigston/Cotton

CARRIED

d) **Policy 603A School Fundraising**

This policy was revised, following the April 8th Policy Review Committee meeting, where key updates were presented for consideration. Changes were made to strengthen controls for fundraising activities and ensure alignment with financial best practices. Principals were consulted and their feedback was incorporated where appropriate. At that meeting, Trustees suggested an increase to the threshold for major fundraisers to \$20 and the policy was reviewed through an equity and wellness lens and changes were incorporated as necessary.

MOTION: Grella/Alexander

CARRIED

e) **Policy 708 Outdoor Activity Equipment**

This policy was a part of a broader accessibility review of YCDSB policies and procedures to ensure alignment with the Accessibility for Ontarians with Disabilities Act (AODA). The revisions reflect the requirements outlined in the AODA’s Design of Public Spaces Standards, which include accessibility considerations for outdoor spaces

such as playgrounds and recreational areas. Trustees requested that the policy be revised to indicate that schools will not incur the cost of any upkeep or the removal of any outdoor activity equipment installed by the Board.

MOTION: Wigston/Grella

CARRIED

f) Policy 803 School Generated Funds

This policy was revised following the April 8th Policy Review Committee meeting, where key updates were presented for consideration. Revisions were made to strengthen the controls related to School Generated Fund activities and to reflect the Board's transition to a cashless online payment system. The policy and procedure had also been shared with Principals for consultation, and their feedback was incorporated where appropriate. The policy was also refined to ensure alignment with other Board policies and reviewed through an equity and wellness lens.

MOTION: Wigston/Alexander

CARRIED

12. DISCUSSION ITEM:

a) Policy 101 Meta Policy: Management and Governance

This policy was revised as part of the Board's cyclical review process. As the policy that governs how all other policies are developed and revised, its update is critical to ensuring a clear, consistent, and well-structured policy framework that strengthens accountability, oversight, and alignment with the Board's strategic priorities. Revisions were informed by feedback gathered during the Meta Policy Workshop, where staff and Trustees discussed a number of key areas, including the reinstatement of the Policy Steering Committee, enhancements to the policy revision and consultation process, and the removal of the THREADS framework.

After much discussion, it was agreed that the word *stakeholders/partners* would be replaced with another word; and that the definitions of tier 1,2, and 3 be moved to the parameter section. It was agreed that this policy would come back to the PRC in October.

b) Policy 616 Community Use of Schools

This policy was revised in response to Trustee feedback from the September 30th, 2024; December 2nd, 2024; and February 5th, 2025 Policy Review Committee meetings. After much discussion, it was agreed clearer language be incorporated into the policy to stipulate that permit holders will receive reimbursement for the time(s) that a permit is cancelled for a school or Board event; and that, if a permit holder is in violation of the Board Policies, the permit will be cancelled and no refund will be issued. Additionally, it was requested that language be added to the Objective section to further clarify the application of the policy. It was agreed that this policy would come back to the PRC in October.

13. INFORMATION ITEM:

i) Procedures for Policy 206 Supporting Students with Prevalent Medical Conditions

(Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools:

- Supporting Students with Prevalent Medical Conditions: Anaphylaxis
- Supporting Students with Prevalent Medical Conditions: Asthma
- Supporting Students with Prevalent Medical Conditions: Diabetes
- Supporting Students with Prevalent Medical Conditions: Epilepsy

ii) Procedure for Policy 601 Accessibility Standards for Customer Service

- Accessibility Standards for Customer Service

iii) Procedure for Policy 616 Community Use of Schools

- Community Use of Schools

iv) Procedure for Policy 708 Outdoor Activity Equipment

- Outdoor Activity Equipment

v) Procedure for Policy 803 School Generated Funds

- School Generated Funds
- vi) Policy Steering Committee Sign Off Sheet

FUTURE MEETING DATE(S):

October 7, 2025, December 1, 2025, February 3, 2026, April 7, 2026, June 2, 2026

ADJOURNMENT:

THAT the Policy Review Committee meeting adjourned 6:11 p.m.

MOTION: Cotton/Grella

CARRIED

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Policy Review Committee
FROM: Administration
DATE: October 7, 2025
RE: **Policy 101 Meta Policy: Policy Management and Governance**

This report is presented to Trustees to highlight the rationale for the revisions to Policy 101 *Meta Policy: Policy Management and Governance*.

BACKGROUND:

This policy is scheduled for review as part of the Board's cyclical review process. Revisions were informed by feedback gathered during the Meta Policy Workshop, where staff and Trustees discussed a number of key areas, including the reinstatement of the Policy Steering Committee, enhancements to the policy revision and consultation process, and the removal of the THREADS framework.

The policy was subsequently discussed at the June 16 Policy Review Committee meeting, with revisions updated to reflect Trustee feedback.

RECOMMENDATION:

That the updates to Policy 101 *Meta Policy: Policy Management and Governance* be approved.

ATTACHMENTS

(1) Revised Policy 101 *Meta Policy: Policy Management and Governance*.

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

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Governance	<i>Policy Number</i> 101
<i>Former Policy #</i> 802	<i>Page</i> 1 of 27
<i>Original Approved Date</i> May 22/1984	<i>Subsequent Approval Dates</i> April 28/1992 December 13/2007 March 25/2008 October 12/2010 May 26, 2015 May 25, 2021

POLICY TITLE: META POLICY: POLICY MANAGEMENT AND GOVERNANCE

SECTION A

1. PURPOSE

The York Catholic District School Board (the “Board”) is committed to providing a consistent approach to an effective, transparent, and supportive system of governance and management. It is recognized that a comprehensive policy management and governance framework will enable the Board to govern itself with policies and procedures that are compatible with its Mission and Vision and aligned with its Strategic Commitments.

The Board’s policies, procedures and practices will be developed, understood, implemented, and continually evaluated to ensure fair and equitable educational, social, and employment opportunities, and to promote the organization’s commitments to public accountability.

It is the policy of the Board that all actions shall be governed by gospel values and managed by approved policies, related guidelines and procedures. All Board policies, procedures and practices will be consistent with all applicable legislation, including the *Education Act*, *The Ontario Human Rights Code*, *the Accessibility for Ontarians with Disabilities Act (AODA)*, *the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*, and *the Occupational Health and Safety Act (OHSA)*.

It is the responsibility of the Board of Trustees to approve all policies and to provide oversight to the development and review processes. It is the responsibility of the Director and their staff to develop, review, and approve all guidelines, procedures and practices which ensure compliant application of policy throughout the system.

2. OBJECTIVE

This policy shall guide the development, review, revision and implementation of all policies, guidelines and procedures of the YCDSB in support of the Board’s mission, vision and Catholic Values, with the aim of enhancing achievement, equity and well-being.

3. PARAMETERS

- 3.1 Every policy, guideline and procedure may be considered for development, review or revision to ensure that they:
 - 3.1.1 Follow the social teachings of the Catholic Church;
 - 3.1.2 Comply with all legal and legislative requirements with acknowledgement of our constitutional denominational rights as stated in the *Human Rights Code* Section 19 (1) This 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).
 - 3.1.3 Abide by the principles of human rights, equity and inclusive education; **and**
 - 3.1.4 ~~Apply the Toolkit for Human Rights & Equity Analysis and Decision-Making (THREAD) (Appendix 1);~~
 - 3.1.5 Adhere to Records Retention Guidelines.
- 3.2 Policy review, revision and/or development may be initiated by Staff or the Board of Trustees to address:
 - 3.2.1 Applicable Federal, Provincial and/or Municipal legislative requirements;
 - 3.2.2 Resolutions of the Board of Trustees;
 - 3.2.3 Government policies or directives;
 - 3.2.4 ~~Internal stakeholder r~~Requests from internal partners;
 - 3.2.5 ~~External stakeholder r~~Requests from external partners;
 - 3.2.6 Risks and/or Opportunities identified by internal reviews;
 - 3.2.7 ~~Stakeholder S~~urveys and audits (e.g., student census, climate surveys, employee surveys etc.);
 - 3.2.8 Our continued obligation to operate and govern in a transparent manner.
- 3.3 Information about policy needs arising from new legislative or government policy requirements, and information about substantive revisions being recommended to any policy, shall be communicated to the Board of Trustees through the Policy Review Committee.
- 3.4 The Policy Review Committee shall be notified by the Director of Education when a policy development, review or revision is commenced by Staff, and shall be provided with an opportunity for input into the development, review or revision of the policy.
- 3.5 Policies shall include provisions for consistent implementation, monitoring, evaluation, and reporting.
- 3.6 Policies may have corresponding guidelines and/or procedures.
- 3.7 The Director of Education or Supervisory Officer (designate) with the Policy Portfolio shall identify a Policy Lead to leverage the expertise of the requisite department(s) in the development, review or revision and implementation of each individual policy.
- 3.8 The Board may gather relevant feedback and/or information through consultation ~~with stakeholders~~, as required.
- 3.9 ~~Minor changes to policy (e.g., updating obsolete references, legislative changes, job titles, department names, etc.) shall be authorized by the Director of Education, or Supervisory Officer (designate) with the Policy Portfolio and brought directly to the Board of Trustees for approval.~~
- 3.10 The review, revision and update of each policy shall occur a minimum of once every four years.

- 3.11 ~~The development, review or revision of policy and procedures shall follow the process outlined in the Simplified Policy Review Process (Appendix 2A), the Policy Review and Revision Process (Appendix 2A) and the Development Process (Appendix 2B).~~
- 3.12 In extenuating circumstances, the Director of Education may recommend an exemption or exception to policy to the Board of Trustees for approval.
- 3.13 Policies shall be communicated and made accessible to all ~~stakeholders~~ **members of the YCDSB community** via the Board's website.
- 3.14 It is a condition of employment that all employees shall be familiar with and accountable for compliance with Board policies. Appropriate sanctions for non-compliance shall be determined on a case by case basis, by the Director of Education.
- 3.15 All policy development and revisions shall be classified as either: ~~Tier 1, Tier 2, or Tier 3.~~

Tier 1 – Editorial Revisions

Tier 1 encompasses technical or editorial revisions. These include correcting inconsistencies; modernizing language; updating definitions; standardizing spelling, capitalization, and punctuation; or inserting, adding, or deleting reference documents. These updates do not require broad consultation and will be presented as information items on the Policy Review Committee agenda.

Tier 2 – Compliance/ Alignment Policy Development or Review

Tier 2 encompasses the development of new policies or revisions to existing policies required to ensure alignment with Board motions, current legislation, Ministry Policy and Program Memoranda (PPMs), directives and guidance from government agencies, or established practice. These updates do not require broad consultation.

Tier 3 – Comprehensive Policy Development or Review

Tier 3 encompasses the development of new policies or major revisions that significantly affect multiple groups, have system-wide impact, or change how the policy is applied in practice. These updates require broad consultation.

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To initiate and approve, the development, review or revision of a policy, as required, in accordance with the *Education Act* and its regulations.
- 4.1.2 To consider a policy exception as per York Catholic District School Board By-Law No. 1.

4.2 Director of Education

- 4.2.1 To oversee compliance with all policies and their development, review or revision, as required.
- 4.2.2 To appoint a Supervisory Officer (designate) with the Policy Portfolio with the relevant expertise and experience to coordinate the development, review or revision of policies, guidelines and procedures.
- 4.2.3 To establish the terms for ongoing monitoring and implementation of all policies, guidelines and procedures.
- 4.2.4 To ensure all employees act in accordance with Board policies, guidelines and related procedures and uphold Board's Mission, Vision and Core Values.
- 4.2.5 To be responsible for the implementation of progressive discipline measures where any employee's actions are non-compliant with Board policies, guidelines or procedures.

4.3 Supervisory Officer (designate) with the Policy Portfolio

- 4.3.1 To oversee compliance with this policy and the development, review or revision of all other policies, guidelines, and related procedures.
- 4.3.2 To appoint a Policy Lead with the relevant expertise and experience to support the accountable development, review or revision of a policy/procedure.
- 4.3.3 To share the draft policy for input, direction and approval with the Policy Review Committee after consultation with the relevant ~~stakeholders~~ **partners**.
- 4.3.4 To identify responsibilities and outline the process for ongoing monitoring and implementation.
- 4.3.5 To report any instances of non-compliance to the Director of Education.

4.4 Policy Lead

- 4.4.1 To engage in research and review of all relevant legislation, regulation and guidelines specifically related to policy development, review and revisions.
- 4.4.2 To engage in consultations with relevant departments, as required, and internal ~~stakeholders~~ **partners** for the purpose of obtaining input regarding the need to develop, review and revise a policy.
- 4.4.3 ~~To apply the Toolkit for Human Rights & Equity Analysis and Decision-Making (THREAD) when developing, reviewing or revising a policy.~~
- 4.4.4 To consult with external **partners** ~~stakeholders~~, as required and/or directed, for the purpose of obtaining input on policies.

4.5 Policy Review Committee (PRC) (Trustee Committee- oversight obligation)

- 4.5.1 To receive reports regarding recommendations from staff.
- 4.5.2 To provide input into policy development, review or revisions.
- 4.5.3 To ensure that all new and/or revised policies presented to the Policy Review Committee have been subjected to appropriate ~~stakeholder~~ consultation.
- 4.5.4 To make recommendations on policy matters to the Board.

4.6 Policy Steering Committee (PSC) (Staff Committee)

- 4.6.1 To consult with the Policy Lead and provide recommendations in the development, review or revision of a policy.
- 4.6.2 To provide a cross functional lens to ensure the policy reflects the specific purpose and objective of the said policy, in line with the Mission, Vision and Core Values of the Board.

4.7 Senior Team

- 4.7.1 To ensure the implementation of and compliance with, policies, guidelines and procedures.
- 4.7.2 To report any instances of non-compliance to the Director of Education.

4.8 Managers/Supervisors/Principals

- 4.8.1 To support the implementation of and compliance with, policies, guidelines and procedures.
- 4.8.2 To report any instances of non-compliance to their Supervisory Officer.

4.9 Employees

- 4.9.1 To read and be familiar with Board policies, guidelines and procedures that are applicable to their role and responsibilities.
- 4.9.2 To comply with policies, guidelines and procedures of the Board.

4.10 External and Internal Stakeholders Partners

4.10.1 To comply with policies, guidelines and procedures in all interactions with the Board.

5. DEFINITIONS

5.1 Cross References

Includes any direct linkages to statutory and regulatory legislation and by-laws of the Federal, Provincial, and Municipal Governments and their associated bodies, as well as any related Board policies and procedures.

5.2 External Stakeholders Partners

A person, group of people or an organization that holds a vested interest in the school community, including, but not limited to:

- 5.2.1 All levels of Government;
- 5.2.2 Community Members and Ratepayers;
- 5.2.3 Education partners/organizations;
- 5.2.4 Ministry of Education;
- 5.2.5 Media; and
- 5.2.6 Vendors/Contractors.

5.3 Global Definitions

- 5.3.1 'May' is used as an enabling term to describe a discretionary action.
- 5.3.2 'Shall' is used to describe a requirement, a mandatory action.
- 5.3.3 'Should' is used to describe a recommendation that is encouraged, but not mandated.

5.4 Inclusive Language

Language which would acknowledge diversity, convey respect for all people, is sensitive to differences, and promotes equitable opportunities.

5.5 Internal Stakeholders Partners

A person, group of people or an organization that holds a vested interest in the school community, including, but not limited to:

- 5.5.1 Catholic School Councils;
- 5.5.2 Parents;
- 5.5.3 Parishes;
- 5.5.4 School Administrators;
- 5.5.5 Senior Team;
- 5.5.6 Staff (School, centrally assigned and/or Contract); and
- 5.5.7 Students.

5.6 Meta Policy

The overarching and foundational framework that shall govern the development, review, revision and implementation of all Board policies, guidelines and procedures.

5.7 Objective

Describes the overall intent of the policy.

5.8 Ontario Human Rights Code

The Ontario Human Rights Code is a provincial law that gives everyone equal rights and opportunities without discrimination in specific social areas such as jobs, housing, services, facilities, and contracts or agreements.

5.9 Ontario Human Rights Commission (OHRC)

The Ontario Human Rights Commission is a body that works to protect and advance human rights through research, education, targeted legal action and policy development.

5.10 Policy

A position approved and adopted by the Board that provides the framework for the development of a course of action.

5.11 Policy Guidelines

511.1 A set of recommended actions, approved and adopted by the Board, that will be taken in a given situation.

511.2 A framework for the development of operational policy procedures, if required.

5.12 Policy Lead

An individual identified with the relevant experience and expertise and or transferable skills to lead the development, review and/or revision of the policy process.

5.13 Policy Parameter

A prescribed condition that defines what must be done, how it must be done, and/or what must occur.

5.14 Policy Purpose

Clarifies the background or scope of the policy.

Provides a brief description of the policy's need and focus. It identifies the reason(s) why the policy was developed (e.g., the direction of the Board of Trustees, government directive/policy, legislative requirement, the decision of the Director's Council, etc.).

5.15 Policy Review Committee

An established Standing Committee of the Board of Trustees.

5.16 Policy Steering Committee

An established staff Standing Committee with representation from all departments to ensure cross-functional expertise and experience.

5.17 Procedure

5.17.1 A specific or prescribed course of action, emanating from Board policy, that is standard operational practice and must be taken by staff in a given situation.

5.17.2 A standard operational practice or set of practices developed by Staff, approved by the Director of Education, to support the implementation of a policy.

5.18 Review

A second or subsequent reading of a text or artifact of the policy.

5.19 Revision

The action or process of making changes through reviewing, editing and amending the policy.

