	YORK CATHOLIC DISTRICT SCHOOL BOARD	
	BOARD POLICY	
	<i>Policy Section</i>	<i>Policy Number</i>
	Governance	101
	<i>Former Policy #</i>	<i>Page</i>
	802	1 of 25
	<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
	May 22/1984	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*, *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), and *Occupational Health and Safety Act* (OHSA).

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;
 - 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 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 requests;
 - 3.2.5 External stakeholder requests;
 - 3.2.6 Risks and/or Opportunities identified by internal reviews;
 - 3.2.7 Stakeholder surveys 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 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.

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.
- 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 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 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

- 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

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

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.

6. CROSS REFERENCES

[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 [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 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 Groups/Individual
- 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 Dates	May 25, 2021 <i>Date</i>
Review Date	May 2025 <i>Date</i>



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 Principles of human rights, equity and inclusion?

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? <input type="checkbox"/> YES <input type="checkbox"/> NO</td> <td></td> </tr> <tr> <td>Resources: Has it been shared with all stakeholders? <input type="checkbox"/> YES <input type="checkbox"/> NO</td> <td></td> </tr> </table>	Data: Has it been shared with all stakeholders? <input type="checkbox"/> YES <input type="checkbox"/> NO		Resources: Has it been shared with all stakeholders? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Data: Has it been shared with all stakeholders? <input type="checkbox"/> YES <input type="checkbox"/> NO					
Resources: Has it been shared with all stakeholders? <input type="checkbox"/> YES <input type="checkbox"/> 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	<p>Describe what opportunities for community engagement have been provided during the development, review and revision of the policy?</p> <p>If NO community engagement, explain why this was not required.</p>
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

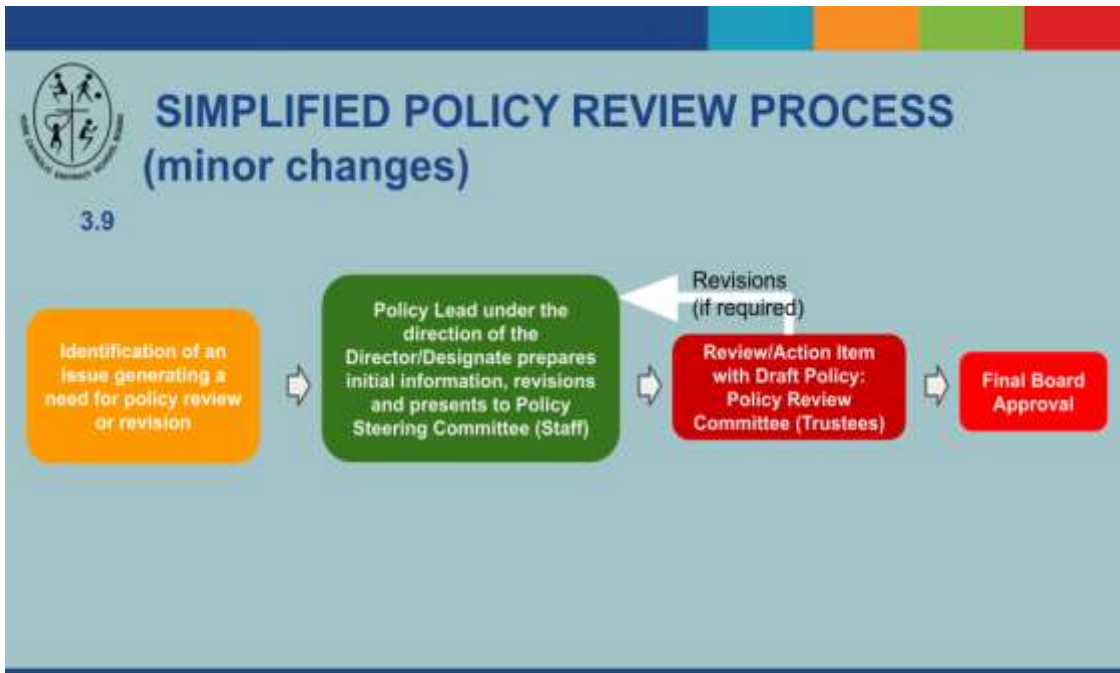
Language which would acknowledge diversity, convey respect for all people, is sensitive to differences, and promotes equitable opportunities.

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)?

