

YORK CATHOLIC DISTRICT SCHOOL BOARD
POLICY REVIEW COMMITTEE - AGENDA
Catholic Education Centre, Board Room
September 19, 2017, 7:00 P.M.

	Page
1. OPENING PRAYER (see below)	
2. ROLL CALL	
3. APPROVAL OF THE AGENDA	
4. APPROVAL OF THE PREVIOUS MINUTES – June 6, 2017	
5. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING	
6. OUTSIDE PRESENTATIONS: N/A	
7. STAFF PRESENTATION(S):	
8. ACTION ITEM(S)/DISCUSSION:	
<u>ACTION:</u>	
Policy 103 Communication: Public Relations (S. Gallo)	2
Policy 110 Communication: Trustee/Administration (S. Gallo)	7
Policy 606 Catholic School Councils (S. Gallo)	12
Policy 303 Educational Out-of-Classroom Activities (F. Bagley, updated to include water activities)	19
Policy 412 Progressive Discipline (L. Coulter)	47
Policy 424 Disposition of Complaints Against Employees (L. Coulter)	55
Policy 701 Access to School and Board Premises (F. Bagley)	62
<u>DISCUSSION:</u>	
Policy 219A Elementary Dress Code (Voting Procedures - F. Bagley)	68
Leaves of Absence/Secondments (M. Marchese)	
Admissions process (D. Giuliani) (see supplementary information)	
9. INFORMATION ITEM(S):	
Procedures for Policy 208 Student Disability Accommodation (F. Bagley)	103

RECESS TO CONVENE IN-CAMERA

ACTION:

- a) Report from Policy Review Committee in-camera (Verbal)

10. NOTICES OF MOTION: N/A
11. FUTURE ITEM(S):
- Policy 105 Trustee Professional Development
 - Policy 107 Student Trustees
 - Policy 111 Trustee Services and Expenditures
 - Policy 119 Disposition of Complaints against Trustees
 - Policy 312A Pupil Texts, School Supplies & Supplementary Students Fees – Elementary
 - Policy 312B Pupil Texts, School Supplies & Supplementary Students Fees - Secondary
 - Policy 317 Electronic Communications & Social Media
 - Policy 320 Regional French Immersion Program (Nov. 2017)
 - Policy 406 Performance Appraisal of Academic Staff
 - Policy 410 Principal & Vice Principal Performance Appraisal
 - Policy 411 Workplace Accommodation
 - Policy 703 Community Use of Schools
 - Policy 801 Use of Board Funds for Recognition/Acknowledgement Purposes
12. PROPOSED FUTURE MEETING DATES:
 Nov. 14, 2017, Jan. 16, 2018, Apr. 10, 2018 – 6:30pm

ADJOURNMENT

**Heavenly Father, we come to
you today asking for your
guidance, wisdom, and
support as we begin this
meeting. Help us to engage in
meaningful discussion; allow
us to grow closer as a group
and nurture the bonds of
community.
Amen.**

IMPORTANT NOTICE

There is an expectation that trustees and all committee members will have read/reviewed reports included in Board/Committee agendas and that they will endeavour, where possible, to seek clarification of questions/concerns with the board/staff resource person prior to the meeting.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Governance/Board	<i>Policy Number</i> 103
<i>Former Policy #</i>	<i>Page</i> 1 of 5
<i>Original Approved Date</i> June 17, 2014	<i>Subsequent Approval Dates</i> June 17, 2014

POLICY TITLE: COMMUNICATION: PUBLIC RELATIONS

1. PURPOSE

The York Catholic District School Board recognizes the key role of effective communication in supporting the Board's mission to educate and inspire all students to reach their full potential in a safe and caring environment. The Board has a responsibility to engage in proactive, timely and open communication with all of its stakeholders to strengthen relationships, promote programs and activities of the Board and to celebrate the values of Catholic education. Moreover, the York Catholic District School Board is responsible for providing information and communications that are barrier-free and accessible in accordance with the *Accessibility for Ontarians with Disabilities Act, 2005* and the regulations supporting this Act.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board to encourage, promote and maintain open, accessible, timely and transparent communication with both its internal and external stakeholders (students, parents, staff, trustees, parishes, community and education partners and members of the media); that is clear, accurate and supportive of the Board's mission to provide quality Catholic education in unique, faith-based, learning environments.

3. PARAMETERS

- 3.1 Communication between the Board and its stakeholders shall celebrate the value of Catholic education.
- 3.2 Communication, including communication disseminated through Social Media (Twitter) shall strengthen relationships, support, promote and increase awareness of the York Catholic District School Board's programs, services, successes and accomplishments including, but not limited to, school openings and blessings, messages to the community, synervice messages, special events and media relations.

- 3.3 On an annual basis, the Superintendent of Education: School Leadership will meet with the Trustee(s) to discuss individual Trustee(s) needs, establish preferred communication methods and ensure compliance of such methods.
- 3.4 Communication between the Board and its stakeholders shall contain accurate information that is accessible, timely, clear and transparent.
- 3.5 The Board shall establish and maintain positive relationships with media, respond to media requests in a timely manner and proactively promote programs, services, activities and initiatives of the Board and its schools.
- 3.6 Conduct by a Board Employee that is contrary to the parameters and responsibilities outlined in this policy shall be addressed in a manner consistent with the Board's Progressive Discipline Policy.
- 3.7 Upon request, and in accordance with the *Integrated Accessibility Standards Regulation (IAS) of Ontario*, the Board shall ensure the website is maintained with accurate and up-to-date information, provide or arrange for the provision of accessible formats and communication supports or arrange for the provision of a comparable resource for persons with disabilities.
- 3.8 The Multilingual Services Department shall assist Board/School Staff in communicating with parents/guardians through the provision of or arrangement for translated materials where English is a second language or English proficiency is limited.
- 3.9 The Board shall maintain confidentiality and privacy with respect to staff matters in accordance with legislative requirements contained within *Employment Standards Act, Occupational Health & Safety Act, Workplace Safety and Insurance Act, Municipal Freedom of Information and Protection of Privacy Act*.

4. RESPONSIBILITIES

4.1 Chair of the Board

- 4.1.1 To be the official spokesperson for the Board when addressing the media on all matters pertaining to Board budget, labour relations and policy decisions.

4.2 Director of Education

- 4.2.1 To be the official spokesperson for the Board on administrative or pedagogical operations.
- 4.2.2 To oversee compliance of the Communication: Public Relations Policy.
- 4.2.3 To ensure the Board of Trustees are informed on matters requiring attention or sensitivity.
- 4.2.4 To ensure Trustees are kept informed of key messaging.

4.3 Communications Department

- 4.3.1 To develop and implement communication plans and strategies in support of the York Catholic District School Board's priorities and objectives, ensuring

consistency and timely information, while adhering to the Board's *Visual Identity and Branding Manual*.

4.3.2 To support the communication needs of the Board of Trustees, **Director of Education, Senior Administration and Principals by drafting communications as required.**

4.3.3 To oversee all communication activities as determined by the Director of Education.

4.3.4 To oversee and manage the layout, design and Board-related content for Board and School websites.

4.4 Senior Administration

4.4.1 To notify the Director of Education, the Communications Department and/or local Trustee of any situation/incident that they believe is of concern.