5.20 Senior Team

For the purpose of all policies, Senior Team will include:

5.20.1 Director of Education;

5.20.2 Associate Director;

5.20.3 Supervisory Officers; and,

5.20.4 Corporate Senior Leaders.

5.21 Significant Revision

~~A revision to policy, guidelines and/or procedures that changes the intent, background, scope and/or course of recommended action(s) previously approved by the Board.~~

5.22—Simplified Review Process

~~Under the simplified review process, the policy may be exempted from a consultation requirement if no substantive changes to the policy are being proposed.~~

5.23—Tier 1—Minor Policy Review

~~Tier 1 includes revisions that correct inconsistencies; modernize language; update definitions; standardize spelling, capitalization, and punctuation; or insert, add, or delete reference documents. These updates do not require broad consultation with partners.~~

5.24—Tier 2—Nonsubstantive Policy Development or Review

~~Tier 2 includes the development of new policies or updates to existing policies required by Board motion, legislation, or Ministry Policy and Program Memoranda (PPMs). These updates do not require broad consultation with partners.~~

5.25—Tier 3—Substantive Policy Development or Review

~~Tier 3 includes the development of new policies or revisions that significantly alter the scope, intent, or impact of a policy, such as introducing new responsibilities or removing existing ones. These updates require broad consultation with partners.~~

6. CROSS REFERENCES

Legislation

[Accessibility for Ontarians with Disabilities Act](#) (AODA)

[Education Act](#)

[Human Rights Code](#)

[Occupational Health & Safety Act](#) (OHSA)

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

YCDSB Policies

YCDSB Policy 109 Records and Information Management

YCDSB Policy 412 Progressive Discipline of Employees

YCDSB Policy 429 Human Rights and Equity (NEW—TBD)

YCDSB By-Law No. 1 Operational By-Law

7. APPENDICES

Appendix 1: ~~Toolkit for Human Rights & Equity Analysis and Decision-Making (THREAD FOR POLICY)~~

Appendix 2a: **YCDSB Tier 1, 2, & 3 Process**

~~YCDSB Simplified Policy Review Process~~

~~YCDSB Policy Revision and Review Process~~

Appendix 2b: ~~YCDSB Policy Development Process~~

~~YCDSB Process following approval of final draft~~

Appendix 3: Policy Template Form

Appendix 4: Rationale for the Development, Review or Revision of a Policy

Appendix 5: Policy Development, Review or Revision Checklist

Appendix 6: Policy Consultation Form, <https://form.ycdsb.ca/view.php?id=182129>
(this is example of website consultation form)

Appendix 7: Policy Consultation ~~Stakeholder~~ **Partner** Groups/Individuals

Appendix 8: Report to Board Memo (Internal Use only)

Approval by Board	May 25, 2021 <i>Date</i>
Effective Date	May 26, 2021 <i>Date</i>
Revision Date	May 25, 2021 <i>Date</i>
Review Date	May 2025 <i>Date</i>

DRAFT



Toolkit for Human Rights & Equity Analysis and Decision-Making (THREAD FOR POLICY)

Background:

The YCDSB is committed to addressing the principle of equity through inclusive programs, curriculum, services, and operations in accordance with the *Canadian Charter of Rights and Freedoms*, the *Ontario Human Rights Code*, the *Education Act*, and the *Occupational Health and Safety Act*.

It is the policy of the Board to create and maintain an environment where every student, employee, parent/guardian/caregiver, community member, and trustee has a right to freedom from discrimination or harassment based on race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, creed, sex, sexual orientation, gender identity or expression, age, marital status, family status, or ability.

What is the Toolkit for Human Rights & Equity Analysis and Decision-Making?

This is a proactive Toolkit for diagnosing the impact and mitigating any potential risks of a given policy, procedure or guideline on marginalized and diverse individuals and groups. This Toolkit will be used in the development, review, and revision of all YCDSB Policies, procedures, and guidelines. In so doing, we will ensure accountability and transparency in embedding the principles of human rights, equity, and inclusion within all YCDSB policies, procedures and guidelines.

Purpose:

To identify one's own inherent biases using a set of reflective questions and processes that focuses on supporting an overall openness to diverse perspectives as referenced by the Ontario Human Rights Commission (OHRC).

This Toolkit will promote standardization of all decision-making documents across the organization, while fostering an inclusive organizational capacity. The consistent application of this Toolkit will assist in the cultivation and ongoing positive relationship-building with internal and external stakeholders.

Additional resources and tools (i.e., anti-bias training, empathy and mindfulness) may be used to effectively support this process.

Expected Outcomes:

To seek out and remove systemic and attitudinal barriers using a human rights and anti-oppression perspective.



The purpose of the **T**oolkit for **H**uman **R**ights & **E**quity **A**nalysis and **D**ecision-Making is to ensure that the principles of Human Rights, Equity and Inclusion are embedded within all YCDSB policies, procedures and guidelines. Click on the wording of each focal area for more information about this framework. Any questions should be directed of the [Office of HEDI](#).

Policy Information:

Policy Title:				
Policy Objective:				
Stakeholders Required:	External Stakeholders:		Internal Stakeholders:	
Identified Issues/Problems:				

1. Clarify the Policy/ Procedure and guideline Objective:

1.1	Identify the issue that is deriving the need to develop, revise and review a policy.
1.2	What research data is being used to support the issue being addressed.
1.3	What additional information/research should be considered to better inform the development, review and revision of this policy?
1.4a	Is there a gap in the policy/ procedure or guideline that is to be reviewed or revised in relation to the <u>Principles of human rights, equity and inclusion?</u>

1.4b	How will the gap be addressed through the development, review or revision of the policy?				
1.5	What data and resources have been created and shared with all stakeholders to ensure evidence informed decision-making?				
	<table border="1"> <tr> <td> Data: Has it been shared with all stakeholders? ☒ YES ☐ NO </td> <td></td> </tr> <tr> <td> Resources: Has it been shared with all stakeholders? ☒ YES ☐ NO </td> <td></td> </tr> </table>	Data: Has it been shared with all stakeholders? ☒ YES ☐ NO		Resources: Has it been shared with all stakeholders? ☒ YES ☐ NO	
Data: Has it been shared with all stakeholders? ☒ YES ☐ NO					
Resources: Has it been shared with all stakeholders? ☒ YES ☐ NO					
1.6a	What existing committees or working groups have been consulted to inform this policy review, development or revision.				
1.6b	What further outreach should we engage in to ensure interest group participation in this policy review, development or revision?				

2. Consultation with Internal/External Stakeholders:

2.1	Which groups and individuals have you reached out to regarding the policy / procedure or guideline research and decision-making processes?
2.2	Describe what opportunities for community engagement have been provided during the development, review and revision of the policy? If NO community engagement, explain why this was not required.
2.2a	Who should be engaged in this particular policy development, review and revision?
2.2b	Who has been engaged in this particular policy development, review and revision?
2.2c	How many participants are expected to be involved in the project?
2.2d	What criteria will be used in deciding on inclusion/exclusion of participants?
2.2e	How will participants be recruited?
2.2f	What method(s) of engagement will be used (i.e. Focus groups, forms/surveys etc.)?
2.2g	Are there any barriers to engagement? If YES, what measures will be taken to remove such barriers?

2.3	If this policy/ procedure or guideline is being created or reviewed because of an issue impacting a particular group of stakeholders, what steps have been taken for engagement or feedback from the impacted group?
-----	---

3. Inclusive Language

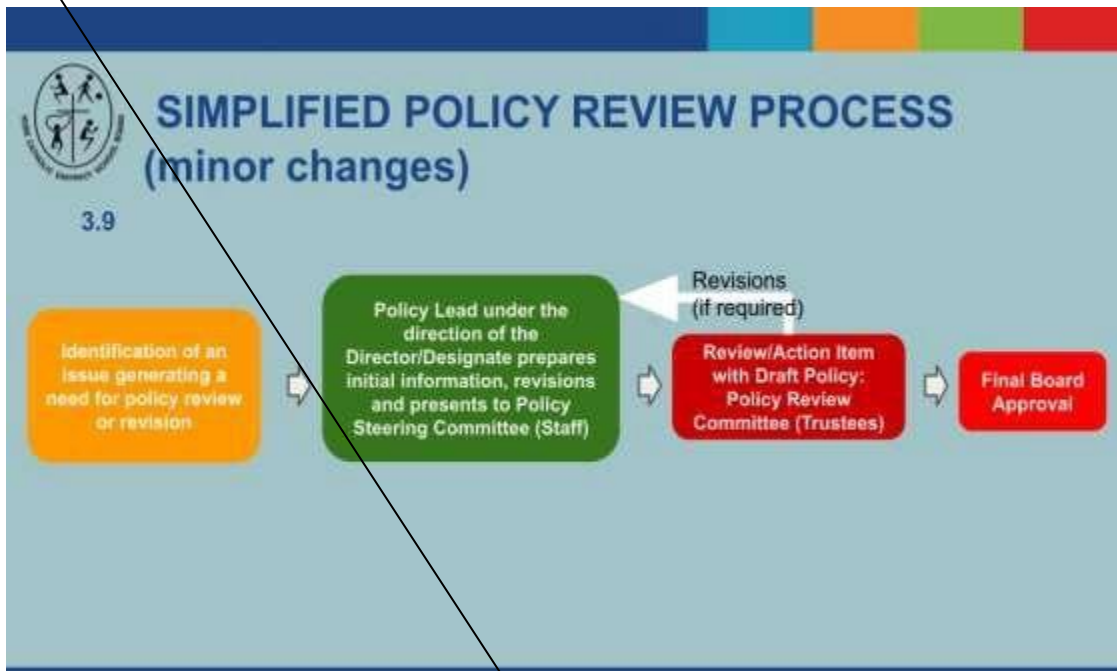
Language which would acknowledge diversity, convey respect for all people, is sensitive to differences, and promotes equitable opportunities.

3.1	Does the language used imply or convey negative views about identified groups, or contribute to the deletion/ignoring of experience?
3.2	Does the document reference all impacted stakeholders (e.g., students, staff, parents/ guardians/ caregivers, etc.)?
3.3	Does the language used imply or convey a gender bias?
3.4	Does the content of the policy/procedure or guideline accommodate the visual, auditory, and linguistic needs or other social, physical, and mental needs of all stakeholders? What steps have been taken to ensure that the language used is clear and easy to understand, and will it be accessible for the intended audience of all stakeholders (e.g., legal words explained, jargon removed)?

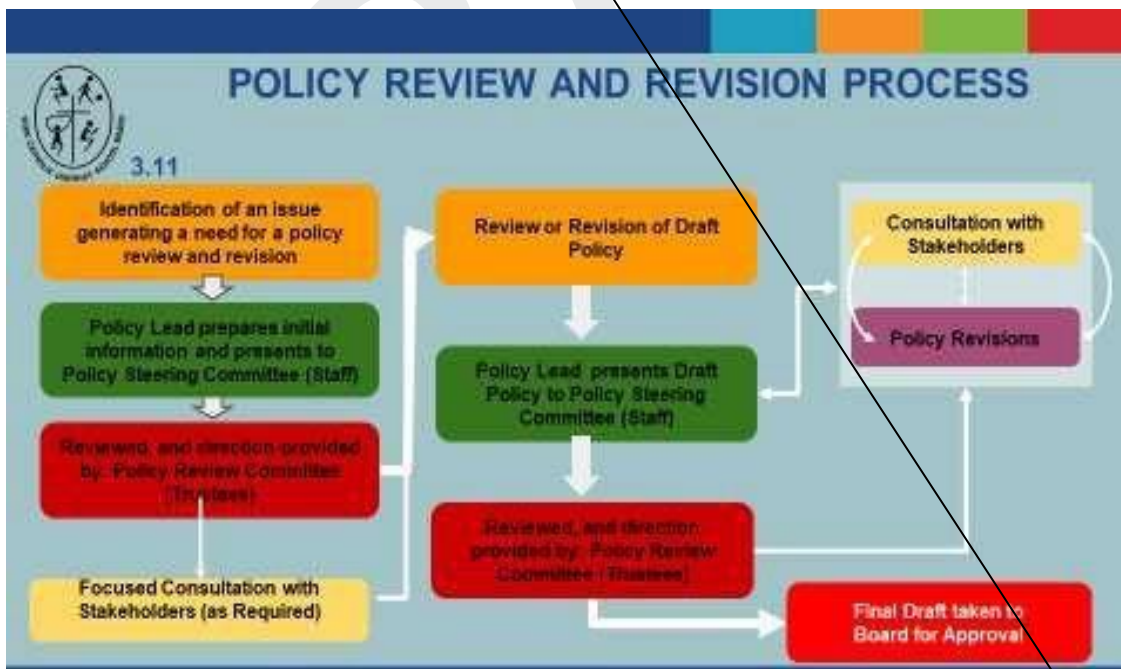
3.5	The intent of inclusive language is to use words and terminology that makes everyone feel equal and valued. Is the language of this document currently inclusive? ☐ YES ☒ NO If NO, how is this language going to be changed to ensure it is inclusive?

YCDSB Simplified Policy Review Process

APPENDIX 2a
May 2021

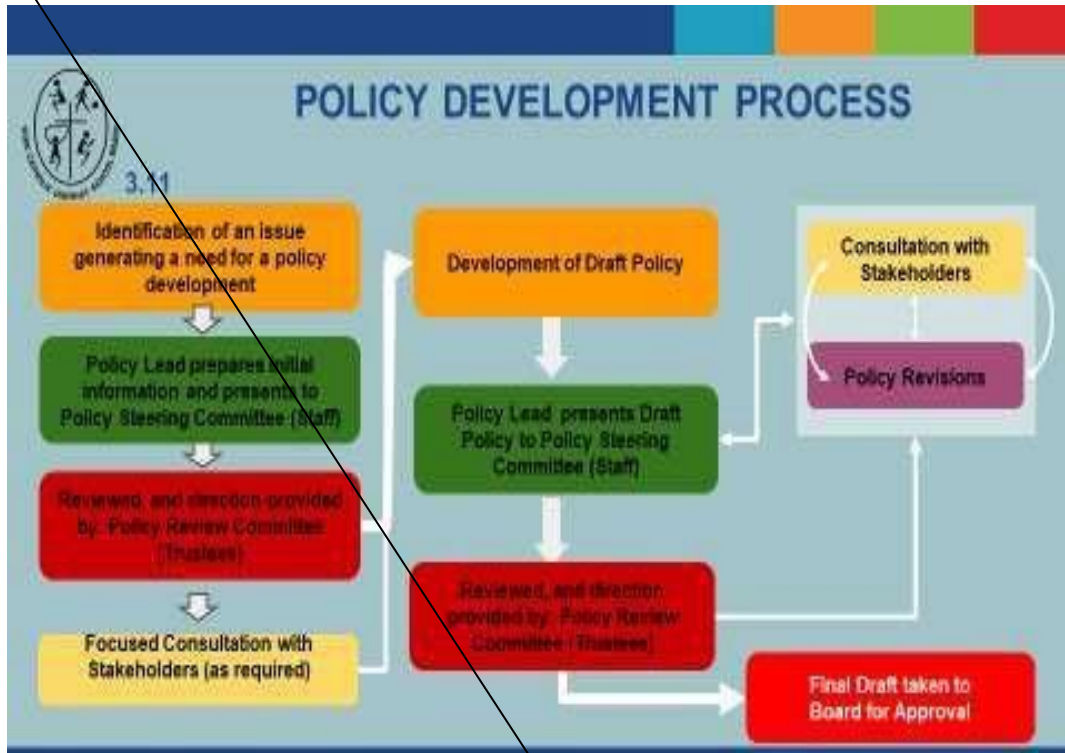


YCDSB Policy Revision and Review Process

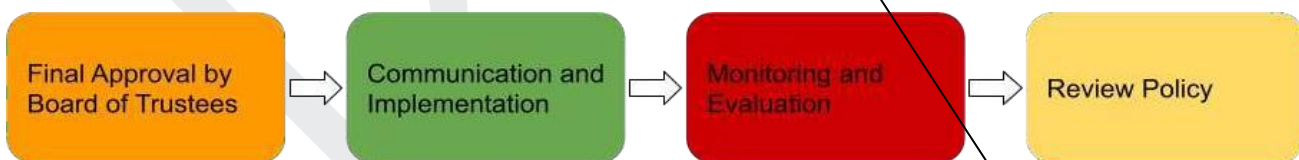


YCDSB Policy Development Process

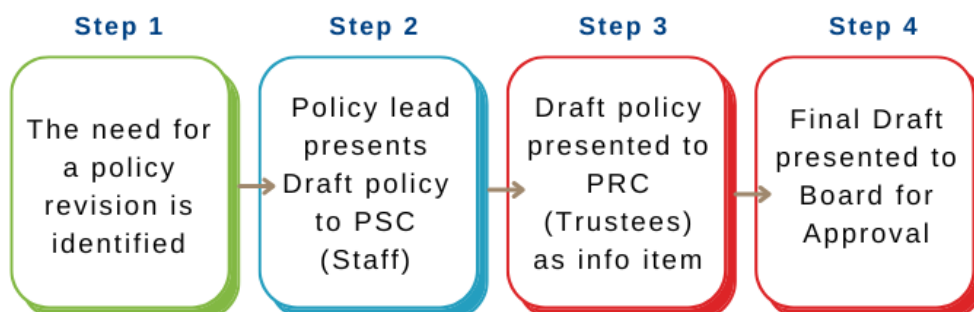
APPENDIX 2b
May 2021



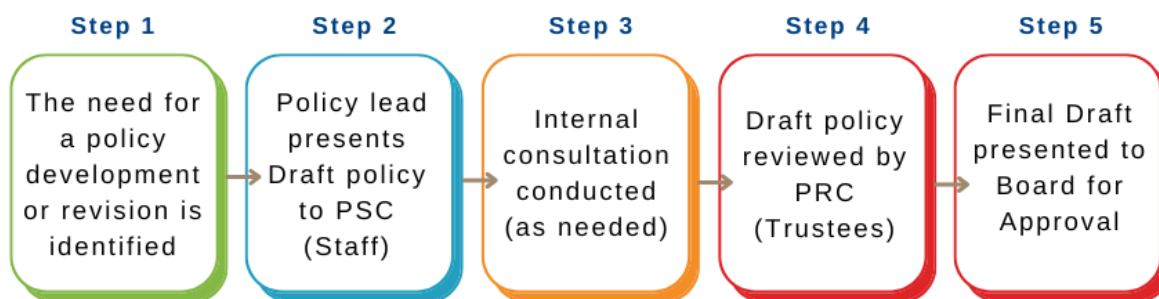
YCDSB Process Following Approval of Final Draft