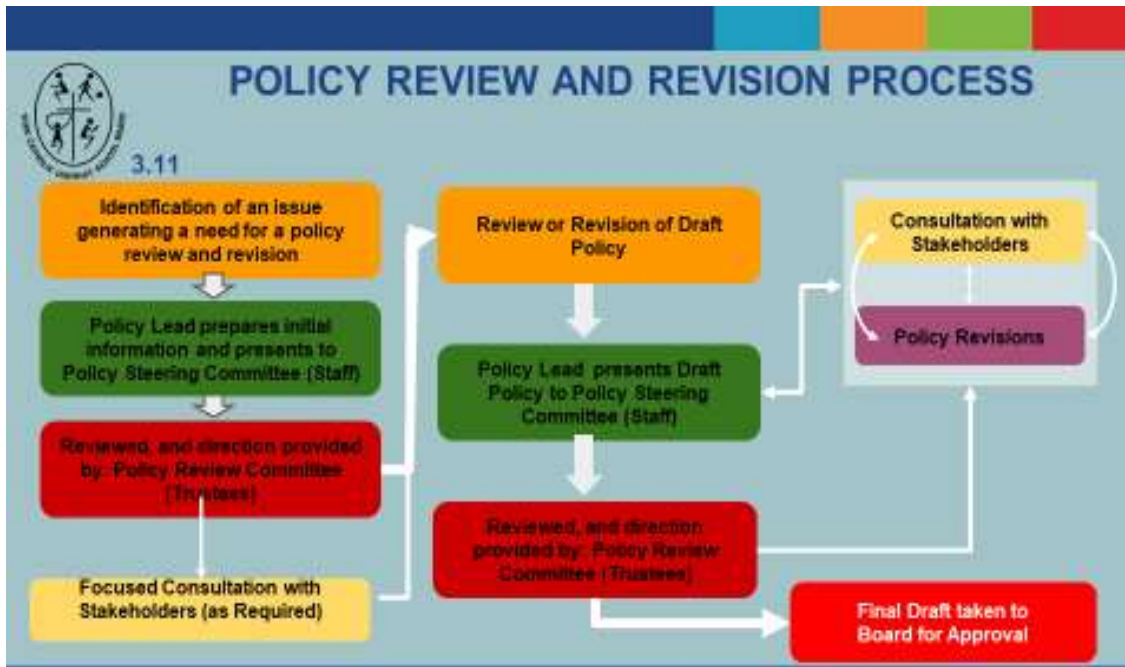
3.5	<p>The intent of inclusive language is to use words and terminology that makes everyone feel equal and valued. Is the language of this document currently inclusive?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If NO, how is this language going to be changed to ensure it is inclusive?</p>

YCDSB Simplified Policy Review Process

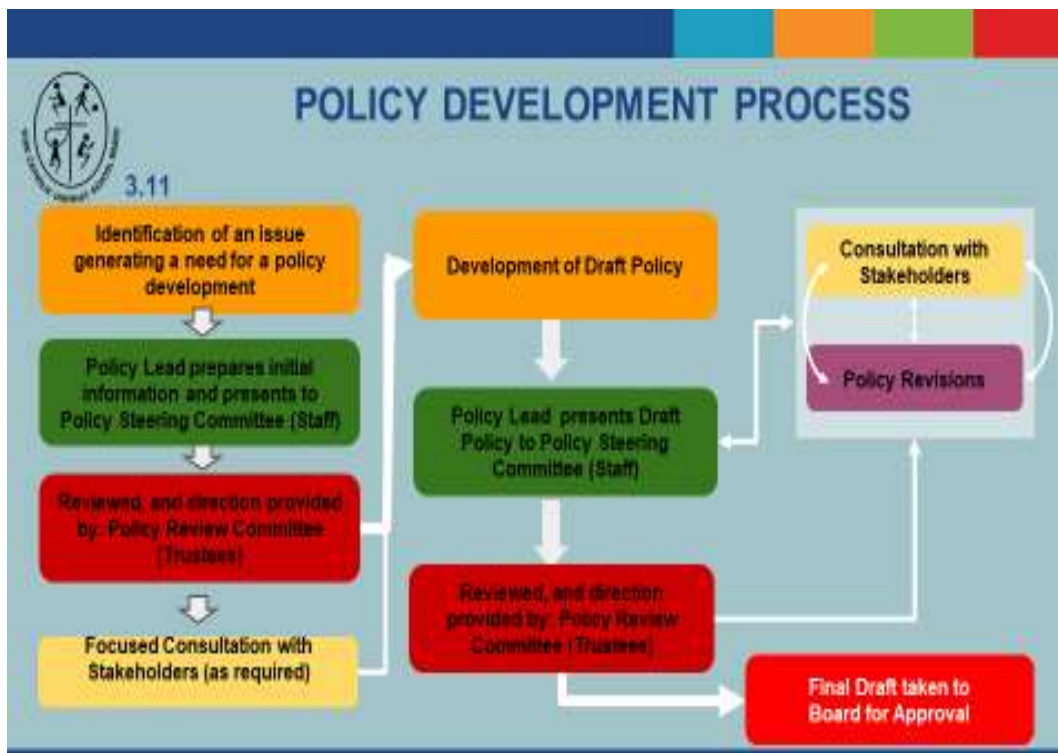
APPENDIX 2a
May 2021



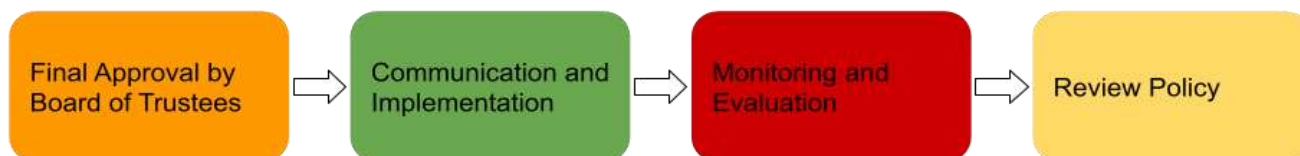
YCDSB Policy Revision and Review Process



YCDSB Policy Development Process



YCDSB Process Following Approval of Final Draft



POLICY TEMPLATE FORM

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 [titl

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

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 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?

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.

Thank you in advance.

Name/Group:

Contact Information: (Telephone, e-mail)

Policy Title: (Is its intent understood?)

Purpose of the Policy: (Is it clear and understandable?)

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?)

Cross 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 GROUPS/INDIVIDUALS

The Policy Review Committee, upon recommending a draft Policy be sent for consultation, will decide on appropriate consultation stakeholder 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)

APPENDIX 8
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