4.4.2 To be the official spokesperson on Board programs or school issues as directed by the Director of Education or Communications Manager.

4.5 Principals

4.5.1 To notify the Communications Department of all media requests received directly at the school prior to providing response.

4.5.2 To contact the appropriate Superintendent and Communications Department regarding sensitive and/or controversial matters.

4.5.3 To share school information and positive news stories with media, if appropriate, upon consultation with and assistance from the Communications Department.

4.5.4 To extend an invitation to the Director of Education and local Trustee(s) when there is an opportunity for the inclusion of a message and/or letter of congratulations in a school program/publication.

4.5.5 To be the official spokesperson for the school.

4.6 Employees

4.6.1 To refer sensitive matters to their immediate supervisor for further action and/or response.

4.6.2 The supervisor shall inform the appropriate Superintendent and the Communications Department of any situation/incident that is of concern.

5. DEFINITIONS

5.1 Barriers to Accessibility

Accessibility Standards address issues that pose major barriers for people with disabilities. A barrier could be a physical barrier, an architectural barrier, an information or communication barrier, an attitudinal barrier, a technological barrier, a policy or practice.

5.2 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.

5.3 External Stakeholders

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

- 5.3.1 All levels of Government
- 5.3.2 Community Members
- 5.3.3 Education partners/organizations
- 5.3.4 Ministry of Education
- 5.3.5 Media

5.4 Internal Stakeholders

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

- 5.4.1 Parents
- 5.4.2 Parishes
- 5.4.3 School Administrators
- 5.4.4 Senior Administrators
- 5.4.5 Staff (School, Centrally assigned and/or Contract)
- 5.4.6 Students
- 5.4.7 Trustees

5.5 Media

The means of communication to the public through various mediums: radio, television, newspapers, magazines or blogs that reach or influence people widely.

5.6 Social Media

Encompasses software, applications, e-mail, and web sites, which enable users to interact, create and exchange information online.

6. CROSS REFERENCES

YCDSB Policy 110 Communications: Trustee/Administration
YCDSB Policy 317 Electronic Communications and Social Media
YCDSB Policy 601 Accessibility Standards for Customer Services
YCDSB Policy 609 Accessibility Standards for Information and Communication
YCDSB Policy 702 Solemn Blessing and Official Opening of New Schools & Additions
YCDSB Visual Identity and Branding Manual, 2012
Employment Standards Act, 2000
Integrated Accessibility Standard, Ontario Regulation 191/11
Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, Chapter M.56
Occupational Health & Safety Act, R.S.O. 1990, c.0.1
Workplace Safety and Insurance Act, 1997, S.O. 1997

Approval by Board	<u>June 17, 2014</u> <i>Date</i>
Effective Date	<u>June 18, 2014</u> <i>Date</i>
Revision Date(s)	<u>June 18, 2014</u> <i>Date</i>
Review Date	<u>June 2019</u> <i>Date</i>

DRAFT

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Governance/Board	<i>Policy Number</i> 110
<i>Former Policy #</i> 812	<i>Page</i> 1 of 5
<i>Original Approved Date</i> January 26th, 1993	<i>Subsequent Approval Dates</i> November 12th 2002 February 3rd, 2009 October 28, 2014

POLICY TITLE COMMUNICATION: TRUSTEE/ADMINISTRATION

SECTION A

1. PURPOSE

The York Catholic District School Board is a Catholic Learning Community of collaborative partners. An integral component of collaboration is effective interaction characterized by timely and appropriate communication between Trustees, Senior Administration and School Administration about issues relating to or impacting on staff, schools and the community. The purpose of the Communication: Trustee/Administration policy is to provide direction to Trustees and Administration for maintaining effective interaction in order to avoid confusion, miscommunication or lack of awareness, and to provide guidance for responding to issues and matters of concern in a consistent, fair and reasonable manner.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that an efficient communication policy be implemented and maintained among Trustees, Senior Administrators and School Administration to ensure mutual awareness of important matters.

3. PARAMETERS

- 3.1 Communication between Senior Administration and/or School Administration and Trustees shall contain accurate and up-to-date information that is accessible, timely, clear and transparent.
- 3.2 Wherever practical and possible, communication between Senior Administration and/or School Administration and Trustees shall occur prior to communication with stakeholders, in electronic format preceded by a telephone call. Such timely notice will enable Trustees to respond accurately to matters of concern or to attend, and promote awareness of activities and/or events.

- 3.3 Timely and regular communication between Senior Administration and/or School Administration and Trustees upholds the Board's vision of collaboration and shared leadership.
- 3.4 Ongoing and respectful communication between Senior Administration and/or School Administration and Trustees shall serve to establish and maintain positive relationships enabling all partners of the Board to be proactive when promoting programs, services, activities and initiatives of the Board and schools or when addressing issues, concerns and/or matters that may impact the Board or schools.

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To seek information from the Director of Education or appropriate Superintendent on matters related to a school or school community.
- 4.1.2 To communicate with Superintendents on a regular basis.
- 4.1.3 To respond to invitations from a school to special events.

4.2 Director of Education

- 4.2.1 To oversee compliance with the Communication: Trustee/Administration policy.
- 4.2.2 To advise the Board on matters requiring the attention, understanding and sensitivity of the Board.

4.3 Superintendents of Education

- 4.3.1 To maintain ongoing communication with Trustees.
- 4.3.2 To meet with the Trustee(s), on an annual basis, to discuss individual Trustee communication needs, establish preferred communication methods and ensure compliance of such methods.
- 4.3.3 To notify the local Trustee of school related activities or events including, but not limited to:
 - 4.3.3.1 School/Student Achievements;
 - 4.3.3.2 School/Student Celebrations and or Special Events;
 - 4.3.3.3 Injuries requiring medical services;
 - 4.3.3.4 Safety issues, i.e., bomb threats, health issues, evacuations, facility concerns/hazards;
 - 4.3.3.5 Bereavements of staff, students or parents;
 - 4.3.3.6 Safe school concerns, e.g., bullying, violent acts, police involvement;
 - 4.3.3.7 Unresolved school issue(s) e.g., a parental concern(s);
 - 4.3.3.8 Catholic School Council concerns;
 - 4.3.3.9 Community concerns, e.g., busing, boundaries;
 - 4.3.3.10 Suspensions over 5 days (Elementary);
 - 4.3.3.11 Operational matter(s) that may have a considerable impact on a school community; and,
 - 4.3.3.12 Any communication sent to parents/guardians.
- 4.3.4 To address conduct contrary to the parameters, responsibilities and guidelines stated in this policy, as outlined in the Board's Progressive Discipline Policy.

4.4. School Administration

- 4.4.1 To comply with the parameters and guidelines of this policy.