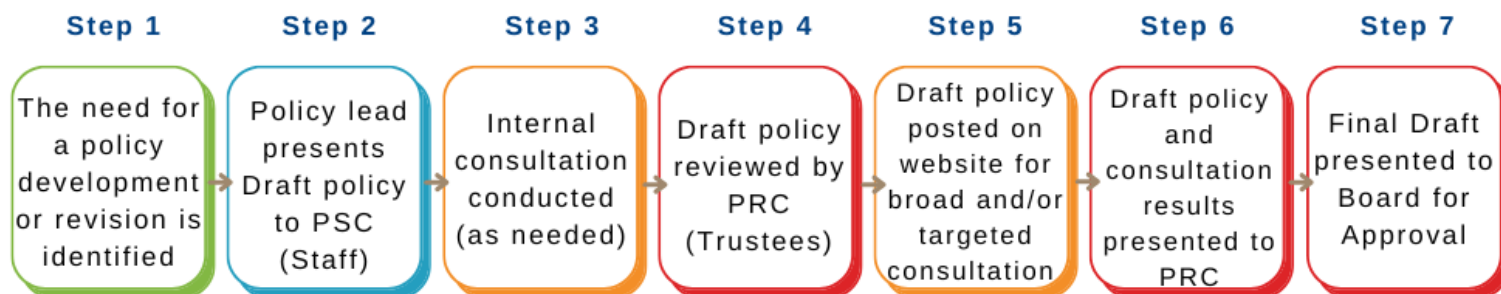
Tier 1 Editorial Revisions



Tier 2 Compliance/ Alignment Policy Development or Review



Tier 3 Comprehensive Policy Development or Review



POLICY TEMPLATE FORM

APPENDIX 3
Revised May 2021

Board Policy

Policy Section	Policy Number
Former Policy #	Page
Original Approved Date	Subsequent Approval Dates

Title: [POLICY TITLE]

1. PURPOSE:

[Provide a brief description of the policy's need and focus. Identify the reason(s) why this policy was developed (e.g., the direction of the Board of Trustees, government directive/policy, legislative requirement, the decision of Director's Council, etc.) Provide sufficient details.]

2. OBJECTIVE:

[Outline what the policy is intended to accomplish.]

3. PARAMETERS:

Identify types of transactions, activities, or functions to which the policy applies.

This section should contain focused statements of the Board's intent, governing principles, or desired results related to the subject and is expressed in simple, straightforward language. Parameters should be broad enough to allow flexibility in dealing with diverse situations at minimal expense while ensuring consistency across the system.

4. RESPONSIBILITIES:

[Identify position of staff {role in the board} responsible for content and implementation of the policy.]

5. DEFINITIONS:

Provide an explanation for keywords, phrases, abbreviations, and acronyms used in the policy.

6. CROSS-REFERENCES:

A policy that is referenced in the above policy.

7. CONCLUSION BANNER:

~~Approval by Board/Effective date/revision/review dates~~

8. APPENDICES:

[List supplementary documents, if included with the policy:]

- Appendix A: [title, same as on actual appendix], [brief explanation, if required]
- Appendix B: [title, same as on actual appendix], [brief explanation, if required]

9. REFERENCE DOCUMENTS:

(List in alphabetical order all documents referenced in the body of the policy, including legislative acts and regulations, other Board policies and operational procedures)

Legislation

- *Education Act*, sections 23 (3) (5)
- *Ontario Regulation 213* [title]

Policies

- Board Policy Title (Pxx)

Procedures

- Board Operational Procedure Title (PRxx)

Other Documents

- Ministry of Education, Policy and Program Memoranda [title]

10. CONCLUSION BANNER:

Approval by Board/Effective date/revision/review dates

Formatting of Policy Guidelines:

1. FONT AND FONT SIZE:

- a. Font shall be Arial
- b. Font Size for headings shall be: 12pt
- c. Font Size for the body shall be: 11pt

2. NUMBERING SYSTEM:

- 6.1 Text**
- 6.1.1. Text
- (a) Text
- (i) Text
- (A) Text
- (I) Text

York Catholic District School Board

Rationale for the Development, Review or Revision of a Policy

NAME:

INDICATE ONE OF THE
FOLLOWING:

STAFF

☐

STAKEHOLDER

INTERNAL/
EXTENRAL
PARTNER

☐

THE PURPOSE OF THE PROPOSED OR REVISED POLICY/PROCEDURE:

THE OBJECTIVE OF THE PROPOSED OR REVISED POLICY/PROCEDURE – INDICATE HOW THE PROPOSED OR REVISED POLICY WOULD SUPPORT THE BOARD'S MISSION, VISION AND ENHANCE STUDENT/STAFF ACHIEVEMENT AND WELL BEING:

INDICATE WHO WOULD BE DIRECTLY OR INDIRECTLY AFFECTED BY THE PROPOSED OR REVISED POLICY? HOW?

INDICATE WHO SHOULD BE INVOLVED IN DEVELOPING THE PROPOSED POLICY OR REVISING THE EXISTING POLICY.

WHAT WILL BE NEEDED FOR IMPLEMENTATION, EVALUATION, REVIEW PROCESSES?

WHO WILL ORGANIZE ONGOING MONITORING OF THE NEW POLICY AND HOW WILL IT BE EVALUATED?

WHAT ARE THE IMPLICATIONS ASSOCIATED WITH THE PROPOSED OR REVISED POLICY (i.e., Financial, Human Resources, Awareness, Other)?

WHAT ARE THE PROPOSED TIMELINES FOR IMPLEMENTATION?

ADDITIONAL COMMENTS:

SIGNATURE OF REQUESTOR:

DATE:

Please Note:

York Catholic District School Board Staff are to submit this completed Form to the Policy Steering Committee one week in advance of the next scheduled Committee meeting.

~~Stakeholders~~ **Internal/external partners** are to submit this completed Form along with the Delegation to Board Form as per the procedures outlined in Policy 106 *Delegations to the Board*.

York Catholic District School Board

POLICY DEVELOPMENT, REVIEW OR REVISION CHECKLIST

In assessing the need to develop or revise an existing policy, the following checklist is designed to assist individuals developing and reviewing the board's policies and procedures. This will not apply to every policy; the intention of the checklist is to provide considerations rather than requirements for the development and review of policies and procedures.

1. Policy- Initiation or Revision

- a) Is a policy required or is the issue better resolved through other means such as improved communication, an educational campaign, or a memorandum?
- b) Is this policy reiterating current law/ regulations/or legal responsibilities and is not required by law and/or legislation.
- c) Are the resources, knowledge and expertise available to develop a policy on this issue?
- d) Is there an existing policy with the same or a similar intent?
- e) Has the requisite approving authority been identified?
- f) Have policies from similar institutions been examined for comparison?
- g) Have plans been made on how the policy will be implemented and who is responsible for implementing? Have plans been made on how the policy will be communicated to the internal and external stakeholders partners?

2. Developing or revision of an existing Policy

- a) Is the purpose of the policy clearly established and in alignment with the board's Mission. Vision and Values.
- b) Is the objective of the policy clearly established in the document.
- c) Is the policy written in a manner that can be understood by a wide audience.
- d) ~~Does the policy incorporate the application of a Toolkit for Human Rights & Equity Analysis and Decision-Making (THREAD).~~
- e) Have related Board policies and procedures and other governing documents (e.g., Strategic Plan) been reviewed to ensure the proposed/ revised existing policy aligns with existing documents?
- f) If there are policies that are inter-related, are appropriate references included to related policies and is it clear when each policy will apply?
- g) Does the policy accurately reflect current practice?
- h) Has applicable legislation been identified and reviewed to ensure that the draft policy is in accordance?
- i) Are key terms in the policy adequately defined?
- j) Is the use of terminology consistent in the draft policy and across related policies?
- k) Is it clear to whom and what the policy applies?
- l) Does the document employ gender neutral and inclusive language?
- m) Does the language used in the draft policy follow the board's Style Guide as defined in the Meta Policy and procedure.
- n) Have all procedures been separated from the policy?
- o) Have all references in the draft policy been verified to ensure accuracy and currency?
- p) Does the draft policy employ the standardized Board Policy Template

POLICY CONSULTATION FORM

The York Catholic District School Board (The board) welcomes your input/suggestion(s) to improve on this draft policy. Your input/suggestion(s) will be reviewed and may be incorporated into the final policy. The revised Draft Policy can be downloaded and viewed [here](#).

Thank you in advance.

Name/Group: (optional):

Contact Information: (Telephone, E-mail (optional):

Policy Title: (Is its intent understood?) **Share your feedback:**

Purpose of the Policy: (Is it clear and understandable?) **How are you connected to the YCDSB?**

- YCDSB Parent/Guardian
- YCDSB Staff
- YCDSB Student
- Community Member
- Other:

Objective: (Is it clear and understandable?)

Parameters: (Is it understandable?)

Responsibilities: (Are the responsibilities sufficiently inclusive to meet the expectations of the policy?)

Definitions: (Are the definitions provided sufficient both in number and detail?)

Gross References: (Are there other references that should be included?)

Guidelines: (Are they understandable? Implementable? Do they give appropriate direction?)

Appendices:

Procedures: (Are they understandable? Implementable? Do they give appropriate direction?)

Other Comments/Suggestions (Please attach if necessary.)

SIGNATURE:

DATE:

York Catholic District School Board

POLICY CONSULTATION ~~STAKEHOLDER~~ PARTNER GROUPS / INDIVIDUALS

The Policy Review Committee, upon recommending a draft Policy be sent for consultation, will decide on appropriate consultation ~~stakeholder~~ partner groups/individuals from the list below.

Academic Supervisory Officer Team
All Union partners
All Association partners
Archdiocese, Local Bishop/Pastors
Catholic School Council
Corporate Supervisory Team
Curriculum Staff
Director of Education
Human Rights and Equity Advisor
Non-Unionized Staff
Others, approved by Director of Education
Other Public Agencies as required (i.e.: Children's Aid
Society, York Regional Police, York Region Public
Health)
Principal/Vice Principal Associations
Solicitor as required
Special Education Advisory Committee (SEAC)
Students, Elementary and/or Secondary as required
Student Trustees

York Catholic Parent Involvement Committee (YCPIC)
York Secondary Catholic Presidents Council (YSCPC)

REPORT TO BOARD MEMO
(For Internal Staff use only)

Revised May 2021

York Catholic District School Board

REPORT

Report To: Policy Review Committee

From: Administration

Date:

Report:

Executive Summary

This report is intended to provide information to the Policy Review Committee related to the request for the development of a new policy/or the revisions to YCDSB Policy XXX.

Background Information

(Define the purpose and rationale for the request outlining how the system will benefit from the proposed policy or the revisions to the existing policy, who will be affected by the proposed policy/revisions and how the procedures for implementation will be put into effect).

Summary

(Summarize the objectives of the proposed policy/revisions and attach a copy of the proposed policy or revised draft policy as an Appendix to this report).

Prepared and Submitted by: (Staff requesting the revisions)
Submitted to: Policy Steering Committee / Policy Review Committee
Endorsed by: _____, Director of Education

==

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Policy Review Committee
FROM: Administration
DATE: October 7, 2025
RE: **Policy and Procedure 202 Safe Schools – Student Discipline**

This report is presented to Trustees to highlight the rationale for the revisions to Policy and Procedure 202 *Safe Schools – Student Discipline*.

BACKGROUND:

This policy is scheduled for review as part of the Board’s cyclical review process. Revisions were made to better align with legislation, applicable PPMs, and Ministry of Education guidelines. The policy was reviewed through an equity and human rights lens to ensure it promotes fairness, reduces barriers, and supports inclusive practices across the system.

RECOMMENDATION:

That the updates to Policy 202 *Safe Schools – Student Discipline* be approved.

ATTACHMENTS

- (1) Revised Policy 202 *Safe Schools – Student Discipline*.
 - (2) Revised Procedure 202 *Safe Schools – Student Discipline*.
-

Policy Owner: Tim Laliberte, Superintendent of Education: School Leadership and Safe and Caring Schools
Prepared By: Alexandra Burnell-Gentile, Policy Advisor
Endorsed By: Jennifer Sarna, Associate Director



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Students	<i>Policy Number</i> 202
<i>Former Policy #</i>	<i>Page</i> 1 of 8
<i>Original Approved Date</i> July 3, 2001	<i>Subsequent Approval Dates</i> October 24, 2001 January 22, 2008 (Interim) July 2, 2008, May 5, 2009 February 9, 2010 July 6, 2010 June 26, 2015 November 27, 2018 November 30, 2021

POLICY TITLE: SAFE SCHOOLS – STUDENT DISCIPLINE

SECTION A

1. PURPOSE

It is the Mission of the York Catholic District School Board to educate and inspire all students to reach their full potential in a safe and caring environment. Safe, caring and inclusive Catholic schools and school communities are fundamental for creating and maintaining healthy learning and working environments. While ~~we~~ all ~~stakeholders~~ share the responsibility to foster such environments, it is the duty of the school Principal to maintain proper order and discipline in the school, as outlined in the [Education Act](#) and related legislation. In carrying out their duties, the Principal may delegate some disciplinary responsibilities to a Vice Principal or teacher of the school.

The purpose of this policy is to endorse Ministry direction with respect to safe schools and to provide direction and guidance to those responsible for implementing the procedures contained herein. ~~This policy shall be implemented through an equity and human-rights lens, explicitly aiming to identify and remove discriminatory biases and systemic barriers so that all students experience safety, dignity, and belonging. This policy and its associated procedures will be applied in a manner consistent with the Education Act, the Ontario Human Rights Code, and the York Region Police & School Boards Protocol.~~

2. OBJECTIVE

It is the policy of the York Catholic District School Board to comply with Ministry of Education expectations and direction with respect to student discipline while affirming its commitment to the three pillars of appropriate discipline within the schools of the Board – the use of proactive strategies, progressive discipline, and redemptive practice. ~~The Board will also comply with the Ontario Human Rights Code and ensure that student discipline is non-discriminatory.~~ ~~The Board is committed to a whole school approach that is trauma-informed, anti-oppressive, anti-racist, procedurally fair, restorative, and culturally responsive.~~

3. PARAMETERS

- 3.1 As a Catholic Learning Community, the Board recognizes the importance of ensuring the redemptive and forgiving aspect of discipline, as articulated in the teachings of Jesus and the Board's Core Values. The implementation of this policy will reflect these core beliefs.
- 3.2 This policy authorizes the creation of procedures for implementing a safe school environment and the YCDSB Code of Conduct Policy. Procedures may include requirements from the [Education Act](#), Policy Program Memoranda, and/or related Ministry of Education directives/resources, all of which will be sufficient for the purposes of implementing the requirements of the Ministry of Education Policy Program Memoranda with respect to student discipline.
- 3.3 Discipline measures that are purely punitive, or the use of exclusion as a disciplinary measure, will not be supported.
- 3.4 Harassment, ~~or discrimination~~ **and hate/bias-motivated incidents** based on any ~~immutable characteristic or ground~~ protected by the [Ontario Human Rights Code](#), including race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, **age**, marital status, family status, disability, **or** socioeconomic status, ~~or record of offence~~ are unacceptable behaviours.
- 3.5 Proper order and discipline in schools of the Board embrace the use of positive practices, progressive discipline, and redemptive practices. Where positive practices fail to prevent/deter inappropriate behaviour with respect to 3.4 above, Principals or their delegates may impose consequences up to and including a recommendation for expulsion to the Board of Trustees Student Suspension and Expulsion Committee.
- 3.6 The Principal, as required by the *Education Act*, must consider any mitigating and other factors and their application for the purpose of mitigating the discipline to be imposed on the student. For the purpose of the Student Discipline Policy and Procedures, the York Catholic District School Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the **Ontario Human Rights Code**. The Principal or designate shall consider whether or not the discipline will have a disproportionate impact on **equity-seeking** a students protected by the **Ontario Human Rights Code**. ~~and/or exacerbate the student's disadvantaged position in society.~~
- 3.7 The Principal and the Board of Trustees Safe Schools Student Suspension and Expulsion Committee shall consider the discriminatory impact(s) of disciplinary decisions on students protected by the **Ontario Human Rights Code**, including but not limited to, race and/or disability, and whether or not an accommodation is required.
- 3.8 Where a Principal has delegated authority to a Vice Principal or teacher of the school, the delegation of authority and the scope of the authority will be clearly identified by Board procedures, as will the support available to individuals in receipt of the delegated authority.
- 3.9 The **Ontario Human Rights Code** ~~of Ontario~~ has primacy over provincial legislation and ~~school~~ **Board** policies and procedures, such that the *Education Act*, associated regulations, Ministry of Education Program Policy Memoranda, and Board policies and procedures are subject to, and shall be interpreted and applied in accordance with the

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To approve a student discipline policy and related guidelines and/or procedures that comply with expectations of the Ministry of Education and the *Ontario Human Rights Code of Ontario*.
- 4.1.2 To authorize a Safe Schools Suspension and Expulsion Committee of no fewer than three (3) Trustees to rule on appeals of Principal suspensions and/or recommendations for expulsion.
- 4.1.3 To review the annual suspensions report from the Superintendent of Safe and Caring Schools.

4.2 Board of Trustees Safe Schools Suspension and Expulsion Committee

- 4.2.1 To adhere to the Safe Schools Suspension and Expulsion Committee Terms of Reference.
- 4.2.2 To conduct suspension appeals and expulsion hearings in accordance with the Board's ~~Student Code of Conduct, Suspension Appeal Guidelines, and Expulsion Appeal Guidelines~~ and the Ministry of Education's school suspensions and expulsions guidelines.

4.3 Director of Education

- 4.3.1 To oversee compliance with the Safe Schools – Student Discipline policy, guidelines and procedures.

4.4 Superintendent of Education: Safe and Caring Schools

- 4.4.1 To assume responsibilities as assigned with respect to Safe Schools and shall have the procedural powers and duties outlined in the Code of Conduct.
- 4.4.2 To ensure that any Safe Schools recommendation be implemented.
- 4.4.3 To provide an annual report to the Board of Trustees summarizing the suspensions that have occurred.

4.5 Superintendent of Education: School Leadership

- 4.5.1 To ensure that each school has implemented the Board's Code of Conduct.
- 4.5.2 ~~To ensure that annually, each school develops a safe and caring school goal articulated in the Board Improvement Learning Cycle for Student Achievement and Well-Being (BILCSAW).~~
- 4.5.3 To ensure that each school has established a Safe Schools Action Team.
- 4.5.4 To ensure that school administration is aware of and adheres to Policy and Procedure 202: Safe Schools – Student Discipline.
- 4.5.5 To review disciplinary data with Principals for the purpose of monitoring disproportionate impacts and identifying trends.

4.6 Principal

- 4.6.1 To demonstrate leadership in fostering and maintaining a safe, caring and inclusive school.
- 4.6.2 To maintain proper order and discipline in the school.
- 4.6.3 To inform the school community, through a variety of means (assemblies, announcements, digital media), on an annual basis, of the Student Disciplinary Procedures.
- 4.6.4 To perform duties 'in accordance with Board procedures' when handling student discipline.
- 4.6.5 To document each step of the student's progressive discipline process

- including restorative and supportive practices taken.
- 4.6.6 To delegate disciplinary responsibilities to a Vice Principal and/or teacher of the school, when required.
- 4.6.7 To comply with and implement the York Region Police & School Boards Protocol.

4.7—Staff Employees

- 4.7.1 To assist with fostering a safe, caring and inclusive school.
- 4.7.2 To hold all students to the highest standard of respectful and responsible conduct.
- 4.7.3 To complete the required training.
- 4.7.4 To report incidents of inappropriate or unsafe behaviour to a supervisor or designate.

4.8 Students

- 4.8.1 To be responsible for their conduct at all times.
- 4.8.2 To comply with the Board's Code of Conduct policy.

4.9 Parent(s)/Guardian(s)

- 4.9.1 To support the efforts of the School in maintaining a safe and respectful learning environment for all students.

5. DEFINITIONS

5.1 Adult Student

A student who is 18 years or older, or 16/17 years who has removed themselves from parental control.

5.2 Board of Trustees Safe Schools Suspension and Expulsion Committee

A committee of three (3) or more Trustees designated to determine suspension appeals and recommendations for expulsion.

5.3 Bullying

Bullying is aggressive and typically repeated behaviour by a pupil where, (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of, (i) causing harm fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or (ii) creating a negative environment at a school for another individual, and (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education, ("intimidation").

Bullying behaviour includes the use of any physical, verbal, electronic, written or other means.

5.4 Cyber-bullying

Cyber-bullying is bullying by electronic means including, (a) creating a web page or a blog in which the creator assumes the identity of another person; (b) impersonating another person as the author of content or messages posted on the internet; and (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Cyber-bullying may include but is not limited to:

- (i) Sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via text messages, emails, direct messages;
- (ii) Capturing, creating, altering, and/or sending photos or videos of an individual;
- (iii) Revealing information considered to be personal, private, and sensitive without consent;
- (iv) Making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others; and,
- (v) Excluding or disrupting access to, a student on purpose from online chat groups, access to accounts and during digital gaming sessions.

5.5 Daily Care Guardian

A person with daily care responsibilities is an adult person (18 years or older) who is not the custodial parent/legal guardian of a student who is less than 18 years old, but is a person who cares for the student on a daily basis and is known by the school to provide daily care, for example a grandparent, aunt, uncle, older brother or sister.

5.6 Discrimination

5.6.1 Unjust or prejudicial treatment of individuals or groups on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, or socioeconomic status, as set out in the *Ontario Human Rights Code*, or on the basis of other, similar factors.

5.6.2 Discrimination, whether intentional or unintentional, has the effect of having a harmful impact on others, and of preventing or limiting access to opportunities, benefits or advantages that are available to other members of society.

5.6.3 Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

5.7 Disproportionate Impact

A disparity in discipline outcomes between groups (eg. by race, disability, etc.).

5.8 Exclusion

The refusal to admit to the school or classroom a student whose presence in the school or classroom would in the Principal's judgment be detrimental to the physical or mental well-being of the student, other students or staff. ~~An example of exclusion could be around mental health issues where safety is a concern or where a Principal has no legal right to deny admission i.e. through suspension, but nevertheless admission should be denied.~~ If this is being considered, the Principal must consult with their Superintendent and other relevant senior staff. If the Principal is considering the use of this clause for a student with special education needs, they must also consult the Superintendent of Education: Exceptional Learners.

5.9 Expulsion

Is a removal from a school of the Board or all schools of the Board that the student was attending at the time of the incident.

5.10 Harassment

Engaging in a course of vexatious comment or conduct, (e.g., unwanted, offensive, intimidating, hostile or inappropriate) that is known or ought reasonably to be known to be unwelcome.

5.11 Hate and/or Bias-Motivated Incidents

Incidents (e.g., involving statements, words, gestures) that are motivated by hatred or bias towards an identifiable group (e.g., a group distinguished by colour, race, religion, gender, sexual orientation, or ethnic origin), but may not be a criminal offense under the Criminal Code of Canada. A hate/bias-motivated incident may include name calling, racial slurs, or the distribution of material promoting prejudice.

5.12 Impact on School Climate

An incident or activity which has a negative effect on the school community, school environment and/or school-affiliated parish.

5.13 Parent/Guardian

Where there is a reference to involving or informing a parent/legal guardian it means the custodial parent or legal guardian of a minor child.

5.14 Procedural Fairness

Refers to the right to be heard, by an unbiased decision maker.

5.15 Progressive Discipline

An approach that makes use of a continuum of prevention programs, preventative actions, interventions, supports and/or consequences building upon strategies that promote positive behaviours.

5.16 School Climate

The sum total of all of the personal relationships within a school. A positive climate exists when all members of the school community feel safe, comfortable and accepted.

5.17 School Community

The school community is composed of staff, students, parents, parish and volunteers of the school and feeder schools/family of schools, as well as the community of people and businesses that are served by or located in the greater neighbourhood of the school.

5.18 Suspension

An order that prohibits access to a school for a defined period of time (1-20 days), usually as the consequence of an infraction outlined in the Code of Conduct.

5.19 Trauma-Informed

Refers to an approach that acknowledges and accounts for the connection between violence, trauma, and a person's well-being and ability to stay regulated.

5.20 Weapon

Any object used to threaten or inflict harm on another person and includes, but is not limited to, knives, guns, replica guns, clubs and animals.

6. CROSS REFERENCES

Legislation

[Education Act](#)

[Cannabis Act](#)

[Ontario Human Rights Code](#)

[Ontario Ministry of Education school suspensions and expulsions guidelines](#)

[Ontario Regulation 472/07, Behaviour Discipline and Safety of Pupils](#)

Ontario Regulation 440/20, Suspension Of Elementary School Pupils

Policy/Program Memorandum No. 119: [Equity and Inclusive Education in Ontario schools](#)

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

Policy/Program Memorandum No. 141: [Programs for Long Term Suspensions](#)

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

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

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

Policy/Program Memorandum No. 169: [Student Mental Health](#)

[Smoke Free Ontario Act, 2017](#)

[Statutory Powers Procedure Act](#)

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

YCDSB Website

[YCDSB Safe Schools](#)

YCDSB Policies

Policy 207A Administration of Oral Prescription Medication to Elementary & Secondary Students

Policy 4617 Code of Conduct

Policy 223 Bullying Prevention and Intervention

Policy 610 Cannabis, Electronic Cigarettes, Tobacco – A Smoke-Free Environment

Policy 613 Equity & Inclusive Education

Policy 701 Access to School and Board Premises

YCDSB Procedure

Procedure 202 Safe Schools – Student Discipline

YCDSB Guidelines Supporting Positive Behaviour: Responding to Risk of Injurious Behaviour by Students with Special Educational Needs

POLICY TITLE: SAFE SCHOOLS – STUDENT DISCIPLINE

SECTION B: GUIDELINES

It is the Mission of the York Catholic District School Board to educate and inspire all students to reach their full potential in a safe and caring environment. While all ~~stakeholders~~ **members of the YCDSB community** share the responsibility for creating and maintaining healthy learning and working environments, it is the duty of the school Principal to maintain proper order and discipline in the school, as outlined in the *Education Act* and related legislation.

The operational procedure, an addendum to Policy 202: Safe Schools – Student Discipline, aligns with Ministry direction relating to safe schools and provides direction and guidance to those responsible for implementing the procedures contained herein. The procedures contain the information related to the following components:

- 1. Positive Practices**
 - 1.1 Preventative Practices
 - 1.2 Positive Behaviour Management Practices
- 2. Equity, Trauma-Informed, And Culturally Responsive Practices**
- 3. Progressive Discipline Approaches**
 - 3.1 Early/Ongoing Intervention Strategies and Progressive Discipline Consequences
- 4. Suspension and Expulsion**
 - 4.1 Infractions for the Imposition of a Suspension
 - 4.2 ~~Mitigating and other factors leading to a suspension~~ **Infractions for Imposition of an Expulsion**
 - 4.3 ~~Infractions for the imposition of an expulsion~~ **Mitigating and Other Factors Leading to a Suspension Or Expulsion**
 - 4.4 ~~Mitigating and other factors leading to an expulsion~~
- 5. Principal Investigation**
 - 5.1 ~~Expectations and procedures~~
- 6. Appeal**
 - 6.1 Suspension Appeal Procedures
 - 6.2 ~~Role of the Superintendent Responsible for Safe Schools~~
 - 6.3 ~~Role of the Safe Schools~~ Suspension and Expulsion Committee
 - 6.4 **Expulsion Appeal Procedures**
- 7. ~~Supports for Victims of Serious~~ **Violent Student Incidents****
- 8. Exclusion**



YORK CATHOLIC DISTRICT SCHOOL BOARD

PROCEDURE: SAFE SCHOOLS – STUDENT DISCIPLINE

Addendum to Policy 202: Safe Schools – Student Discipline

Effective: **XX**

POLICY TITLE: SAFE SCHOOLS – STUDENT DISCIPLINE

PURPOSE

It is the Mission of the York Catholic District School Board to educate and inspire all students to reach their full potential in a safe and caring environment. While ~~we~~ all stakeholders share the responsibility for creating and maintaining healthy learning and working environments, it is the duty of the school Principal to maintain proper order and discipline in the school, as outlined in the [Education Act](#) and related legislation.

This operational procedure, an addendum to Policy 202: Safe Schools – Student Discipline, aligns with Ministry direction relating to safe schools and provides direction and guidance to those responsible for implementing the procedures contained herein.

1. POSITIVE PRACTICES

In order to promote and support appropriate and positive student behaviours that contribute to creating and sustaining safe, caring and inclusive Catholic learning and teaching environments that encourage and support students to reach their full potential, the Board supports the use of positive practices for:

- (1) prevention; and,
- (2) positive behaviour management.

Principals and resource staff shall review and amend Individual Education Plans, Positive Behaviour Support Plans and Behaviour Management Systems Safety Regulation Plans at regular intervals and following an incident to ensure that every student with disability related needs is receiving reasonable accommodation(s) up to the point of undue hardship ([Ontario Human Rights Code](#)).

1.1 Preventative practices may include:

- 1.1.1 Bullying prevention
- 1.1.2 Violence prevention programs;
- 1.1.3 Mentorship programs;
- 1.1.4 Student success strategies;
- 1.1.5 Character education;
- ~~1.1.6 Second Step program;~~
- 1.1.7 Human Rights strategy;
- ~~1.1.8 TRIBES program;~~
- 1.1.9 Citizenship development;
- 1.1.10 Student leadership program;
- 1.1.11 Promoting healthy student relationships;
- 1.1.12 Healthy lifestyles strategy;
- 1.1.13 Violent Risk and Threat Assessment training and practices;
- 1.1.14 Evidence-based social-emotional learning programs.

1.2 Positive behaviour management practices may include:

- 1.2.1 Program modifications or accommodations;
- 1.2.2 Class/subject placement;
- 1.2.3 Positive encouragement and reinforcement;
- 1.2.4 Individual, peer and group counselling;
- 1.2.5 Conflict resolution / Dispute resolution;
- 1.2.6 Mentorship programs;
- 1.2.7 Promotion of healthy student relationships;
- 1.2.8 Sensitivity programs;
- 1.2.9 Safety Plans;
- 1.2.10 School, Board and community support programs;
- 1.2.11 Student success strategies.

2. EQUITY, TRAUMA-INFORMED, AND CULTURALLY RESPONSIVE PRACTICES

The York Catholic District School Board recognizes the importance of addressing student behaviour through approaches that are equitable, culturally responsive, and trauma-informed. In responding to incidents, school staff and Principals shall:

- 2.1 Provide opportunities for culturally responsive and relevant interventions;
- 2.2 Use appropriate actions such as restorative conversations, circles, or conferences;
- 2.3 Acknowledge historical trauma and its intergenerational impact on equity seeking students and families that have and continue to be impacted by systemic racism;
- 2.4 Utilize trauma-informed approaches and strategies in the progressive discipline process in support of all students and families.

3. PROGRESSIVE DISCIPLINE APPROACHES

Progressive discipline is an approach that makes use of a continuum of prevention programs, preventative actions, interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate, and include learning opportunities which reinforce positive behaviours and help students make good choices. For students with special education and/or disability related needs, interventions, supports and consequences must be consistent with the expectations in the student's **individual education plan (IEP)** and/or ~~his/her~~ **their** demonstrated abilities.

Appropriate action must consistently be taken by schools to address behaviours that are contrary to provincial, Board and school Codes of Conduct, which includes, but is not limited to, inappropriate sexual behaviour, gender based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socioeconomic status, disability and/or any other immutable characteristic or ground protected by the **Ontario Human Rights Code**.

It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with students on a regular basis, (including administrators, teachers, educational assistants, social workers, child and youth workers, psychologists, and speech and language pathologists and any other professionals) shall respond to any such inappropriate and disrespectful behaviour or any other behaviour that causes a negative school climate or for which a suspension or expulsion may be imposed, which they have observed or heard during the course of their duties or otherwise while on school property or during a school related event.

The Board, and school administrators, must consider all mitigating and other factors, as required by the *Education Act*, set out in Ontario Regulation 472/07 and reflected in student discipline settlements with the Human Rights Commission.

3.1 Early/Ongoing Intervention Strategies and Progressive Discipline Consequences

Progressive discipline may include early and/or ongoing intervention strategies, such as:

- 3.1.1 Contact with the student's Parent(s)/Guardian(s);
- 3.1.2 Verbal reminders;
- 3.1.3 Review of expectations;
- 3.1.4 Written work assignment with a learning component;
- 3.1.5 Volunteer service to the school community;
- 3.1.6 Peer mentoring;
- 3.1.7 Referral to **behaviour resource specialist** ~~counselling~~;
- 3.1.8 Conflict mediation and resolution;
- 3.1.9 Consultation.

Progressive discipline may also include a range of interventions, supports and consequences when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:

- 3.1.10 Meeting with the student's Parent(s)/Guardian(s), student and Principal;

- 3.1.11 Suggestion to seek support from Referral to a community agency for anger management or substance abuse counseling;
- 3.1.12 Detentions;
- 3.1.13 Withdrawal of privileges;
- 3.1.14 Withdrawal from class;
- 3.1.15 Restitution for damages;
- 3.1.16 Restorative practices;
- 3.1.17 Transfer with supports.

Progressive discipline is most effective when dialogue between the school and home regarding student achievement, behaviour and expectations is open, courteous and focused on student success.

When a serious infraction has occurred, the Principal may determine that the appropriate response is not conducive to the use of progressive discipline.

When addressing inappropriate behaviour, school staff should consider the particular student and circumstances, including any mitigating and other factors as set out in 3.3 3.2.1 and 3.2.3 of this Procedure, as well as the nature and severity of the behaviour, and the impact on the school climate. The Board also supports the use of suspension and expulsion where a student has committed one or more of the infractions outlined below on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate.