- 4.4.2 To maintain ongoing communication with their Superintendent and School Trustee(s) on matters which impact the school and/or the community.
- 4.4.3 To meet with the Trustee(s), on an annual basis, to discuss individual Trustee needs, establish preferred communication methods and ensure compliance of such methods.
- 4.4.4 To inform the appropriate Superintendent of Schools in a timely manner on issues (as noted in 4.2).
- 4.4.5 To provide the Trustee(s) with copies (preferably electronically) of newsletters, Catholic School Council (CSC) **agendas and** minutes, community letters, etc. on an ongoing basis and in a timely manner.
- 4.4.6 To inform and invite the local Trustee(s) to all events at the school which are open to parents/community, **including communicating dates for Catholic School Council (CSC) Meetings.**
- 4.4.7 To extend an invitation to the Director of Education and local Trustee(s) when there is an opportunity for the inclusion of a message and/or letter of congratulations in a school program/publication.
- 4.4.8 To post all school communication shared with the parent community, **including all Catholic School Council (CSC) Agendas and Minutes** on the school website **in a timely manner.**

5. DEFINITIONS

5.1 School Administration

For the purpose of this policy, School Administration refers to Principals and Vice Principals who have direct supervisory responsibilities for a group of employees.

5.2 Senior Administration

For the purpose of this policy Senior Administration includes, **all Superintendents, Coordinating Managers, Chief Information Officer (CIO), Chief Financial Officer (CFO)**, Senior Managers and Managers who have direct supervisory responsibilities for a group of employees.

6. CROSS REFERENCES

YCDSB Policy 103	Communication: Public Relations
YCDSB Policy 108	Investigation of Complaints against Senior Administration or Trustees
YCDSB Policy 415	Disposition of Complaints about Staff

Approval by Board	<u>February 3, 2009</u> <i>Date</i>
Effective Date	<u>February 3, 2009</u> <i>Date</i>
Revision Date	<u>October 28, 2014</u> <i>Date</i>
Review Date	<u>October 2019</u> <i>Date</i>

POLICY TITLE: COMMUNICATION: TRUSTEE/ADMINISTRATION

SECTION B: GUIDELINES

1. York Catholic District School Board recognizes the key role of effective communication in supporting the Board's mission to educate and inspire all students to reach their full potential in a safe and caring environment. The following guidelines will support Trustees, Senior Administration and School Administrators in their efforts to have concerns addressed and resolved.

1. TRUSTEE

- 1.1 When a concern is received from a parent the Trustee will:
 - 1.1.1 Invite the parent/guardian to define the issue and express their concerns.
 - 1.1.2 Inquire if the parent/guardian has discussed the issue with School or Board Personnel (Teacher and/or Administration), depending on the nature of the issue.
 - 1.1.2.1 If the parent/guardian has not contacted School or Board personnel, provide the appropriate contact.
 - 1.1.2.2 Contact the Superintendent of Education and/or other Board personnel, to apprise them of the parent/guardian's issue, where possible.
- 1.2 If the issue is not resolved, the Trustee will bring the matter to the appropriate Superintendent on behalf of the Parent, who will oversee the resolution of the issue and report back to the Trustee.
- 1.3 At any time in the process, the Trustee may consult with the Director of Education regarding the resolution of an issue.
- 1.4 When a concern is received about a policy or procedure, Trustees may refer the concern to the Director of Education and/or the Executive Committee of the Board for appropriate action. If the matter has Board-wide implications, the Trustee may ask that the matter be put on the Policy Committee agenda for discussion.

2. SENIOR ADMINISTRATION

- 2.1 Senior Administration will address and subsequently update the local Trustee(s), in a timely manner, about any matter that has been brought to their attention by the Trustee(s).
- 2.2 Senior Administration will advise the Director and Trustee(s), in a timely manner, of any matter having an impact on the Board, on local schools or on the school community.

3. SCHOOL ADMINISTRATORS

- 3.1 School Administrators will advise the appropriate Superintendent, in a timely manner, of any matter having an impact on the local school or school community.
- 3.2 School Administrators will communicate with the Trustee prior to communication with stakeholders, in electronic format or by telephone call. School Administrators will copy the local Trustee(s) on any written communication (i.e., letters, emails, etc.) sent to parents/guardians outlined within the parameters of this policy, if written communication is the vehicle utilized to disseminate the information. This includes, but is not limited to, synrevoice messages, newsletters and school calendars, invitations to attend school events and/or activities, **CSC agendas and minutes**, letters related to safety issues, bereavements, transportation, etc. In instances where the school situation is urgent or time sensitive, school administrators will call the local Trustee(s) in advance of disseminating any communication.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Community	<i>Policy Number</i> 606
<i>Former Policy #</i> 706	<i>Page</i> 1 of 7
<i>Original Approved Date</i> December 19, 1995	<i>Subsequent Approval Dates</i> January, 1997 February 12, 2002 June 4, 2013 June 21, 2016

POLICY TITLE: CATHOLIC SCHOOL COUNCILS

SECTION A

1. PURPOSE

The York Catholic District School Board, as per the Education Act, Ontario Regulation 612/00, School Councils, requires that a Catholic School Council will assist the school in engaging parents, developing positive communication links with home, church and the broader community. The Catholic School Council will also assist the school in realizing its goals and mission as well as the Board's vision.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that each school will establish a Catholic School Council.

3. PARAMETERS

- 3.1 Catholic School Councils are advisory bodies to the school Principal and Board.
- 3.2 The Catholic School Council shall provide advice to the school Principal, and where appropriate, to the school board on any matters that the Catholic School Council has identified as priorities.
- 3.3 The Catholic School Council shall establish goals, priorities and procedures (operating by-laws/constitution).
- 3.4 The YCDSB reserves the right to disband a Catholic School Council or remove a Catholic School Council member(s) should the responsibilities and guidelines outlined for Catholic School Council Members not be adhered to.
- 3.5 The Catholic School Council shall hold a minimum of four meetings per year.

- 3.6 That the Catholic School Council make a reasonable effort to avoid scheduling CSC meetings, Executive or Subcommittee meetings on Tuesday evenings to enable Trustees the opportunity to visit.
- 3.7 All Catholic School Council meetings, Executive meetings and Subcommittee meetings shall be open to all members of the school community.
- 3.8 All Catholic School Council members are mandated to keep student information confidential.
- 3.9 All Catholic School Council members, who have direct and regular contact with students and/or direct and regular handling of Catholic School Council finances shall provide proof of Volunteer Sector Screening obtainable from the York Regional Police at www.yrp.ca.
- 3.10 There will be no honorarium paid to members of the Catholic School Council.
- 3.11 Principals shall seek advice from the Catholic School Council as part of the process of making decisions.
- 3.12 Where appropriate opportunities are determined, Senior Administration and Trustees may seek advice from Catholic School Council as part of the process of making decisions.
- 3.13 Establishing By-Laws
- 3.12.1 Catholic School Councils must review by-laws on an annual basis, as soon as possible after the Catholic School Council meets for the first time to address the following areas:
- Election procedures
 - Filling vacancies
 - Conflict of interest and conflict resolution procedures
- 3.12.2 By-laws governing other areas of operation may also be developed but must be in accordance with any applicable Board policies and Ontario Regulation 612/00.
- 3.13 Fundraising
- 3.13.1 All fundraising activities shall be conducted in accordance with Board Policies and Guidelines (Policy 603A School Fundraising and Policy 603B Fundraising for External Charitable Purposes).
- 3.13.2 Funds raised are to be used for a purpose approved by the Board and/or Principal.
- 3.13.3 Any funds and assets generated through fundraising activities assisted by the Catholic School Council are the property of the Board.
- 3.13.4 In the event of a school consolidation/closure, the following will be adhered to as outlined in the Procedure: Transition Process for School Consolidation/Closure, Addendum to Policy 713 Pupil Accommodation Review of Schools:
- 3.13.4.1 Any residual fundraising monies shall be proportionately distributed, based on student enrolment, to the affected schools; and,
- 3.13.4.2 All school assets purchased through fundraising or General School Budget (GSB) account, shall be distributed equitably based on a

needs assessment completed by Board staff, in consultation with the appropriate School Superintendent(s) and Principals of the affected schools.