An exclusion from the school pursuant to section 265 (1) (m) of the *Education Act* shall only be effected in accordance with the *Education Act*, the Access to School and Board Premises policy, and consistent with the *Ontario Human Rights Code*. A student shall not be excluded from school as a disciplinary measure.

4. SUSPENSION AND EXPULSION

4.1 Infractions for the Imposition of a Suspension

The infractions for which a suspension may be imposed by the Principal include:

- 4.1.1 Uttering a threat to inflict serious bodily harm on another person;
- 4.1.2 Possessing alcohol, illegal and restricted drugs, or cannabis with the exception of prescribed cannabis used for medical purposes governed in accordance with Policy 207A *Administration of Oral Prescription Medication to Elementary & Secondary Students*;
- 4.1.3 Being under the influence of alcohol, illegal and restricted drugs or cannabis with the exception of cannabis used for medical purposes governed in accordance with Policy 207A *Administration of Oral Prescription Medication to Elementary & Secondary Students*;
- 4.1.4 Distributing, sharing or selling cannabis or cannabis products;
- 4.1.5 Swearing at a teacher or at another person in a position of authority;
- 4.1.6 Committing an act of vandalism that causes damage to school/Board property at the student's school or to property located on the premises of the student's school;
- 4.1.7 Bullying;
- 4.1.8 Any act considered by the Principal to be injurious to the moral tone of the school including, at the secondary school level, habitual non-compliance with the school's approved dress code;
- 4.1.9 Any act considered by the Principal to be injurious to the physical or mental well-being of members of the school community including, but not limited to, biting, hitting, kicking, punching, pushing, spitting, slapping, verbal insults or remarks; or
- 4.1.10 Any act considered by the Principal to be contrary to the Board or school Code of Conduct;

A student may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days. Any such infractions about which a board staff member or transportation provider becomes aware must be reported to the Principal or designate at the earliest, safe opportunity and no later than the end of the school day, or end of a transportation run, if reported by a transportation provider. A written report must be made when it is safe to do so. A Principal who suspends a student under Section 306 shall make all reasonable efforts to inform the student's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless the student is at least 18 years old, or is 16 or 17 and has withdrawn from parent control.

4.2 Infractions for Imposition of an Expulsion

Under the safe school changes that came into effect on February 1, 2008, the Principal is required to suspend a student for up to 20 school days if the Principal believes that the student has engaged in an activity for which the student might ultimately be expelled by the school board. This clause provides for the removal of the student from the school while allowing the Principal to investigate the incident and decide whether to recommend to the board that the student be expelled.

The infractions for which a Principal may consider recommending to the Board that a student be expelled from the student's school or from all schools of the Board include:

- 4.2.1 Possessing a weapon, including possessing a firearm or knife;
- 4.2.2 Using a weapon to cause or to threaten bodily harm to another person;
- 4.2.3 Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- 4.2.4 Committing sexual assault;
- 4.2.5 Trafficking in weapons, illegal or restricted drugs, cannabis or cannabis products;
- 4.2.6 Committing robbery;
- 4.2.7 Giving alcohol or drugs, cannabis or cannabis products to a minor;
- 4.2.8 Any act considered by the Principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- 4.2.9 A pattern of behaviour that is so inappropriate that the student's continued presence is injurious to the effective learning and/or working environment of others;
- 4.2.10 Activities engaged in by the student on or off school property that cause the student's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
- 4.2.11 Activities engaged in by the student on or off school property that have caused damage to the property of the Board or to goods that are/were on Board property;
- 4.2.12 The student has demonstrated through a pattern of behaviour that ~~s/he has~~ **they have** not prospered by the instruction available to ~~him or her~~ **them** and that ~~s/he is~~ **they are** persistently resistant to making changes in behaviour which would enable ~~him or her~~ **them** to prosper;
- 4.2.13 Any act considered by the Principal to be a serious violation of the requirements for student behaviour and/or a serious breach of the Board or school Code of Conduct; or,
- 4.2.14 Where a student has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the Principal to be a serious violation of the expectations of student behaviour and/or a serious breach of the Board or school Code of Conduct.

4.3 Mitigating and Other Factors Leading to a Suspension or Expulsion

Before imposing a suspension, the Principal, as required by the *Education Act*, must consider any mitigating and other factors and their application for the purpose of mitigating the discipline to be imposed on the student. For the purpose of the Student Discipline Policy and Procedures, the York Catholic District School Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Ontario Human Rights Code*. The Principal or designate shall consider whether or not the discipline will have a disproportionate impact on a student protected by the *Ontario Human Rights Code* and/or exacerbate the student's disadvantaged position in society.

4.3.1 Mitigating Factors

The mitigating factors to be considered by the Principal are:

- Whether the student has the ability to control ~~his or her~~ **their** behaviour;
- Whether the student has the ability to understand the foreseeable consequences of ~~his or her~~ **their** behaviour; and;
- Whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

4.3.2 MENTAL HEALTH AND STUDENT DISCIPLINE

In accordance with *PPM 169: Supporting Student Mental Health*, the Board recognizes the important connection between student mental health and safe, caring, and inclusive school environments. When responding to incidents of inappropriate behaviour, school staff and Principals must:

- Consider whether the behaviour may be connected to mental health needs;
- Ensure that appropriate supports, referrals, and accommodations are explored in consultation with parents/guardians and relevant school or Board personnel (e.g., social workers, psychologists, child and youth workers); and
- Apply progressive discipline strategies that are responsive to the student's circumstances, with a focus on supporting positive mental health and well-being.

4.3.3 Other Factors to be considered

- The student's academic, discipline and personal history;
- Whether other progressive discipline has been attempted with the student, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
- Whether the infraction for which the student might be disciplined was related to any harassment **and/or bullying** of the student because of race, colour, ethnic origin, place of origin, religion/ creed, disability, gender or gender identity, sexual orientation (**or any other code-protected ground**), or harassment **and/or bullying** for any other reason;
- The impact of the discipline on the student's prospects for further education;
- The student's age;
- [Ontario Regulation 440/20 Suspension of Elementary School Pupils](#) removes the discretion of the Principal to suspend students in junior kindergarten to Grade 3 for activities listed in **section 3.1 of this Policy in accordance with subsection 306(1) of the Education Act**. These behaviours should be addressed with the appropriate positive behaviour supports in the school setting. Activities listed in [subsection 310\(1\) of the Education Act](#) will still be subject to mandatory suspensions, pending the result of an investigation;
 - a) **Principals must suspend students in junior kindergarten to grade 3 for incidents of bullying if:**
 - their continuing presence in the school creates an unacceptable risk to the safety of another person
 - the bullying is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or

- physical disability, sexual orientation, gender identity, gender expression or any other similar factor (for example, socio- economic status, appearance)
- b) Principals must suspend a student between grades 4 to 12 for bullying and, after an investigation, consider referring that student for expulsion if:
 - the student has previously been suspended for bullying; and the student's continuing presence in the school creates an unacceptable risk to the safety of another person
 - the bullying is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor
- Where the student has an IEP or disability related needs,
 - a) Whether the behaviour causing the incident was a manifestation of the student's disability;
 - b) Whether appropriate individualized accommodation has been provided; and,
 - c) Whether a suspension is likely to result in aggravating or worsening the student's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
- Whether or not the student's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

The Principal and/or the Safe Schools Suspension and Expulsion Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a student protected by the *Ontario Human Rights Code* and/or exacerbate the student's disadvantaged position in society.

Any such infractions about which a board staff member or transportation provider aware must be reported to the Principal or designate at the earliest, safe opportunity and no later than the end of the school day, or end of a bus run, if reported by a transportation provider. A written report must be made when it is safe to do so.

5. PRINCIPAL INVESTIGATION

Before recommending an expulsion from the student's school or from all schools of the Board, the Principal must complete an investigation, consistent with the expectations of the *Ontario Human Rights Code* and as required by the *Education Act*, which is consistent with the expectations for Principal investigations outlined in the Board's Code of Conduct. If, on concluding the investigation, the Principal decides not to recommend to the Board that the student be expelled, the Principal shall:

- i) Confirm the suspension and duration of the suspension; or,
- ii) Confirm the suspension but shorten its duration, even if the suspension has already been served and amend the record of suspension accordingly; or,
- iii) Withdraw the suspension and expunge the record of the suspension, even if the suspension has already been served.

Any investigation shall ensure procedural fairness.

For the purpose of the Code of Conduct, the Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Ontario Human Rights Code*.

6. APPEAL

Where a student's parent/guardian or the adult student, if 18 or older or 16 or 17 and has removed ~~him/herself~~ **themselves** from parental control, disagrees with the decision of a Principal to suspend a student, that parent/guardian or the adult student may appeal the Principal's decision to suspend the student, in accordance with the *Ontario Human Rights Code*, the Code of Conduct and ~~Suspension Appeal Guidelines~~ the Ministry of Education's School suspensions and expulsions guidelines.

Suspension appeals will not be conducted in accordance with or be subject to the Statutory Powers Procedure Act.

6.1 Suspension Appeal Procedures

Parents can appeal a suspension to the board. Written notice of the request for an appeal must be sent to the appropriate Superintendent within ten (10) school days of the start of the suspension. The appeal must be heard within fifteen (15) school days of the Board receiving the notice of appeal, unless an extension has been agreed upon between the parent/guardian and the school board.

6.2 Superintendent Responsible for Safe Schools

The Superintendent responsible for Safe Schools shall have the procedural powers and duties outlined in the Code of Conduct.

6.3 Safe Schools Suspension and Expulsion Committee

6.3.1 The Safe Schools Suspension and Expulsion Committee, consisting of no fewer than three (3) Trustees will conduct appeals of Principal suspensions and Principal recommendations for expulsion in accordance with the ~~Board's Code of Conduct, Suspension Appeal Guidelines, Expulsion Hearing Guidelines and Rules~~ and the Ministry of Education's school suspensions and expulsions guidelines.

6.3.2 The Safe Schools Suspension and Expulsion Committee shall require all documents being presented in a hearing to be given to the Superintendent of Safe Schools no later than three days before the scheduled hearing. These documents will be given to the three (3) Trustees for their review prior to a hearing, on a confidential and without prejudice basis.

6.3.3 The Safe Schools Suspension and Expulsion Committee shall have the powers as set out in the *Education Act* and **as well as** any other powers necessary, and shall consider the *Ontario Human Rights Code* of Ontario ~~any other powers~~ prior to implementing any appropriate Order.

6.4 Expulsion Appeal Procedures

Parents can appeal the decision of the Safe Schools Suspension and Expulsion Committee to uphold the Principal's recommendation for expulsion to the Child and Family Services Review Board within 30 school days of receiving the written expulsion notice.

7. VICTIMS OF SERIOUS/VIOLENT STUDENT INCIDENTS

The York Catholic District School Board is committed to implementing a plan of action to support students who are victims of a serious/violent incident or who are affected by a serious/violent incident. Principals, in collaboration with appropriate school and board personnel and in consultation with Parent(s)/Guardian(s) of a student who:

- i) Is less than eighteen (18) years of age; or,
- ii) Is sixteen (16) or seventeen (17) years of age, has withdrawn from parental control, but given consent to the disclosure of information, shall develop and assess the effectiveness of a plan aimed at protecting the student while supporting the student's ability to reach ~~his/her~~ **their** full potential.

In accordance with the *Education Act*, Bill 157 (Reporting and Responding to Serious Incidents in Schools), PPM 144 (Bullying Prevention and Intervention), and PPM 145 (Progressive Discipline and Promoting Positive Student Behaviour), the Principal must:

- i) ensure the parent(s)/guardian(s) or adult student are informed, as appropriate;
- ii) disclose to the victim and/or their parent(s)/guardian(s):
 - the nature of the activity that resulted in harm;
 - the nature of the harm;
 - the steps taken to protect the pupil's safety, including any disciplinary measures applied;
 - the supports that will be provided to the pupil in response to the harm;
- iii) ensure that personal information about other students involved is not disclosed, including the number of suspension days, specific supports provided, or any identifying or personal information;
- iv) ensure information is shared in compliance with the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)* and other applicable privacy legislation;

8. EXCLUSION

The Principal, in rare and extenuating circumstances, may need to consider the possibility of exclusion under Section 265(1)(m) of the *Education Act*. If this is being considered, the Principal must consult with their Superintendent and other relevant senior staff. If the Principal is considering the use of this clause for a student with special education needs, they must also consult the Superintendent of Education: Exceptional Learners. Policy/Program Memorandum 145 stipulates that Section 265 (1) (m) of the Act is not to be used as a disciplinary measure but is a short term measure to ensure the safety of students, staff and parents/guardians in the school.

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Policy Review Committee
FROM: Administration
DATE: October 7, 2025
RE: **Policy 409 Occupational Health & Safety**

This report is presented to Trustees to highlight the rationale for the revisions to Policy 409 *Occupational Health & Safety*.

BACKGROUND:

This policy is scheduled for review as part of the annual requirements under the *Occupational Health & Safety Act* (OHSA). The draft policy has been reviewed by the Joint Health and Safety Committee (JHSC).

RECOMMENDATION:

That the updates to Policy 409 *Occupational Health & Safety* be approved.

ATTACHMENTS

(1) Revised Policy 409 *Occupational Health & Safety*.

Policy Owner: Rocchina Antunes, Superintendent of Human Resources
Prepared By: Alexandra Burnell-Gentile, Policy Advisor
Endorsed By: Jennifer Sarna, Associate Director



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Human Resources	<i>Policy Number</i> 409
<i>Former Policy #</i>	<i>Page</i> 1 of 4
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
June 17, 1986	September 8, 1998, May 6, 2008 November 3, 2009, March 1, 2011 March 6, 2012, October 29, 2013 March 29, 2016, March 28, 2017, April 30, 2019, March 23, 2021 March 6, 2024

POLICY TITLE: OCCUPATIONAL HEALTH & SAFETY

SECTION A

1. PURPOSE

The York Catholic District School Board values learning and working environments that are safe, nurturing, positive and respectful. The purpose of this policy is to promote for all employees a healthy and safe working environment that is consistent with the requirements of the *Occupational Health and Safety Act*, its attendant Regulations and any other applicable legislation.

This policy is aligned with the Board's Equity and Inclusive Education policy, the *Ontario Human Rights Code*, and the *Accessibility for Ontarians with Disabilities Act (AODA)*. At all times, it must be interpreted to ensure equity, accessibility, and consistency with the Board's mission, Catholic values, and legal obligations.

2. OBJECTIVE

It is the policy of the York Catholic District School Board that every effort shall be made to provide and maintain a healthy and safe work environment for all employees.

3. PARAMETERS

- 3.1. A multisite Joint Health and Safety Committee shall operate with representation from both workers and management, **striving for diversified membership that includes equity-seeking groups.**
- 3.2. All Board workers and management share the responsibility for occupational health and safety through the internal responsibility system. It is in the firm belief that through joint education programs, joint investigations of problems and joint resolution of those problems, working conditions will be enhanced for all, and the workplace will be made safe and healthy for all employees.
- 3.3. The Joint Health and Safety Committee shall make recommendations to the Director of Education for the improvement of health and safety in the workplace, maintenance and monitoring of programs, measures and procedures.

- 3.4. The Joint Health and Safety Committee will, in conjunction with staff, provide a procedure for scheduling, conducting and following up on workplace inspections in all YCDSB facilities.
- 3.5. Annual Review
This policy will be reviewed in consultation with the Joint Health & Safety Committee, as often as necessary, but at least annually to ensure its effectiveness in accordance with *Occupational Health and Safety Act*.
Any changes will be referred to the Board of Trustees Policy Review Committee for approval.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the *Occupational Health and Safety Act*.
- 4.1.2 To oversee compliance with the Board's Occupational Health & Safety policy, programs and procedures.
- 4.1.3 To promote workplace health and safety as a joint responsibility of both the Board and its employees.
- 4.1.4 To establish procedures that ensures ongoing communication between the Board and workers on health and safety matters.

4.2 Superintendent of Human Resources

- 4.2.1 To ensure an annual review of the policy as per 3.5 of this policy.
- 4.2.2 To appoint the management representatives to the Joint Health and Safety Committee in a manner that ensures diversified representation, including employees from equity-seeking groups.

4.3 Principals or Managers

- 4.3.1 To ensure that employees carry out their responsibilities in compliance with established health and safety programs, procedures, plans and protocols.
- 4.3.2 To take every reasonable precaution in the circumstances for the protection of an employee by informing them of any hazard(s) in the workplace and taking prompt corrective action to rectify any identified hazard.
- 4.3.3 To provide appropriate training to all employees under their supervision concerning personal health and safety, and that of their co-workers.
- 4.3.4 To ensure a copy of this policy is posted on the Health and Safety bulletin board.

4.4 Employees

- 4.4.1 To work in compliance with the provisions of the *Occupational Health and Safety Act* and in keeping with the programs and procedures established by the Board.
- 4.4.2 To take responsibility for protecting their personal health and safety in the workplace and that of their co-workers.
- 4.4.3 To immediately bring to the attention of Administration, through their supervisor, the existence of any unsafe work practices and/or hazardous condition(s).

4.5 Joint Health & Safety Committee

- 4.5.1 To carry out responsibilities as identified in the *Occupational Health and Safety Act*.
- 4.5.2 To identify and make recommendations to the Board on improvements to workplace health and safety.

4.6 Certified Worker Member

- 4.6.1 To carry out responsibilities as identified in the *Occupational Health and Safety Act* and specified in the YCDSB Joint Health and Safety Committee's Terms of Reference.

4.7 Designated Workers

- 4.7.1 To conduct health and safety inspections of his/her **their** workplace on a monthly basis.
- 4.7.2 Where a Certified Worker is not available, the Designated Worker will assume all legislated responsibilities of a Certified Worker in the event of a work refusal.

5. DEFINITIONS

5.1. Certified Worker Member

An employee, appointed from the members of the worker side of the Joint Health and Safety Committee to serve as the Certified Worker Member on behalf of the Committee.

5.2. Designated Worker

A worker who does not have managerial functions or duties who has been designated by the worker members of the Joint Health and Safety Committee as provided under subsection 9(3.2) of the Occupational Health & Safety Act to conduct workplace inspections. A designated worker does not become a member of the multi-site JHSC as a result of being designated. The designated worker must comply with Section 9 of the Occupational Health & Safety Act as if they are a member of the committee and certain corresponding rights and entitlements of committee members also apply to a “designated worker”.

5.3. Internal Responsibility System

The fundamental principle of the *Occupational Health and Safety Act*, where everyone in the workplace has a direct, shared responsibility for health and safety. This means that employers, supervisors, and workers all have distinct but interconnected duties to identify and address hazards, making health and safety an integral part of their daily work and organization. The IRS is supported by worker rights (like the right to participate and refuse unsafe work) and the establishment of Joint Health and Safety Committees (JHSCs) to ensure all parties contribute to a safe and healthy environment.

5.4. Multi-Site Joint Health & Safety Committee

A single JHSC established and maintained for more than one workplace, each of which would normally require its own Joint Health & Safety Committee. This arrangement must be approved by order of the Minister (or their delegate) under subsection 9(3.1) of the Occupational Health & Safety Act.

5.5. Worker

A person who performs work or supplies services for monetary compensation, a secondary school student who performs work or supplies services for no monetary compensation under a work experience program authorized by the school board that operates the school in which the student is enrolled, a person who performs work or supplies services for no monetary compensation under a program approved by a college of applied arts and technology, university, career college or other post-secondary institution, or such other persons as may be prescribed who perform work or supply services to an employer for no monetary compensation.

5.6. Workplace

Any land, premises, location or thing at, upon, in or near which a worker works.

6. REFERENCE DOCUMENTS

Legislation

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

[Occupational Health and Safety Act](#)

[Ontario Human Rights Code](#)

YCDSB Policies

YCDSB Policy 425 Workplace Harassment

YCDSB Policy 427 Workplace Violence

YCDSB Policy 613 Equity and Inclusive Education

Approval by Board	March 6, 2024
	<i>Date</i>
Effective Date	March 7, 2024
	<i>Date</i>
Revision Date(s)	March 6, 2024
	<i>Date</i>
Review Date	March 2025
	<i>Date</i>

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Policy Review Committee
FROM: Administration
DATE: October 7, 2025
RE: **Policy 415 Accessibility Standards for Employment and Individualized Work Accommodation (Medical) Procedure**

This report is presented to Trustees to highlight the rationale for the revisions to Policy 415 *Accessibility Standards for Employment* and the development of the new *Individualized Work Accommodation (Medical)* Procedure.

BACKGROUND:

This policy was reviewed as part of a broader accessibility review of YCDSB policies/procedures to ensure alignment with the *Accessibility for Ontarians with Disabilities Act* (AODA). The policy was initially presented at the June Policy Review Committee meeting, and at the request of Trustees, a supporting procedure has now been included.

RECOMMENDATION:

That the updates to Policy 415 *Accessibility Standards for Employment* be approved.

ATTACHMENTS

- (1) Revised Policy 415 *Accessibility Standards for Employment*.
 - (2) NEW Procedure 415 *Individualized Work Accommodation (Medical)*.
-

Policy Owner: Rocchina Antunes, Superintendent of Human Resources
Prepared By: Alexandra Burnell-Gentile, Policy Advisor
Endorsed By: Jennifer Sarna, Associate Director



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Human Resources	<i>Policy Number</i> 415
<i>Former Policy #</i>	<i>Page</i> 1 of 6
<i>Original Approved Date</i> December 17, 2013	<i>Subsequent Approval Dates</i> September 25, 2018 May 31, 2022

POLICY TITLE: ACCESSIBILITY STANDARDS FOR EMPLOYMENT

SECTION A

1. PURPOSE

The York Catholic District School Board, as a large public sector organization, is responsible for providing employment opportunities that are barrier-free, bias-free and facilitate the full integration for those with disabilities as defined by the *Ontario Human Rights Code*. In its ongoing efforts to ensure accessibility for all, the York Catholic District School Board endorses the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* and the regulations *Integrated Accessibility Standards Regulation (IASR)*, supporting this Act. The York Catholic District School Board strives to ensure that the principle of equity of opportunity is reflected and valued in our Catholic learning and working environments.

The purpose of this policy is to outline the employment standard practices and procedures approved by the Board in order to meet the obligations of the Act under the AODA and the IASR for the wider community.

This Policy does not apply to volunteers or other non-paid individuals.

2. OBJECTIVE

The York Catholic District School Board acknowledges that in order for individuals to actively and equitably participate fully in the Catholic learning environment, various accessibility supports may be required throughout their employment life cycle. These include, but are not limited to:

- 2.1 Informing employees and the public of supports throughout the employment life cycle;
- 2.2 An accessible and transparent recruitment process;
- 2.3 Accessible formats and/or communication supports;
- 2.4 Documented individual accommodation plans and, if required, workplace emergency response information and, return to work process; and,
- 2.5 Taking into account the accessibility needs of employees with disabilities when providing performance management, career development, training and redeployment opportunities.

3. PARAMETERS

- 3.1 The Board shall provide Accessibility Standards training to employees who participate in recruitment, hiring and employment processes.
- 3.2 The Board shall notify its employees and the public ~~about~~ of the availability of accommodations for applicants with disabilities **in all job postings and on the Board website** in its recruitment and selection processes.
- 3.3 The Board shall notify applicants, when they are individually selected to participate in the selection process that accommodations are available upon request in relation to the materials or processes to be used.
- 3.4 If a selected applicant requests an accommodation, the Board shall consult with the applicant and provide or arrange for the provision of a suitable accommodation in a manner that takes into account the applicant's accessibility needs due to disability.
- 3.5 The Board shall, when making an offer of employment, notify the successful applicant of its policies for accommodating employees with disabilities.
- 3.6 The Board shall inform its employees, as soon as practical in the case of new employees, of its policies that support employees with disabilities, including, but not limited to, policies on the provision of job accommodations that take into account an employee's accessibility needs due to disability.
- 3.7 The Board shall provide updated information to its employees whenever there is a change to existing policies on the provision of job accommodations.
- 3.8 Where an employee with a disability so requests it, and in consultation with **the supervisor and/or Employee Health and Safety Services** ~~the appropriate Board personnel~~, the Board shall provide or arrange for the provision of accessible formats and/or communication supports for information that is needed in order to perform the employee's job or for information that is generally available to employees in the workplace.
- 3.9 The Board shall maintain a written process for the development of documented individual accommodation plans for employees with disabilities.
- 3.10 The Board shall provide individualized workplace emergency response information, as part of the accommodation plan, to employees who have a disability and require such emergency response information for their personal safety and well-being.
- 3.11 The Board shall review the individualized workplace emergency response information for every employee who has a disability on an annual basis, or when the employee moves to a different location in the organization, or when the Board revises emergency response practices or procedures.
- 3.12 The Board shall maintain a return to work process for its employees who have been absent from work due to a disability and require disability-related accommodations in order to return to work in a safe and timely manner.
- 3.13 The Board shall take into account the accessibility needs of employees with disabilities, as well as individual accommodation plans, when using the Board's performance management process.

- 3.14 The Board shall take into account the accessibility needs of its employees with disabilities as well as individual accommodation plans, when providing career development and advancement information and/or opportunities to its employees.
- 3.15 The Board shall take into account the accessibility needs of its employees with disabilities, as well as individual accommodation plans, when redeploying employees.
- 3.16 Diversity, Equity and Human Rights
 - 3.16.1 Hiring practices shall promote human rights and equity in order to achieve a diverse and representative workforce.
 - 3.16.2 Policies and practices shall recognize the value of maintaining a workforce that is inclusive and reflective of the communities served and shall advance equity, diversity and inclusion throughout the organization. This will include continuous review and monitoring of each stage of the hiring process to ensure that no stage creates any systemic barriers for candidates of under-represented backgrounds; and
 - 3.16.3 Provide accommodation requested by applicants, based on any protected grounds under the Ontario Human Rights Code, to support their ability to participate fully in the Board's recruitment and selection process.
 - 3.16.4 Preserve our Separate School Rights **the denominational rights granted under the Constitution Act, 1867, and** 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).

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance to the Accessibility Standards for Employment policy and relevant processes and procedures.

4.2 Senior Team

- 4.2.1 To support the implementation and compliance with policies and related guidelines and procedures.
- 4.2.2 To implement components of the *Accessibility for Ontarians with Disabilities Act* in conjunction with associated departments.
- 4.2.3 To complete the required training.
- 4.2.4 To receive and respond to requests for accommodation from individuals and, in consultation with the individual, other Board personnel and the Board's Employee Health and Safety Services, to determine the most appropriate accommodations.
- 4.2.5 To contact their immediate Supervisor, in addition to the Superintendent of Human Resources, should they have an employee who requires an accommodation in the workplace.

4.3 Superintendent of Human Resources

- 4.3.1 To identify and respond to the Board's training needs related to Accessibility Standards.
- 4.3.2 To monitor the implementation of *Accessibility for Ontarians with Disabilities Act* (AODA) legislative training.
- 4.3.3 To maintain a central file of all employees who require an **medical** accommodation plan and/or an employee workplace emergency response plan.

- 4.3.4 To ensure that employee requests for accommodation(s) are reviewed in accordance with relevant legislation and in collaboration with the Manager of Employee Health the Safety Services.
- 4.3.5 To ensure that the provisions of this policy are incorporated into practices for recruitment, hiring and employment, career development and advancement.

4.4 Board Employees

- 4.4.1 All Board Employees are responsible for:
 - 4.4.1.1 Understanding that persons with disabilities may have different needs;
 - 4.4.1.2 Considering accessibility when making decisions in accordance with *the Accessibility for Ontarians with Disabilities Act*;
 - 4.4.1.3 Completing the required training;
 - 4.4.1.4 Forwarding feedback and requests for accommodation from persons with disabilities to their immediate supervisor;
 - 4.4.1.5 Supporting and complying with requirements under the *Accessibility for Ontarians with Disabilities Act* legislation;
 - 4.4.1.6 Identifying and reporting any barriers that may prevent a person with a disability from fully accessing services, facilities or opportunities offered in the Board, and;
 - 4.4.1.7 Speaking to their immediate supervisor should they have a disability that requires accommodation and/or the creation of an employee workplace emergency response plan.

5. DEFINITIONS

5.1 Accessibility

Accessibility is defined as a means made available to or easily used by a person with a disability in order to retrieve information and/or services.

5.2 Accommodation

An accommodation is a means or a course of action, through reasonable efforts, of preventing and/or removing barriers that impede individuals with disabilities from participating fully in employment opportunities with the Board.

5.3 Barriers to Accessibility

Barriers to accessibility relates to anything that prevents a person with a disability from fully participating in any aspect of employment with the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier or a technological barrier.

5.4 Career Development and Advancement

Career development and advancement includes providing additional responsibilities within an employee's current position and/or the movement of an employee from one job or assignment to another that may be higher in pay, provide greater responsibility or be at a higher level, or any combination of these.

5.5 Disability

As defined in the ~~Access for Ontarians with Disabilities Act, 2005~~ *Ontario Human Rights Code and Accessibility for Ontarians with Disabilities Act, 2005*, ~~Section 2,~~ disability means:

- a) Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness; *and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree*

of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,

- b) A condition of mental impairment or developmental disability;
- c) A learning disability, or a dysfunction of one or more of the processes involved in understanding or using symbols or spoken language;
- d) A mental disorder, or;
- e) An injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

5.6 Employee

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

5.7 Equality

Ensuring that persons with disabilities have the opportunity to access the same information and services as persons without disabilities.

5.8 Performance Management

Activities related to assessing and improving employee performance, productivity and effectiveness with the goal of facilitating employee success.

5.9 Redeployment

The reassignment of employees to other jobs or assignments within the organization as an alternative to layoff, when a particular job or assignment has been eliminated by the Board.

5.10 Senior Team

For the purpose of this policy, Senior Team will include all Superintendents of Education, School Administration, Senior Managers, Managers and Supervisors who have direct supervisory responsibilities for a group of employees.

6. CROSS REFERENCES

Legislation

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

[*Accessibility Standards for Customer Service, Ontario Regulation 429/07*](#)

[*Integrated Accessibility Standard, Ontario Regulation 191/11*](#)

[*Ontarians with Disabilities Act, 2001*](#)

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

[*Ontario Human Rights Code*](#)

[*Workplace Safety and Insurance Act*](#)

YCDSB Policies

YCDSB Policy 403 Education Workers – Recruitment and Promotion

YCDSB Policy 404 Teacher Recruitment and Selection

YCDSB Policy 405A Appointments to Supervisory Officer Positions

YCDSB Policy 405B Appointments to Academic Positions of Responsibility

YCDSB Policy 405C Appointments to Principal and Vice Principal Positions

YCDSB Policy 413 Attendance Support Program

YCDSB Policy 423 Conflict of Interest for Employees
YCDSB Policy 601 Accessibility Standards for Customer Service
~~YCDSB Policy 610 Cannabis, Electronic Cigarettes, Tobacco – A Smoke Free Environment~~
YCDSB Policy 613 Equity and Inclusive Education

YCDSB Procedures

YCDSB Procedure 413 Attendance Support Program
YCDSB Procedure 415 Individualized Work Accommodation (Medical)
YCDSB Procedure 601 Accessibility Standards for Customer Service
YCDSB Procedure 613 Religious Accommodations
YCDSB Employee Assistance Program

Approval by Board	<u>May 31, 2022</u> Date
Effective Date	<u>June 1, 2022</u> Date
Revision Date(s)	<u>May 31, 2022</u> Date
Review Date	<u>May 2026</u> Date



YORK CATHOLIC DISTRICT SCHOOL BOARD

**PROCEDURE:
INDIVIDUALIZED WORK ACCOMMODATION
(MEDICAL)**

Addendum to Policy 415: Accessibility Standards for Employment

Effective: XX

INDIVIDUALIZED WORK ACCOMMODATION (MEDICAL) PROCEDURE

PURPOSE

This procedure is designed in conjunction with YCDSB Policy 415 – *Accessibility Standards for Employment* and outlines the process for developing, implementing, and reviewing individualized work accommodations for employees with medical needs. The Board is committed to providing a work environment that is inclusive and free of barriers related to disability. The Board will provide accommodation for disability-related needs, unless doing so would cause undue hardship, in compliance with the *Accessibility for Ontarians with Disabilities Act (AODA)*, the *Integrated Accessibility Standards Regulation (IASR)*, and the *Ontario Human Rights Code*. This process reflects the Board's commitment to providing employees with equitable access to employment by removing barriers and supporting workplace inclusion.

SCOPE

This procedure applies to all York Catholic District School Board (YCDSB) employees who require workplace accommodations due to a medical disability.

Requests for non-medical accommodations should be directed to the employee's supervisor and/or Employee Health and Safety Services, and may also be referred to the Office of the Human Rights and Equity Advisor (HREA).

1. PROCEDURES

General Requirements

- 1.1. The accommodation process is a shared responsibility and employees are to cooperatively and respectfully engage with the Board (and union representatives, where appropriate) to consider individual needs, and where accommodation is required, to collaboratively explore accommodation options and solutions.
- 1.2. The Board will meet its duty to accommodate an employee's disability-related need to the point of undue hardship. In so doing, each matter will be assessed on a case-by-case basis in recognition of the unique identity of each person, without relying on biases, assumptions or stereotypes about the person based on ancestry, race, disability, sexual orientation, gender identity, gender expression, creed, any other *Ontario Human Rights Code* ground or combination of grounds.
- 1.3. The duty to accommodate is informed by the following key principles: respect for dignity, individualization and integration and full participation.

Requesting Accommodation

- 1.4. New employees are responsible for informing the Human Resources Staffing Department of any accommodation needs related to a disability. The Human Resources Staffing Department will then refer the employee to Employee Health and Safety Services for appropriate follow up and support.
- 1.5. During the on-boarding process, employees will be guided on how to access the Individualized Work Accommodation (Medical) Procedure electronically.
- 1.6. Current employees are responsible for promptly reporting to their supervisor and/or

Employee Health and Safety Services of any illness, injury or accommodation need that may impact their ability to attend work, return to work, or carry out their full essential duties of their job.