- 3.13.4.3 First, to the affected schools; and,
 - i) Second, to other schools as identified by Board Staff.
- 3.13.5 All fundraising activities conducted by the Catholic School Council shall be included in the **Annual Year-End Report** prepared by the Catholic School Council.

4. MEMBERSHIP

- 4.1 Membership of a Catholic School Council shall include but not be limited to:
 - 4.1.1 Parents/guardians who have children enrolled in the school; (where possible - parent/guardian of a student enrolled in the school who has special needs). Where there is an excess number of persons running for a position on the **Catholic School** Council, than positions available, that only one person per household shall hold a position. Where there is less than 21 persons running for a position on the **Catholic School** Council, of which parents of the same household wish to run and hold a position, then each may exercise their right to vote as an elected member of the **Catholic School** Council.
 - 4.1.2 Community representative(s);(not an employee at that school);
 - 4.1.3 Student(s) (mandatory in secondary schools; optional in elementary schools);
 - 4.1.4 School Principal and/or Designate;
 - 4.1.5 Teacher assigned to the school;
 - 4.1.6 Non-teaching employee assigned to the school;
 - 4.1.7 Pastor(s) or other member of the Parish (In a situation where a school is affiliated with more than one parish, representation must be sought from all parishes concerned);
 - 4.1.8. A person appointed by an association that is a member of the Ontario Association of Parents in Catholic Education (must be a parent /guardian of a student currently enrolled in the school).
- 4.2 Parents/guardians shall form the majority on the **Catholic School** Council.
- 4.3 All members on the **Catholic School Council** are equal partners.
- 4.4 Schools will make every attempt to reflect the diversity of the school community within the membership of the **Catholic School** Council.
- 4.5 Membership on the Catholic School Council shall be determined in the following manner:
 - 4.5.1 Parents/guardians shall be elected by parents and guardians of students enrolled in the school;
 - 4.5.2 Student representatives shall be elected by students enrolled in the school;
 - 4.5.3 Teacher representatives shall be elected by members of the teaching staff assigned to the school;
 - 4.5.4 Non-teaching employee shall be elected by non-teaching employees assigned to the school;
 - 4.5.5 The school Principal shall be a designated member;
 - 4.5.6 Community representatives shall be appointed by the **Catholic School Council**;

- 4.5.7 The Chair of the **Catholic School** Council shall be a member who is a parent/guardian of a student enrolled at the school, and shall be elected by the **Catholic School** Council;
- 4.6 The term of office for elected and appointed positions on the **Catholic School** Council shall not exceed one year. Elected and appointed members may seek additional terms.
- 4.7 It is recommended that the size of the Catholic School Council not exceed 21.
- 4.8 A person is not qualified to be a parent member of the Catholic School Council if he or she is employed at the school his or her child attends but may be elected as either the teaching or non-teaching staff representative.
- 4.9 A parent, who is employed by the board but does not work at the school their children attend, may be elected as a parent member as long as they declare to other parents that they are employed by the school board prior to their election. This information shall be recorded in the minutes of the first Catholic School Council meeting.

5. RESPONSIBILITIES

5.1 Director of Education

- 5.1. To oversee compliance with the Catholic School Councils policy and guidelines.

5.2 Senior Administration

- 5.2 To support the implementation and compliance with the **Catholic School Council policy** and related guidelines.

5.3 Principal

- 5.3.1 Facilitate the establishment of the Catholic School Council and assist in its operation;
- 5.3.2 Attend Catholic School Council meetings;
- 5.3.3 Support and promote Catholic School Council's activities that are consistent with the board's policy statement dealing with Catholic School Councils;
- 5.3.4 Seek input from the Catholic School Council in areas for which it has been assigned advisory responsibility;
- 5.3.5 Consult with the Catholic School Council on fundraising expenditures;
- 5.3.6 Act as a resource on laws, regulations, board policies, and collective agreements;
- 5.3.7 Obtain and provide information required by the Catholic School Council to enable it to make informed decision;
- 5.3.8 Communicate with the Chair of the Catholic School Council, as required;
- 5.3.9 **Ensure that all Catholic School Council meeting dates are posted on the Catholic School Council page of the School Website and in the School Calendar, and that all agendas and minutes are posted on the school website in a timely manner.**
- 5.3.10 **Ensure that the Catholic School Council's Annual Year-End Report is posted the Catholic School Council section of the School Website in a timely manner**
- 5.3.11 Ensure that copies of the agenda and minutes of all Catholic School Council meetings including Executive and Subcommittees are kept at the school for a minimum of 10 years;

- 5.3.12 Ensure that copies of all Catholic School Council, Executive and any Subcommittee agendas, minutes and **Annual Year-End Report** are shared with the Area Trustee(s) and Area Superintendent.
- 5.3.13 Assist the Catholic School Council in communicating with the school community;
- 5.3.14 Contact the wider school community and local Trustee(s) and Area Superintendent to notify of any change or cancellation of Catholic School Council meetings.
- 5.3.15 Encourage the participation of all parents/guardians and of other people within the community;
- 5.3.16 Assist the Chair in developing and communicating the Catholic School Council and Subcommittee agendas as well as minutes to Catholic School Council Members, parents, Area Trustee(s) and the Area Superintendent, electronically, if possible, and in a timely manner;
- 5.3.17 Present to the Catholic School Council the General School Budget and the School Bank Account allocations as well as all fundraising expenditures on an annual basis;
- 5.3.18 Perform the duties as outlined in Ontario Regulation 612 – School Councils and Ontario Regulation 613 – Operation of Schools.

5.4 Catholic School Council

To fulfill the role of an advisory body to the school and board as follows:

- 5.4.1 Respect the confidentiality of all information that may be received regarding any pupils or staff while a volunteer/**Catholic School** Council member and refrain from releasing that information to any person in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*.
- 5.4.2 To coordinate the election procedures for Catholic School Councils; (elections to be held within the first thirty calendar days of the start of the school year);
- 5.4.3 To promote the best interests of the school community;
- 5.4.4 To communicate regularly with parents and other members of the community seeking their views and preferences with regard to matters being addressed by the Catholic School Council;
- 5.4.5 To report on the activities of the Catholic School Council to the school community;
- 5.4.6 Catholic School Council members are to maintain a school-wide focus on all issues. Catholic School Council meetings are not a forum of discussion about individual parents, students, staff, trustees or other **Catholic School** Council members.
- 5.4.7 Recommendations generated by the Catholic School Council which are broader in scope than the local school may be referred either to the school Principal for direction or to the appropriate Board official or to a Board committee through the Director's Office;
- 5.4.8 To organize information and training sessions to enable members of the Catholic School Council to develop their skills as **Catholic School** Council members;
- 5.4.9 The community may be invited to provide input to the Catholic School Council. It is the responsibility of the (elected/appointed) members of Catholic School Council to come to a final decision/position with respect to the issue/topic being dealt with.