Development of an Accommodation Plan

- 1.7. Employees requesting accommodation must provide relevant medical documentation from a qualified healthcare professional, as determined by Employee Health and Safety Services. Documentation will be obtained with the employee's consent, and access to medical documents will be restricted to Employee Health and Safety Services.
- 1.8. At the discretion of and in collaboration with employees' union representation if applicable, employees may be required to participate in an Independent Medical Evaluation (IME) conducted by a third-party healthcare professional. These assessments are intended to identify any functional limitations or restrictions and to support the development of an appropriate accommodation plan. Where available, a job description or demands analysis may be provided to the evaluating healthcare professional. In cases where functional abilities information is not accessible, Workplace Safety and Insurance Board (WSIB) Standard Precautions may be used as a reference to guide the creation of a suitable return-to-work plan.
- 1.9. The accommodation plan will be developed by Employee Health and Safety Services in collaboration with the employee, their supervisor and union representative if applicable. Where appropriate, third party professionals such as the WSIB Return to Work Specialist or Long Term Disability (LTD) Rehabilitation Consultant, may be consulted to support the development of a comprehensive and effective plan.
- 1.10. The accommodation plan will be based on the employee's functional and/or cognitive abilities as well as objective, medically supported limitations where required. The plan may include, but is not limited to, one or more of the following accommodations:
 - 1.10.1. Reduced or modified hours;
 - 1.10.2. Modification of duties
 - 1.10.3. Workplace/ergonomic modifications
 - 1.10.4. Removal of identified barriers
 - 1.10.5. Reassignment to another available position within their union or employment group provided they have the necessary skills and qualifications to perform the essential duties of the new position. If a suitable position does not exist within the employee's current group, the Board will also consider positions outside the employee's union or employment group, providing the employee has the required qualifications for the position.
- 1.11. Employee Health and Safety Services will share the accommodation plan with all relevant parties including the employee, their union representative, immediate supervisor, and where applicable, the WSIB, and LTD representative.

Implementation of the Accommodation Plan

- 1.12. The employee's work and/or workplace will be modified as per the approved accommodation plan prior to their return to work unless the plan specifies an alternative timeline or rationale. Modifications may include, but are not limited to, the following:
 - 1.12.1. Assigning appropriate work and/or duties as per the accommodation plan,
 - 1.12.2. Modifying the physical environment to remove barriers, as per the accommodation plan.
- 1.13. The employee and their supervisor are responsible for adhering to the restrictions and conditions outlined in the written accommodation plan.

Protection from Reprisal

- 1.14. No employee will be penalized, threatened, negatively treated or be subject to reprisal for asserting their rights under the *Code*, Policy 415, or this procedure, including, requesting information about accommodations, requesting an accommodation, raising concerns about the accommodation process or outcome, or filing a complaint related to the accommodation process. Reprisal is unacceptable and will not be condoned.

2. RESPONSIBILITY

The Board will ensure all processes address individual accommodation, confidentiality related to accommodation and adhere to all applicable legislation.

- 2.1. Human Resources Staffing Department will:
 - 2.1.1. Ensure applicants are aware accommodations are available throughout the selection process.
 - 2.1.2. Consult with any applicant who requests an accommodation in a manner that considers the applicant's disability.
 - 2.1.3. Request equipment or communication support to provide accommodation(s) for a job applicant.
 - 2.1.4. Ensure all newly hired employees are informed of the Board's Individualized Work Accommodation (Medical) Procedure.
- 2.2. Employee Health and Safety Services will:
 - 2.2.1. Maintain accommodation procedures that support the development of accommodation plans for current employees, as required.
 - 2.2.2. Accept and respond to accommodation requests in good faith unless there are objective reasons to question the legitimacy of the request.
 - 2.2.3. In consultation with principals/managers/supervisors, union representatives and other relevant parties including Behaviour Resource staff as necessary, coordinate the accommodation process including the development, implementation and monitoring of the accommodation. This may include a request for additional and/or clarifying medical information from the healthcare professional and/or referral to third parties with specialized expertise. Requests for such information will be reasonable related to the nature of the need or limitation and to establish legal responsibilities, assess

- needs, limits or restrictions, and to provide accommodation.
- 2.2.4. Engage, as appropriate with internal and external partners including union representatives, the WSIB, LTD providers and any other relevant parties to support effective accommodation and return to work processes.
- 2.2.5. Document the accommodation plan specifying modifications which may include: employees' duties, schedule and workplace as per medically supported restrictions and/or limitations.
- 2.2.6. Inform the employee of the accommodation solution/decision.
- 2.2.7. Coordinate the modification(s) of the work or workplace as per medically supported restrictions and/or limitations.
- 2.2.8. Maintain ongoing evaluation of the accommodation plan and modify the plan as required.
- 2.2.9. Be alert to situations that may trigger the duty to inquire about accommodation needs.
- 2.2.10. Provide the employee, and their union representative if applicable, with a written explanation outlining the reason for the decision when a specific accommodation request is declined.
- 2.3. Supervisor will:
 - 2.3.1. Ensure that employees are aware of the Board's Individualized Work Accommodation (Medical) Procedure, as necessary.
 - 2.3.2. Refer employees who may require accommodation, disability support or attendance support to Employee Health and Safety Services for individualized support.
 - 2.3.3. Collaborate with Employee Health and Safety Services and/or Human Resources as appropriate, to support the development and implementation of accommodation plans for employees with disabilities within their school or department, in compliance with applicable legislation.
 - 2.3.4. Modify the duties or workplace, as outlined in the accommodation plan.
 - 2.3.5. Monitor the employee's progress throughout the accommodation process and promptly report any challenges or concerns to the Employee Health and Safety Services team.
 - 2.3.6. Advise the incoming supervisor of an existing accommodation plan for a staff member when leaving the current work location or department.
 - 2.3.7. Be alert to situations that may trigger the duty to inquire about accommodation needs.
- 2.4. Employee will:
 - 2.4.1. Inform supervisor and/or Employee Health and Safety Services of their need for accommodation.
 - 2.4.2. Provide a medical certificate completed by a healthcare professional to document and communicate medically supported restrictions and/or limitations.
 - 2.4.3. Complete the required WSIB forms, if the accommodation is related to a

- workplace injury (WSIB claim).
- 2.4.4. Provide upon request, adequate and relevant information to support the assessment, planning, and implementation of reasonable accommodations. This may include periodic updates to the medical certificate, as appropriate.
 - 2.4.5. Seek prompt medical attention and actively participate in rehabilitation or treatment that supports a timely return to work or to support remaining at work. This includes all relevant aspects of employment such as recruitment, training, promotion, performance evaluation, job duties and any other employment conditions where accommodation needs may arise.
 - 2.4.6. Participate and cooperate in the accommodation process.
 - 2.4.7. Notify Employee Health and Safety Services of any significant changes to their medical condition or associated restrictions that could impact their ability to work or the accommodation plan.
 - 2.4.8. Communicate with Employee Health and Safety Services when there are changes to duties and/or work location which could impact an employee's current accommodation(s).

3. DEFINITIONS

- 3.1. **Accommodation:** reasonable change or adjustment to an employee's duties, workplace environment or both to enable the employee to productively perform the essential duties of an existing job in a healthy and safe manner. Accommodation at work refers to using all reasonable efforts to prevent and remove barriers that impede individuals with disabilities from participating fully as employees of the Board.
- 3.2. **Accommodation Plan:** refers to a collaboratively developed written document between the employer and the employee requesting accommodation. It outlines any physical or cognitive limitations related to the employee's disability and details the specific accommodations or modifications to be implemented in the workplace or within the scope of the employee's duties.
- 3.3. **Barrier:** anything that prevents a person with a disability from fully participating in all aspects of the workplace because of their disability. This may include, but is not limited to: a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, a technological barrier, a policy, procedure or a practice.
- 3.4. **Board:** the York Catholic District School Board (YCDSB)
- 3.5. **Disability:** The *Ontario Human Rights Code* defines disability as:
 - 3.5.1. any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impairment, deafness or hearing impairment, muteness or speech impediment or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;
 - 3.5.2. a condition of mental impairment or a developmental disability;
 - 3.5.3. a learning disability, or dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;

- 3.5.4. a mental disorder; or
- 3.5.5. an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

The definition encompasses a broad range of disabilities, varying in severity, visibility and consistency recognizing both permanent and temporary conditions.

- 3.6. **Essential Duties:** refers to the core responsibilities of a role that an employee must be capable of performing, either independently or with appropriate accommodation.
- 3.7. **Functional Abilities:** describes the assessed level of an employee's capability to carry-out job related duties determined by a qualified healthcare professional considering physical, psychological and anatomical factors.
- 3.8. **Health Care Professional:** refers to a provider governed by the *Regulated Health Professions Act*, including but not limited to physicians, surgeons, specialists, chiropractors, physiotherapists, occupational therapists, psychologists, audiologists and dentists.
- 3.9. **Individual Assessment:** refers to the process of evaluating accommodation needs on a case by case basis for employees or job applicants who disclose a requirement, or when there is reasonable evidence to suggest that accommodation may be necessary and, will include but is not limited to the frequency of absences.
- 3.10. **Reprisal:** penalizing or threatening to penalize a person for attempting to enforce their rights under the *Ontario Human Rights Code*.
- 3.11. **Supervisor:** refers to any employee who holds responsibility for overseeing the work of another employee, including but not limited to supervisory officers, principals and managers.
- 3.12. **Undue Hardship:** a legal test to describe the extent to which an organization must accommodate under the *Ontario Human Rights Code*. Under the Code, three factors may be evaluated to determine whether an accommodation would cause undue hardship:
 - 3.12.1. cost;
 - 3.12.2. outside sources of funding, if any;
 - 3.12.3. health and safety requirements, if any. -

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Policy Review Committee
FROM: Administration
DATE: October 7, 2025
RE: **Policy 609 Accessibility Standards for Information and Communications**

This report is presented to Trustees to highlight the rationale for the revisions to Policy 609 *Accessibility Standards for Information and Communications*.

BACKGROUND:

This policy is scheduled for review as part of the Board's cyclical review process. Additionally, this policy was reviewed as part of a broader accessibility review of YCDSB policies/procedures to ensure alignment with the *Accessibility for Ontarians with Disabilities Act* (AODA).

RECOMMENDATION:

That the updates to Policy 609 *Accessibility Standards for Information and Communications* be approved.

ATTACHMENTS

(1) Revised Policy 609 *Accessibility Standards for Information and Communications*.

Policy Owner(s): Mark Brosens, Senior Manager : Brand, Marketing and Communications and Scott Morrow, Chief Information Officer
Prepared By: Alexandra Burnell-Gentile, Policy Advisor
Endorsed By: Jennifer Sarna, Associate Director



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Community	<i>Policy Number</i> 609
<i>Former Policy #</i>	<i>Page</i> 1 of 5
<i>Original Approved Date</i> May 27, 2014	<i>Subsequent Approval Dates</i> May 27, 2014

POLICY TITLE: **ACCESSIBILITY STANDARDS FOR INFORMATION AND COMMUNICATION**

SECTION A

1. PURPOSE

The York Catholic District School Board as a large public sector organization is responsible for establishing procedures and practices for the provision of services to people with disabilities. Information and communications that are barrier-free and enabling of full integration for those with disabilities are integral in order to meet accessibility standards. In its ongoing efforts to ensure accessibility for all, the York Catholic District School Board endorses the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* and the *Integrated Accessibility Standards Regulation (IASR)*, and the *Ontario Human Rights Code* regulations supporting this Act. The York Catholic District School Board strives to ensure that the principle of equity of opportunity is reflected and valued in our Catholic learning and working environments.

The purpose of this policy is to outline the Information and Communications Standard practices and procedures approved by the Board in order to meet the obligations of the Act under the AODA, the IASR, and the *Ontario Human Rights Code* for the wider community.

This policy does not apply to the following:

- products and product labels, except as specifically set out in the standard;
- unconvertible information or communications as defined in *Ontario Regulation 191/11*;
- information that the Board does not control directly or indirectly through a contractual relationship, except as required under sections 15 and 18 of *Ontario Regulation 191/11*, s. 9(2).

2. POLICY STATEMENT OBJECTIVE

It is the policy of the York Catholic District School Board to encourage, promote and maintain open, accessible and transparent communication with all stakeholders members of the YCDSB community acknowledging that in order for individuals to actively and equitably participate fully in the Catholic learning environment, various accessibility supports may be required.

3. PARAMETERS

- 3.1 The Board shall provide all required accessible formats and communication supports outlined within this policy in accordance with the schedules set out in *Ontario Regulation 191/11*.
- 3.2 The Board shall inform the public, via the Board's website, about the availability of accessible formats and communication supports.
- 3.3 The Board shall have processes for receiving and responding to feedback ensuring that the processes are accessible to persons with disabilities by providing or arranging for the provision of accessible formats and communications supports, upon request, and in a timely manner at a cost that is no more than the regular cost charged to other persons.
- 3.4 Board Personnel shall consult with the person making the request for accessibility support in order to collaboratively determine the suitability of an accessible format or communication support.
- 3.5 The Board's internet, intranet and extranet websites and web content shall conform to the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG 2.0), ~~initially at Level A and increasing to~~ at Level AA, in accordance with the ~~requirements set out in schedule set out in the~~ *Ontario Regulation 191/11*. ~~The Board will continue to improve digital accessibility in alignment with emerging best practices, including WCAG 2.1 where feasible.~~
- 3.6 The Board shall provide educators with accessibility awareness training related to accessible program or course delivery and instruction in accordance with the schedule set out in ~~the~~ *Ontario Regulation 191/11*.
- 3.7 The Board shall, upon request, make accessible or conversion ready versions of any educational and/or training materials created in accordance with the schedule set out in ~~the~~ *Ontario Regulation 191/11*.
- 3.8 The Board shall provide educational or training resources and materials in an accessible format that takes into account the accessibility needs of the person with a disability to whom the material is to be provided by procuring through purchase or arranging for the provision of a comparable resource in an accessible or conversion ready electronic format.
- 3.9 The Board shall keep a record of the training provided under this standard, including the dates in which the training is provided and the number of individuals to whom it is provided in accordance with the schedule set out in ~~the~~ *Ontario Regulation 191/11*.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance of the Accessibility Standards for Information and Communications policy.

4.2 Senior Administration

- 4.2.1 To support the implementation and compliance with this policy.

- 4.2.2 To implement components of the *Accessibility for Ontarians with Disabilities Act* in conjunction with associated departments.
- 4.2.3 To complete the required training.
- 4.2.4 To receive and respond to requests for accommodation from individuals and, in consultation with the individual, and/or other Board personnel to determine the most appropriate response.

4.3 Superintendent of Human Resources

- 4.3.1 To identify and respond to the Board's training needs related to the Accessibility Standards.
- 4.3.2 To monitor the implementation of the *Accessibility for Ontarians with Disabilities Act* legislative training.

4.4 Communications Department

- 4.4.1 To ensure all YCDSB websites and social media content meet accessibility requirements in compliance with the *Accessibility for Ontarians with Disabilities Act* and WCAG standards.

4.5 Information Systems Department

- 4.5.1 To maintain and support accessible digital platforms, software, and technologies in compliance with the *Accessibility for Ontarians with Disabilities Act* and WCAG standards.

4.6 Employees

- 4.6.1 All Employees are responsible for:
 - 4.6.1.1 Understanding that persons with disabilities may have different needs;
 - 4.6.1.2 Considering accessibility when making decisions in accordance with the *Accessibility for Ontarians with Disabilities Act*;
 - 4.6.1.3 Completing the required training;
 - 4.6.1.4 Forwarding feedback and requests for accommodation from persons with disabilities to their immediate supervisor;
 - 4.6.1.5 Supporting and complying with requirements under the *Accessibility for Ontarians with Disabilities Act* legislation; and,
 - 4.6.1.6 Identifying and reporting any barriers that may prevent a person with a disability from fully accessing services, facilities or opportunities offered in the Board.

5. DEFINITIONS

5.1. Accessibility

A means made available to or easily used by a person with a disability in order to retrieve information and /or services.

5.2 Accessible Formats

Accessible formats may include, but are not limited to, large print, recorded audio and electronic formats, braille and other formats usable by persons with disabilities.

5.3 Communication Supports

Communication supports may include, but are not limited to, captioning, alternative and augmentative communication supports, plain language, sign language and other supports that facilitate effective communications.

5.4 Communications

The interaction between two or more persons or entities, or any combination of them, where information is provided, sent or received.

5.5 Conversion Ready

Conversion ready refers to an electronic or digital format that facilitates conversion into an accessible format.

5.6 Disability

As defined in the ~~Access for Ontarians with Disabilities Act, 2005~~ *Ontario Human Rights Code and Accessibility for Ontarians with Disabilities Act, 2005*, Section 2, disability means:

5.6.1 Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness *and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,*

5.6.2 A condition of mental impairment or developmental disability,

5.6.3 A learning disability, or a dysfunction of ~~in~~ one or more of the processes involved in understanding or using symbols or spoken language,

5.6.4 A mental disorder, or

5.6.5 An injury or disability for which benefits were claimed or received under the *insurance plan established under the Workplace Safety and Insurance Act, 1997.*

5.7 Employee

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

5.8 Extranet Website

A controlled extension of the intranet, or internal network of an organization to outside users over the Internet (i.e., Google Apps for Education)

5.9 Information

Includes data, facts and knowledge that exists in any format, including text, audio, digital or images, and that conveys meaning.

5.10 Internet Website

A collection of related web pages, images, videos or other digital assets that are addressed relative to a common Uniform Resource Locator (URL) and is accessible to the public.

5.11 Intranet Website

An organization's internal website used to privately and securely share any part of the organization's information or operational systems within the organization including extranet websites.

5.12 New Internet Website

Either a website with a new domain name or a website with an existing domain name undergoing a significant refresh.

5.13 Senior Administration

For the purpose of this policy, Senior Administration will include all Superintendents, School Administration, Senior Managers, Managers and Supervisors.

5.14 Web Content Accessibility Guidelines

Refers to the World Wide Web Consortium Recommendation, dated December 2008, and entitled, "Web Content Accessibility Guidelines (WCAG) 2.0".

5.15 Web Page

A non-embedded resource obtained from a single Uniform Resource Locator (URL) using Hypertext Transfer Protocol (HTTP/HTTPS) and any other resources that are used in the rendering or intended to be rendered together with it by a user agent.

6. CROSS REFERENCES

Legislation

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

Accessibility Standards for Customer Service, Ontario Regulation 429/07

Integrated Accessibility Standard, Ontario Regulation 191/11

~~Ontarians with Disabilities Act, 2001~~

Ontario Human Rights Code

YCDSB Policies

YCDSB Policy 103 Communication: ~~Public Relations~~ Policy

YCDSB Policy 415 Accessibility Standards for Employment

YCDSB Policy 601 Accessibility Standards for Customer Service

YCDSB Policy 613 Equity and Inclusive Education

Approval by Board	<u>May 27, 2014</u> <i>Date</i>
Effective Date	<u>May 27, 2014</u> <i>Date</i>
Revision Date(s)	<u> </u> <i>Date</i>
Review Date	<u>May 2019</u> <i>Date</i>

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Policy Review Committee
FROM: Administration
DATE: October 7, 2025
RE: **Policy and Procedure 616 Community Use of Schools**

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 in response to Trustee feedback from the September 30th, 2024; December 2nd, 2024; February 5th, 2025; and June 16th, 2025, Policy Review Committee meetings.

In addition, a new internal guideline titled *Internal Use of School Facilities by Staff* has been created to distinguish between community use and staff use of facilities, clarifying the different processes and restrictions that apply to each.

RECOMMENDATION:

That the updates to Policy 616 *Community Use of Schools* be approved.

ATTACHMENTS

- (1) Revised Policy 616 *Community Use of Schools*.
 - (2) Revised Procedure 616 *Community Use of Schools*.
 - (3) NEW YCDSB Internal Guideline: *Internal Use of School Facilities by Staff*.
-

Policy Owner: Khaled Elgharbawy, Superintendent of Facilities Services and Plant
Prepared By: Alexandra Burnell-Gentile, Policy Advisor
Endorsed By: Jennifer Sarna, Associate Director



YORK CATHOLIC DISTRICT SCHOOL BOARD

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

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.

The Board recognizes the importance of ensuring that community access to schools reflects the principles of equity, diversity, inclusion, and accessibility, and is consistent with the Ontario Human Rights Code.

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.

This policy is exclusively intended for external community use and does not apply to the regular school day (8:00 a.m. to 6:00 p.m.) or after 6:00 pm and on weekends where activities are conducted under the Principal's approval.

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 ~~cost of the canceled~~ 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~~ ~~hold~~ 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 and no refunds will be issued.**

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 **reserve the space for** use of the school after 6:00 pm and on weekends, **for activities such as Catholic School Council Meetings.**

~~4.3.4 To ensure that relevant staff is informed when permits are issued and that conditions of the permit are met.~~

4.3.5 To ~~inform~~ **notify** the permit holder and permit office **when the permitted facility will not be available: when the school must cancel a permit.**

4.3.6 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.

~~4.3.7 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 **YCDSB facilities department**, 72 hours in advance, if a custodian is not available to be in attendance on the permitted date.

5. DEFINITIONS

5.1 Break Permits

Break permits are issued for programs or events occurring during school breaks, such as Christmas Break or March Break. Applications are prioritized for programs offered by the Board and approved Before & After (B&A) school operators. Examples include holiday camps, daycare operations, or Board-sponsored programs.

5.2 Classification G Permits

Classification G Permits are negotiated permits for specific groups, activities, or purposes that do not fall under the standard classifications. These require approval from the Superintendent of Facilities Services and Plant. Examples may include partnerships, election polling stations, or large-scale events not covered by other permit types.

5.3 Seasonal Permits

Seasonal permits are issued for activities or programs that occur regularly over a prolonged period during the school year. They are not available on statutory holidays, school holidays, designated professional activity days, or during Christmas and March Break.

5.4 Short-Term/Single-Day Permits

Short-Term or Single-Day Permits are issued for one-time events or short-term activities that do not recur regularly. Examples include community meetings, workshops, or fundraising events (in compliance with YCDSB fundraising policies).

5.5 Summer Permits

Summer Permits are granted for activities or programs occurring during the summer months, from July to mid-August. Examples include summer camps, recreational programs, or one-time summer events.

5.6 Weekend Permits

Weekend Permits are issued specifically for activities occurring on Saturdays and Sundays. They are available from 7:00 a.m. to 9:00 p.m. Examples include recreational tournaments, or community gatherings.

6. CROSS REFERENCES

Legislation

[Education Act](#)

[Ontario Human Rights Code](#)

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 704 Community Planning & Partnerships

Policy 705 Use of Video Surveillance Equipment

YCDSB Procedures

YCDSB Procedure **606** Community Use of Schools

YCDSB Procedure 704 Community Planning & Partnerships

YCDSB Third Party Protocol for External Providers

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	<u>June 20, 2023</u> Date
Effective Date	<u>June 21, 2023</u> Date
Revision Date	<u>June 20, 2023</u> Date
Review Date	<u>June 2027</u> Date



YORK CATHOLIC DISTRICT SCHOOL BOARD

PROCEDURE: COMMUNITY USE OF SCHOOLS

Addendum to: Policy 616 Community Use of Schools

Effective: ~~February 6, 2024~~ XX

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.

~~1.6 The provisions outlined in Parameters 1.1 to 1.5 do not apply to Church use.~~

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.

3.9 Parking fees may apply and will be charged per booking where applicable.

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~~ **hold** 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 **or whiteboard**, 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.~~ **anywhere on YCDSB premises.**
- 5.5 Weapons of any kind are prohibited and are a violation of the Board's *Safe Schools* Policy.
- 5.6 Permit holders shall not have access to Board technology, including Wi-Fi.**
- 5.7 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.
- 5.8 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.
- 5.9 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.

5.10 Only non-marking rubber soled shoes shall be worn in gymnasiums for sports activities i.e. no black soled gymnasium shoes.

5.11 The application of powder, wax, ~~tape~~, or any other preparation to floors for dancing purposes is strictly prohibited.

~~5.12 All tape must be removed after use. Only approved, low-adhesive tape may be used to mark floors, and it must not damage or leave residue on the surface.~~

5.13 Activities considered by the Board to be injurious to the school grounds and/or facilities shall be prohibited, ~~such as the use of inflatable amusement devices and the operation of food trucks on school property.~~

5.14 ~~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 and no refunds will be issued.~~

5.15 Allergens: Nuts, nut products, shellfish, fragrances are not permitted.

5.16 Only service animals are permitted inside school facilities.

5.17 Electrical cooking appliances are not allowed in the school facility.

5.18 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.
Classification C	Negotiated Agreement for Defined Space Requirements to include: Colleges and Universities (School Yr. only), Election Polling Stations, Partnerships, Film Productions and Community Planning & Partnerships.
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
Space - facility fee							
Classroom/Meeting room	\$0.00	\$0.00	*	\$0.00	\$8.11	\$3.39	\$20.24
Gym - Single Elem	\$0.00	\$0.00	*	\$0.00	\$8.11	\$12.82	\$20.24
Gym - Single Sec	\$0.00	\$0.00	*	\$0.00	\$8.11	\$12.82	\$20.24
Gym - Double Sec	\$0.00	\$0.00	*	\$0.00	\$16.20	\$25.65	\$40.51
Gym - Triple Sec	\$0.00	\$0.00	*	\$0.00	\$24.31	\$38.47	\$60.75
Cafeteria - Sec (excl. kitchen)	\$0.00	\$0.00	*	\$0.00	\$8.11	\$12.82	\$20.24
Library - Elem or Sec	\$0.00	\$0.00	*	\$0.00	\$8.11	\$12.82	\$20.24
Parking fee per booking	\$0.00	\$0.00		\$0.00	\$8.50	\$8.50	\$8.50
Weekend Fees							
Custodial Overtime Fee - Sat	\$47.47	\$47.47	\$63.29	\$47.47	\$47.47	\$47.47	\$47.47
Custodial Overtime Fee - Sun	\$62.96	\$62.96	\$83.95	\$62.96	\$62.96	\$62.96	\$62.96
Utility Surcharge Gym or Cafe (Weekend only)	\$9.00	\$9.00	\$18.00	\$9.00	\$9.00	\$9.00	\$9.00
Utility Surcharge Classroom (Weekend only)	\$4.50	\$4.50	\$9.00	\$0.00	\$4.50	\$4.50	\$4.50
Equipment Fees							
Chairs (each) per booking	\$0.00	\$0.00	--	\$0.00	\$0.23	\$0.23	\$0.23
Tables (each) per booking	\$0.00	\$0.00	--	\$0.00	\$1.87	\$1.87	\$1.87
Gym Risers & Bleachers per booking	\$0.00	\$0.00	--	\$0.00	\$23.45	\$23.45	\$23.45
Basketball Hoops	\$0.00	\$0.00	--	\$0.00	\$2.34	\$2.34	\$2.34
Standards and Nets	\$0.00	\$0.00	--	\$0.00	\$3.74	\$3.74	\$3.74
Goals	\$0.00	\$0.00	--	\$0.00	\$2.34	\$2.34	\$2.34
Fees per permit							
Processing Fee	\$0.00	\$0.00	\$43.58	\$43.58	\$43.58	\$43.58	\$43.58
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	\$46.89	\$46.89	\$46.89
Standards and Nets (over 20 uses)	\$0.00	\$0.00	--	\$0.00	\$60.95	\$60.95	\$60.95
Goals (over 20 uses)	\$0.00	\$0.00	--	\$0.00	\$70.35	\$70.35	\$70.35

Notes:

- The hourly rates noted above are as per anticipated Ministry Grant for 2025/2026 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 C 1, any applicable custodial overtime fee from Monday to Friday is \$47.47.
- *See Schedule D, for space facility fees.

Schedule C – Profit - Permit Fees

	Classification - Hourly Rate		
	E	F	G
Space - facility fee			
Classroom/Meeting room	\$27.67	\$46.11	TBD
Gym - Single Elem	\$46.11	\$83.00	TBD
Gym - Single Sec	\$46.11	\$83.00	TBD
Gym - Double Sec	\$64.54	\$129.10	TBD
Gym - Triple Sec	\$92.21	\$165.98	TBD
Cafeteria - Sec (excl. kitchen)	\$83.00	\$193.65	TBD
Library - Elem or Sec	\$46.11	\$83.00	TBD
Parking fee per booking	\$8.50	\$8.50	TBD
Weekend Fees			
Custodial Overtime Fee - Sat	\$63.29	\$63.29	TBD
Custodial Overtime Fee - Sun	\$83.95	\$83.95	TBD
Insurance	Quote to be provided if purchasing from the board		*
Utility Surcharge Gym or Cafe	\$18.00	\$18.00	TBD
Utility Surcharge Classroom	\$9.00	\$9.00	TBD
Equipment Fees			
Chairs (each) - per booking	\$0.61	\$0.89	TBD
Tables (each) - per booking	\$7.37	\$11.07	TBD
Gym Risers & Bleachers - per booking	\$65.44	\$90.00	TBD
Basketball Hoops	\$3.69	\$3.69	TBD
Standards and Nets	\$5.89	\$5.89	TBD
Goals	\$3.69	\$3.69	TBD
Fees per permit			
Processing Fee	\$59.71	\$59.71	TBD
Insurance	Quote to be provided if purchasing from the board		*
Basketball Hoops (over 20 uses)	\$73.77	\$73.77	TBD
Standards and Nets (over 20 uses)	\$95.89	\$95.89	TBD
Goals (over 20 uses)	\$110.66	\$110.66	TBD

Notes:

- Rates noted above are per hour.
- Fees and rates are subject to HST. Insurance rates are subject to RST.
- For Classification € G, all fees are negotiated.
- *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	\$29.51 per day
Gymnasium – elementary	\$59.01 per day
Gymnasium (single) – secondary	\$59.01 per day
Gymnasium (double) – secondary	\$95.89 per day
Gymnasium (triple) – secondary	\$118.04 per day
Cafeteria - excluding kitchen	\$59.01 per day

ALL PROFIT SCHOOL BREAK PROGRAMS

Exclusive use of space during school breaks	
Classroom/Portable/Library	\$44.26 per day
Gymnasium – elementary	\$88.52 per day
Gymnasium (single) – secondary	\$88.52 per day
Gymnasium (double) – secondary	\$143.86 per day
Gymnasium (triple) – secondary	\$177.04 per day
Cafeteria - excluding kitchen	\$88.52 per day

Notes:

- Processing fee for all school break permits is \$59.71 per permit.
- Custodial overtime fees may be applicable during the school breaks as custodial hours of work may vary.
- **Parking fees per booking may apply.**



YORK CATHOLIC DISTRICT SCHOOL BOARD

YCDSB Internal Guideline: Internal Use of School Facilities by Staff

Effective: XXXX

Purpose

This procedure is intended to guide the internal use of school facilities by YCDSB staff outside of regular instructional hours. It complements **Policy and Procedure 616 – Community Use of Schools**, which governs external community access (Classifications B to G). The internal-use procedure clarifies expectations and ensures fair, safe, and conflict-free access for school staff and departments.

Scope

This procedure applies to all YCDSB staff (including administrators and departments such as Continuing Education, Student Services, Planning, etc.) who seek to use school facilities and the CEC after hours for activities aligned with school programming, wellness, professional development, or student engagement.

Although internal use is operational in nature, **permits are required** to reserve space, avoid scheduling conflicts with external users, and support building operations (HVAC, custodial, and security services).

1. Operating Times and Dates for Permits

1.1 Permits are required for all internal and community use of facilities on school days between **6:00 p.m. and 10:15 p.m.**

1.2 Permits are also required for **weekend use**. Permits are not granted on statutory holiday weekends. Additional custodial and utility charges will apply (see attached fee schedule).

1.3 Summer program permits must be submitted **by mid-April**. Summer permits may be granted from **July to mid-August**, subject to availability and administrative approval.

1.4 During **Christmas Break, March Break, and summer**, permits are not approved past **6:00 p.m.**

2. Permit Application Process

2.1 All permit applications must be submitted via the Board's **online permit system (eBase)**.

2.2 Applications must be submitted at least **seven (7) days** in advance.

2.3 Applications open in **February** each year for the following school year. They are reviewed on a **first-come, first-served** basis, with prioritization based on classification (A to G).

2.4 The Board may limit the number of days requested if space is blocked for an extended period without use (ex: holding gyms for weeks due to setup or storage); to ensure permit access and avoid revenue loss.

3. Fees

3.1 Additional charges apply during weekends and school breaks to cover start-up, set-up, cleaning, or extra supervision.

3.2 On weekends, a **minimum four-hour custodial overtime fee** and a **utility surcharge** apply (for gym, cafeteria, and classrooms).

3.3 During school breaks, overtime custodial charges apply after **3:00 p.m.**

4. Permit Holder Responsibilities

4.1 The permit holder must have a copy of the permit on-site and restrict activities to approved areas.

4.2 Permit holders are responsible for assessing the facility's suitability.

4.3 All damages must be reported promptly to the custodian.

4.4 Any costs arising from misuse or damage will be charged to the permit holder.

4.5 Cancellations must be submitted in writing at least **seven (7) days** prior.

4.6 Attendees must be under direct staff supervision.

4.7 Spaces must be left tidy, with garbage placed in bins.

4.8 Permit holders must comply with the ***Ontario Human Rights Code*** and the Board's **Code of Conduct**.

5. Restrictions

Permit privileges may be revoked for any of the following violations:

5.1 Alcohol and illegal drugs are prohibited.

5.2 Tobacco, cannabis, and vaping products are prohibited on Board property.

5.3 Indigenous cultural use of **sweetgrass, sage, and red cedar** is permitted.

5.4 **Games of chance** are prohibited.

5.5 Weapons of any kind are strictly prohibited.

5.6 No storage of third-party equipment is allowed without approval.

5.7 External advertising without pre-approval is prohibited.

5.8 Only approved equipment is allowed in gyms; mush balls and plastic blades only.

5.9 Non-marking rubber-soled shoes are mandatory in gymnasiums.

5.10 Use of powder, wax, or tape on floors for dancing is strictly prohibited.

5.11 **Subletting or transferring permits** is strictly prohibited.

5.12 Common allergens (e.g., nuts, shellfish, fragrances) are not permitted.

5.13 Only **certified service animals** are allowed inside buildings.

5.14 **Third-party participants** and lunch time providers are required to have a Community Use permit.

5.15 All food preparation must comply with Board health and safety protocols.

6. Health & Safety

6.1 Adult supervision (18+) is required at all times.

6.2 All permit holders must be familiar with and follow fire safety procedures.

6.3 Fire routes and walkways must remain clear.

6.4 Aisles, exits, and hallways must not be obstructed.

6.5 All Board facilities are equipped with **video surveillance**.

Schedule A – Permit Fees

	Hourly Rate
Space - facility fee	
Classroom/Meeting room	\$0.00
Gym - Single Elem	\$0.00
Gym - Single Sec	\$0.00
Gym - Double Sec	\$0.00
Gym - Triple Sec	\$0.00
Cafeteria - Sec (excl. kitchen)	\$0.00
Library - Elem or Sec	\$0.00
Parking fee per booking	\$0.00
Weekend Fees	
Custodial Overtime Fee - Sat	\$47.47
Custodial Overtime Fee - Sun	\$62.96
Utility Surcharge Gym or Cafe (Weekend only)	\$9.00
Utility Surcharge Classroom (Weekend only)	\$4.50