6. DEFINITIONS

6.1 Advisory Body

A group established to provide advice and recommendations. An advisory body does not have final decision-making powers.

6.2 By-laws

The rules adopted by an organization for the regulation of its operation and proceedings. Bylaws must not conflict with the statute or charter by which the organization is created.

7. CROSS REFERENCES

YCDSB Policy 603A School Fundraising
YCDSB Policy 603B Fundraising for External Charitable Purposes
YCDSB Policy 708 Volunteers in Schools
YCDSB Policy 803 Funds Generated in Elementary and Secondary Schools
YCDSB Procedure Transition Process for School Consolidation/Closure (Addendum to Policy 713: Pupil Accommodation Review of Schools, June 2016)
Ontario Regulation 612 – School Councils
Ontario Regulation 613 – Operation of Schools
Ontario Ministry of Education School Councils: A Guide for Members, 2001, Revised 2002
School Generated Funds Administrative Procedures
Parent Engagement Policy – Section A 1. – *Ontario Ministry of Education – Parents in Partnership – A Parent Engagement Policy for Ontario Schools.*
Municipal Freedom of Information and Protection of Privacy Act

Approval by Board

June 21, 2016

Date

Effective Date

June 22, 2016

Date

Revision Date

June 21, 2016

Date

Review Date

June 2021

Date

POLICY TITLE: CATHOLIC SCHOOL COUNCILS

SECTION B: GUIDELINES

1. Role of Catholic School Council Chair/Co Chair

- 1.1 Call Catholic School Council meetings; (minimum of four per year – first meeting to be held within 35 days of the start of the school year).
- 1.2 New members to the Catholic School Council Executive shall attend the Catholic School Council Orientation Workshop offered by the York Catholic Parent Involvement Committee held annually in the Fall.
- 1.3 Prepare in concert with the Principal the agenda for Catholic School Council, Executive or Subcommittee meetings.
- 1.4 Chair Catholic School Council meetings.
- 1.5 Ensure that the minutes of Catholic School Council, Executive or Subcommittee meetings are recorded, maintained and kept for 10 years.
- 1.6 Participate in information and training programs.
- 1.7 Communicate with the school Principal as required.
- 1.8 Ensure that there is regular communication with the school community.
- 1.9 Consult with senior board staff and Trustees, as required, and submit annually a written report of the Catholic School Council activities to the Principal and the Board. This Year-End Report will be posted on the school website.
- 1.10 Respect the confidentiality of all information that may be received regarding any pupils or staff while a volunteer/Catholic School Council member and refrain from releasing that information to any person in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*.

2. Role of Catholic School Council Members

- 2.1 Provide informed advice to the school principal on matters related to student achievement, well-being and continuous school improvement.
- 2.2 Maintain a school-wide perspective on issues.
- 2.3 Participate in Catholic School Council meetings.
- 2.4 Participate in information and training programs.
- 2.5 Act as a link between the Catholic School Council and the community.
- 2.6 Encourage the participation of all parents/guardians and of other people within the community.
- 2.7 Respect the confidentiality of all information that may be received regarding any pupils or staff while a volunteer/Catholic School Council member and refrain from releasing that information to any person in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Program/Curriculum	<i>Policy Number</i> 303
<i>Former Policy #</i>	<i>Page</i> 1 of 9
<i>Original Approved Date:</i>	<i>Last Approval Date:</i>
January 22, 1985	October 22nd, 1996 February 9th, 2010 March 1st, 2011 October 11th, 2011 March 6th, 2012 May 27, 2014 January 27, 2015

POLICY TITLE: EDUCATIONAL OUT - OF - CLASSROOM ACTIVITIES

SECTION A

1. PURPOSE

The York Catholic District School Board recognizes that curriculum extends beyond the walls of the classroom/school and that a well-planned, interesting, out-of-classroom activity can enhance the learning of students. The purpose of this policy is to endorse such activities as valuable extensions of the curriculum and to provide the parameters and guidelines under which they may occur.

Note: Throughout this document the terms 'out-of-classroom activity' and 'excursion' are intended to hold the same meaning.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board to support approved educational out-of-classroom activities for all students organized by school staff and designed to enhance learning and faith development.

3. PARAMETERS

3.1 Educational out-of-classroom activities:

- 3.1.1 Shall be organized in accordance with the Board's safety (i.e.: emergency procedures) and supervision guidelines.
- 3.1.2 Are subject to the same Board policies as in the regular school and classroom surroundings.

- 3.1.3 May be cancelled where participation numbers, as previously determined by the Principal and excursion organizer, are not met.
- 3.1.4 May be **revised**, shortened, cancelled or terminated at any time if, in the opinion of the school Principal or Superintendent, the activity cannot proceed or be completed in a safe or satisfactory manner, including, but not limited to, when Board transportation is suspended due to inclement weather.
- 3.1.5 Shall be a well-planned extension of the curriculum available to all students and include a faith development experience (i.e.: liturgical celebration or prayer reflection) where appropriate.
- 3.1.6 Shall be planned with consideration given to the age of the students, distance of the activity from the school, associated costs to the students/families and ability for all to participate.
- 3.1.7 Shall ensure that attendance at Sunday Eucharist is part of the planned activity when students are away from home on Sundays.
- 3.1.8 Shall have obtained required approvals prior to the organization/promotion of the activity.
- 3.1.9 Fees shall be collected on a cost-recovery basis for excursions that are considered to be voluntary enhancements to the curriculum.
- 3.1.10 Alternative activities shall be provided for those students who choose to remain at school.
- 3.1.11 Level I Excursion documentation shall be retained at the school for one year beyond the date of the event.
- 3.1.12 Level II and III Excursion documentation shall be retained at the school for two years beyond the date of the event.
- 3.2 Approval for overnight excursions shall not be granted to JK to Grade 3 students.
- 3.3 Overnight out-of-classroom activities for Grade 4 – 6 students shall be approved on an individual basis.
- 3.4 Students shall be responsible for submitting completed documents prior to the start of the excursion with the approval of their parents/guardians, as noted by their signature, on all required forms for students under the age of 18 years. Students shall not be approved to participate without the completed forms.
- 3.5 A student may be denied participation in an educational out-of-classroom activity, or returned early from the trip, based on demonstrated inability to follow expected behaviour guidelines or in the interest of the quality of the experience and the welfare of other participants.

- 3.6 As per the intent of the Hospitality & Gifts Guidelines Board, excursion planners, organizers and supervisors, shall not accept monetary and/or gift-in-kind benefits from Tour Operators with the exception of travel, accommodation and meals included in the tour package for those individuals leading the excursion and designated supervisors required to satisfy the supervision ratio.
- 3.7 Weather and road conditions must be conducive to travel before students leave the school.
- 3.8 Neither the Board, nor its agents, will authorize or approve Commercial trips (see definition).

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance of the Educational Out-of-Classroom Activities Policy and related Guidelines.

4.2 Superintendents of Education: School Leadership

- 4.2.1 Approve Level II and III excursions, in conjunction with the school Principal.
- 4.2.2 Report Level III excursions to the Board, as required.

4.3 Purchasing Department

- 4.3.1 Maintain a list of current approved tour operators.
- 4.3.1 Make available to schools the list of current approved tour operators.

4.4 Principals

- 4.4.1 Ensure that staff members are familiar with, and adhere to this policy and related procedures when planning an out-of-classroom activity.
- 4.4.1 Ensure that the proposed activity reflects/ties into the curriculum, is safe, and, where appropriate, complies with OPHEA guidelines.
- 4.4.2 Ensure that all documentation is submitted and approved, as required.
- 4.4.3 Contracts and/or forms provided by tour operators or program operators shall be reviewed by the Board's Insurance Coordinator prior to approval.
- 4.4.4 All volunteers who will be performing supervisory duties for Level II and Level III excursions shall submit a current and satisfactory Vulnerable Sector Screening (VSS) to the school. If a VSS has already been submitted to the school, and the parent is an active volunteer, the Offence Declaration may be signed.
- 4.4.5 Ensure that students, other staff, parents and volunteers receive appropriate information about the activity.
- 4.4.6 May deny student participation in an educational out-of-classroom activity, or require the student to be returned early from a trip, based on demonstrated inability to follow expected behaviour guidelines or in the interest of the quality of the experience and the safety and welfare of those participating.
- 4.4.7 To ensure that no student or family suffers undue hardship as a result of being included in the excursion or retreat with financial assistance being made available and communicated to those families demonstrating both confidentiality and respect (Level I and II excursions only).

- 4.4.8 Assume responsibility to revise, shorten, cancel or terminate an out-of-classroom activity at any time, if in the opinion of the Principal or the Superintendent, the activity cannot proceed or be completed in a safe or satisfactory manner, including, but not limited to when Board transportation is suspended due to inclement weather.
- 4.4.9 To provide Parent(s)/Guardian(s) with information regarding the refund policy in case of a trip cancellation.
- 4.4.10 To contact the Parent(s)/Guardian(s) if an emergency occurs during an excursion or a change in excursion itinerary is necessary.

4.5 Teacher/Organizer

- 4.5.1 Plan and organize activities that provide a worthwhile and safe curriculum/course related experience for students.
- 4.5.2 Discuss with Principal the financial details of the excursion including whether or not out-of-pocket expenses will be reimbursed for supervisors.
- 4.5.3 Where activities may contain a component of risk, refer to Appendix 1 and complete the Elements of Risk section of Admin. 73.
- 4.5.4 Complete and submit documentation to the Principal as required.
- 4.5.5 Communicate appropriate information, including curriculum relevance, to all stakeholders.
- 4.5.6 Adhere to the approved itinerary.
- 4.5.7 Ensure that completed copies of all documentation are received and filed with the school Principal.
- 4.5.8 Copy and take essential documents including medical insurance information and emergency contact information on the excursion.
- 4.5.9 Liaise with other teachers in terms of missed classes.
- 4.5.10 Plan an appropriate program for those students who do not participate in the excursion.
- 4.5.11 Recommend to the Principal to revise, shorten, cancel or terminate the excursion if, in the opinion of the teacher(s) involved, the activity cannot proceed or be completed in a safe or satisfactory manner.
- 4.5.12 Contact the Principal and Parent/Guardian immediately if an accident occurs during an excursion.
- 4.5.13 Contact the Principal if an emergency occurs during an excursion or a change in excursion itinerary is necessary.
- 4.5.14 Ensure that safety and emergency procedures are reviewed with students and supervisors prior to the excursion and upon arrival at the destination.
- 4.5.15 Ensure that a Board employee remains with any student who requires medical attention.
- 4.5.16 Complete a student/teacher accident report within 48 hours of an incident or as soon as possible upon their return to the school.

4.6 Students

- 4.6.1 Comply with the Safe School Policy, the Board and school Code of Conduct and the expectations of all services/agents providing a component of the out-of-classroom activity.
- 4.6.2 Act with reasonable care towards themselves and others during the excursion in order to contribute to a safe experience.
- 4.6.3 To be knowledgeable about and adhere to all safety (i.e.: instructions, conduct, expectations of staff and specific venue) and emergency (i.e.:

medical, lockdown, evacuation, etc.) procedures during the excursion as directed by the teacher/organizer.

4.6.4 Pay the full cost or part of the cost of any out-of-classroom activity.

4.6.5 Submit all required forms in a timely manner.

4.7 Parent(s)/Guardian(s)

4.7.1 To attend all excursion meetings.

4.7.2 To approve their child's participation if their child is under the age of 18 years.

4.7.3 To complete all required information on forms.

4.7.4 To understand their responsibilities with regard to behaviour consequences, i.e. alcohol consumption, **non-compliance of safety and emergency**.

4.7.5 To understand the procedures with regard to safety procedures (**i.e.: instructions, conduct, expectations of staff and specific venue**) and emergencies (i.e.: medical, lockdown, evacuation, etc.).

5. DEFINITIONS

5.1 Commercial Trip – Not Allowed

- Organized outside of school time, by Board staff or others, for personal recreational purposes;
- May not be advertised on school property at any time;
- Operated by commercial agencies beyond the jurisdiction of the York Catholic District School Board; and,
- Scheduled within any school holiday period with no loss of school time.

5.2 Level 1 Excursion

- Organized by classroom/program teacher;
- Duration of no more than one day; and,
- Includes co-curricular and general sightseeing activities/sport activities such as swimming, skating, skiing, neighbourhood walks, theatre productions, science or art exhibitions or other such out-of-school event.

5.3 Level II Excursion

- Organized by school staff;
- Up to four nights in duration;
- Within Canada;
- Less than 1000 kms from the school; and,
- Includes an outdoor education centre or retreat centre program offered in conjunction with a tour company such as an excursion to Ottawa, Muskoka Woods or Camp White Pines.

5.4 Level III Excursion

- Study tour/extended travel;
- Organized by school staff;
- An elective activity for students;
- Greater than 1000 kms from the school;
- May take place within Canada or internationally; and,
- Contracts and undertakings are between the participants and the tour operator.

5.5 Organizer

For the purpose of this policy the Organizer is a York Catholic District School Board employee who seeks approval for the out-of-class activity from the Principal and takes responsibility for planning the out-of-class activity.

5.6 Student

An individual who:

- Has met all of the classroom/school requirements as outlined by the Teacher/Principal;
- Is enrolled in a sponsoring or participating school; and,
- Is part of the class or group taking part in the out-of-classroom activity.

5.7 Supervisor

For the purpose of this policy a Supervisor may be a York Catholic District School Board employee, an approved volunteer, or an employee at the facility where the out-of class activity takes place, whose responsibility is to oversee and guide the activities of the participant group.

6. CROSS REFERENCES

YCDSB Policy 112	Privacy and Personal Information Management
YCDSB Policy 202	Safe Schools: Student Discipline & Guidelines
YCDSB Policy 207A	Administration of Oral Prescription Medication to Elementary & Secondary Students
YCDSB Policy 207B	Administration of Non-Prescription Medication to Elementary Students
YCDSB Policy 208	Student Disability Accommodation
YCDSB Policy 209	Protection of Students with Anaphylaxis
YCDSB Policy 218	Code of Conduct
YCDSB Policy 312A	Texts and School Supplies & Supplementary Student Fees - Elementary
YCDSB Policy 312B	Texts and School Supplies & Supplementary Student Fees - Secondary
YCDSB Policy 318	Personally Owned Electronic Devices (PEDS)
YCDSB Policy 423	Conflict of Interest for Employees
YCDSB Policy 501	Respectful Workplace
YCDSB Policy 608	Volunteers in Schools
YCDSB Policy 802	Purchasing, Lease & Rental of Goods & Services
YCDSB Policy 803	School Generated Funds
YCDSB Hospitality & Gift Guidelines (posted on Board Website)	
YCDSB Guidelines for School Generated Funds	
YCDSB Records Management Program User Manual	
OPHEA (Ontario Physical & Health Education Association) Physical Education Safety Standards	

7. RELATED FORMS

Admin. 16	Excursion Approval Form - Required for Level I, II and III Excursions
Admin. 16A	Excursion Approval Process - Required for Level II and III Excursions

Admin. 16B-1	Program Plan – Optional for Level 1, Required for Level II and Level III Excursions
Admin. 16B-2A	Consent, Information & Permissions - Required for Level II Excursions/Extended Travel
Admin. 16B-2B	Consent, Information & Permissions - Required for Level III Excursions/Extended Travel
Admin. 16B-3A	Acknowledgement and Authorization - Required for Level III Excursions
Admin. 16B-3B	Release & Indemnification Form for Education Trips (For Students Over 18 Years)
Admin. 16B-4	Medical Information and FOI - Required for Level III Excursions
Admin. 16B-5	Letter of Agreement - Required for Level III Excursions
Admin. 16B-6	Consent for Student to Travel Abroad – Required for Level III Excursions
Admin 16B-7	Emergency Evacuation Response Guide
Admin 73	Informed Consent/Permission for Education Trips – Elements of Risk: Activity Specific
Admin 74	Volunteer Driver – Authorization to Transport Students
Admin 75	Informed Consent/Permission for Education Trips – Elements of Risk: General
Admin 75B	Informed Consent/Permission Form for Skating Excursions
Admin 75C	Informed Consent/Permission Form for Water Related Excursions
Admin 79	Informed Consent/Permission for Ski/Snowboard Excursions
OSBIE Winter Sports Package Forms	

Approval by Board	<u>January 27, 2015</u> <i>Date</i>
Effective Date	<u>January 28, 2015</u> <i>Date</i>
Revision Dates	<u>January 28, 2015</u> <i>Date</i>
Review Date	<u>January 2020</u> <i>Date</i>

POLICY TITLE: EDUCATIONAL OUT - OF - CLASSROOM ACTIVITIES

SECTION B: GUIDELINES

The Board's procedures, an addendum to this policy, have been developed and shall be implemented in strict adherence with the following guidelines:

1. GENERAL INSURANCE INFORMATION

- 1.1 The York Catholic District School Board does not provide any accidental death, disability, dismemberment, medical expense, theft or loss of personal property, or cancellation insurance on behalf of persons participating in out-of-classroom activities.
- 1.2 Students participating in an out of country excursion **MUST** provide evidence of valid medical/comprehensive insurance to the teacher/organiser. (Reference Form 16B-2)
- 1.3 The Board strongly encourages that each student taking part in any out-of-classroom activity have appropriate insurance coverage from either:
 - the Student Accident Insurance – Plan B (available throughout the year on-line (www.ycdsb.ca)), or
 - Family employment or purchased insurance.
- 1.4 If the Board/School is paying an entrance fee, the facility must provide proper insurance.

2. SUPERVISION RATIOS

- 2.1 Level I and II Excursions

Students in Kindergarten	1 adult to 5 students
Students in grades 1 to 3	1 adult to 8 students
Students in grades 4 to 6	1 adult to 10 students
Students in grades 7 to 9	1 adult to 13 students
Students in grades 10 to 12	1 adult to 15 students

Note: Parent volunteers may be used to meet ratio expectations, subject to Policy 708 Volunteers in Schools.

- 2.2 Level III Excursions
1 adult to 12 students (recommended)
- 2.3 Excursion organizers shall endeavour to have male and female supervisors on all out-of-classroom activities.
- 2.4 Some activities may require additional supervision. Organizers shall comply with OPHEA Safety Guidelines in such circumstances.

3. TRANSPORTATION

- 3.1 Transportation for out-of-classroom activities shall be governed as follows:
 - Properly licensed public vehicles or carrier (expected means of transport);
 - For students with physical challenges, teacher/organiser is to ensure that appropriate transportation is arranged.

3.2 Private Vehicles (when necessary)

- Where a private vehicle is to be used the following conditions must apply:
 - Seat belts must be worn at all times;
 - Only one passenger per seat belt.
- Driver(s) must be properly licensed individuals who:
 - are at least 18 years of age;
 - Whose vehicles are insured for a minimum of two million dollars of public liability and passenger hazard; and
 - Whose insurance is not subject to a question of validity.
- Principals must verify the above conditions prior to permitting students to travel in a private vehicle. (See Admin. 74)



York Catholic District School Board

PROCEDURE: EDUCATIONAL OUT-OF-CLASSROOM ACTIVITIES

Addendum to Policy 303: Educational Out-of-Classroom Activities

Effective: January 2015
Revised xxx 2017

PURPOSE

The York Catholic District School Board recognizes that curriculum extends beyond the walls of the classroom/school and that a well-planned, interesting, out-of-classroom activity can enhance the learning of students. The purpose of these procedures is to reflect the Board's commitment to the safety and well-being of all students and staff while participating in out-of-classroom activities.

RATIONALE

The Board is committed to supporting approved educational out-of-classroom activities for all students organized by school staff and designed to enhance learning and faith development.

1. PROCEDURES FOR EDUCATIONAL OUT-OF-CLASSROOM ACTIVITIES

A. LEVEL I

Teacher Organizer

1. Discuss proposed activity with school Principal.
2. Develop program plan to include: (Appendix 3 may be used)
 - rationale for the excursion;
 - curriculum connections including objectives;
 - pre and post curriculum activities;
 - schedule for the day;
 - transportation arrangements;
 - identification of possible safety or risk factors;
 - appropriate assessment of student skill level where applicable (i.e.: swimming, other water related activities, winter sports)
 - emergency procedures;
 - supervision ratio; and,
 - communication to parents including required forms.
3. Submit Admin 16 and program plan to school Principal for approval, keep on file in school office and make available for audit purposes. Estimated cost for each student shall reflect the actual cost of the excursion.
4. Prepare for the excursion including:
 - Communicate to:
 - i) Students
 - details of the excursion including values and expectations of the activity,
 - dress and behaviour expectations;
 - potential safety or risk concerns;
 - safety procedures
 - emergency procedures;
 - meal arrangements;
 - protocol for using electronic devices such as cell phones and i-pods;
 - parameters for spending money (where necessary);
 - ii) Parents /guardians through a newsletter/memo;
 - iii) Colleagues (where teaching or supervision schedules may be impacted);
 - Assign students to groups;

- Make alternative curriculum arrangements for students remaining behind;
- Arrange transportation (if private vehicles are to be used ensure that ALL Board requirements are met);
- Obtain signed permission forms a list of required forms is found on Appendix 3, page 16 of this policy;
- Deposit all funds collected from students into the School Bank Account;
- Finalize supervision ratio;
- Knowledgeable about emergency procedures;
- Strictly adhere to **safety** and emergency procedures;
- First Aid - carry a kit;
 - plan for those students who have a medical condition including those students carrying an epi-pen; and,
- Leave parent/guardian contact information at the school office.

5. Excursion

- Review with supervisors:
 - schedule and details;
 - responsibilities;
 - **safety** and emergency procedures, and,
 - provide a list of students in their group;
- Leave contact number (cell phone number) and itinerary with school office;
- Carry copies of essential documentation on your person; and,
- Upon arrival at site, determine a meeting place and departure time.

6. Post excursion

- Review outcomes/value of the activity, and,
- Complete curriculum/course follow up.

B. LEVEL II

Teacher organizer

1. Obtain initial approval from the school Principal to plan the excursion.
2. Complete Admin 16 and 16A and submit package to the Principal a minimum **six** weeks in advance of excursion and keep on file in school office available for audit purposes. Estimate the cost for each student to reflect the actual cost of the excursion.
3. Obtain Principal and Superintendent of Education approval to proceed with the excursion.
4. Prepare for the excursion
 - Communicate details of the excursion to:
 - Students:
 - purpose and itinerary;
 - clothing and behaviour expectations;
 - potential safety or risk concerns;
 - **safety** and emergency procedures;
 - meal arrangements;
 - expectations for using electronic devices such as cell phones and i-pods;
 - parameters for spending money (where necessary); and,
 - assign students to groups.

- Parents/guardians: - an information meeting is mandatory for all overnight excursions at which time curriculum/course expectations as well as other trip details must be outlined; and,
 - Colleagues: - where teaching or supervision schedules may be impacted.
 - All funds collected from students must be deposited into the School Bank Account;
 - Arrange transportation, (if private vehicles are to be used ensure that ALL Board requirements are met);
 - Obtain signed permission forms/deposits/other forms as required;
 - Copy forms as required to carry on the excursion – a list of required forms is found on Appendix 3, page 16 of this policy.
 - **Safety** and Emergency Procedures
 - review location of all emergency exits in the hotel/overnight location;
 - review hotel/overnight location's procedures for fire/emergency evacuation and secure a print copy of such, if available;
 - conduct a meeting with students to inform them of **safety procedures and of emergency evacuation procedures**; location of exits, and a rendezvous/meeting location outside of building/location;
 - instruct students to secure the necessary outerwear, only if deemed safe, to keep warm; exit the location quickly and orderly; and,
 - identify a location where supervisors and students will meet if an emergency occurs during unstructured time (applies to intermediate/senior students only).
 - First Aid
 - carry an emergency kit and medical log (Form S17) and plan for those students who have a medical condition including those students carrying an EpiPen; and,
 - know how and where to contact local hospital or ambulance should an emergency arise.
 - Supervisors
 - finalize overall ratio;
 - review schedule and details of excursion;
 - outline responsibilities; and,
 - provide a list of students in their group.
 - Arrange alternative curriculum for students who will remain behind - location, program;
 - Prepare detailed lists of students on excursion - leave one list with the office, carry two (2) complete packages on the excursion;
 - Leave contact cell phone number, site contact number, itinerary/schedule and **skill-level assessment procedures related to specific activities** with office.
5. At the Excursion Site
- Review:
 - details of the setting, boundaries, safety and risk issues, emergency procedures as outlined above, gathering point;
 - expectations during supervised and free time; and,
 - how to contact teacher or supervisor if an emergency arises.
 - Carry out the excursion in keeping with Program Plan and itinerary.
6. Post - Excursion
- Review outcomes/value of the excursion;
 - Feedback from students regarding merit and educational value of the trip;
 - Complete follow up activities; and,
 - Share outcome with parents.

C. LEVEL III

1. PARAMETERS - Specific to Level III Excursions

1.1 General

- All Level III excursions must be endorsed by the school Principal prior to any advertising or promotion, and/or final agreements with tour operators;
- Level III excursions shall not require inordinate expense or excessive absence from school, or include activities where safety measures have been deliberately removed, or involve prohibited activities;
- Excursions MUST adhere to the pre-approved Program Plan, Emergency Guidelines and itinerary;
- Students shall be permitted up to five school days each school year to participate in a Level III excursion as part of a curriculum experience. Such days would be in addition to any days in which a student might be involved in other excursions;
- All participants must ensure that travel documents including passport, Visa (where necessary), and immunization records are up to date;
- Evidence of valid Health Insurance is mandatory for participation in any out of country excursion;
- Required documentation must be submitted and verified prior to the departure of any Level III excursion;
- Program costs must be considered in terms of maximum value with respect to the program cost, and participation of as many eligible students as possible;
- Unless prior arrangements are made, all students shall travel by the approved mode of transportation; and,
- The Safe Schools Policy and Board/school Code of Behaviour will apply throughout the entire excursion.

1.2 Tour Operator

- Must provide a complete tour package including itinerary, transportation arrangements, carrier, flight times, accommodations, skill-level **assessment procedures for all at risk activities**, meals and all other inclusions of the tour prior to concluding an agreement with a school/teacher-organizer;
- Must agree to make provision for cancellation refunds prior to signing a contract;
- Agreements must include an option for students to withdraw without penalty if the negotiated price/tour details change up to a month prior to departure;
- Ensure that flights have no more than one transfer en route to the final destination and that layover times are minimal;
- Take reasonable precaution to minimize the inherent element of risk with respect to safety, health and/or access to medical services;
- Be willing to shorten, cancel or terminate an excursion at any time, if in the opinion of the superintendent and Principal, the tour cannot proceed or be completed in a safe or satisfactory manner; and,
- Subject to the Hospitality and Gift Guidelines, the tour operator shall not provide monetary and/or gift-in-kind benefits to any Board employee with the exception of travel, accommodation and meals included in the tour package for those individuals leading or chaperoning the program in order to comply with prescribed supervision requirements.

1.3 Finance

- Level III excursions must be self-supporting with each student assuming the full cost;
- Financial transactions for Level III excursions are monetary transactions between the participants and the tour operator. Should the York Catholic District School Board

choose to act as a 'banker' for tour monies, all cheques, including refunds from the tour operator, shall be payable to the York Catholic District School Board 'in trust' or to the school 'in trust';

- For gratuities and incidental purposes, a Tour Operator may make a cheque payable to the school for deposit into the school bank account. The school may then issue these funds to the trip organizer who at the conclusion of the study tour will provide a detailed and complete (with actual receipts) accounting of the money. If receipts are not available, then a daily log of itemized costs balancing to the amount provided is acceptable; and,
- All funds collected from students must be deposited into the School Bank Account.

1.1 Insurance

- The Board does not provide insurance for extended travel including any accidental death, disability, dismemberment, medical expenses, theft or loss of personal property or cancellation insurance on behalf of persons participating in field trips; and,
- All participants must provide proof of travel insurance prior to being approved for participation in the excursion.

2. **RESPONSIBILITIES – Specific to Level III Excursions**

2.1 Superintendent of Education

- Approve Level III excursions; and,
- Determine, through consultation, whether a tour should proceed if unforeseen factors arise including, but not limited to, political unrest/sanctions, environmental conditions, and/or public health issues.

2.2 Principal

- Ensure that the Program Plan is completed, submitted, approved, and implemented in keeping with the procedures and guidelines of this policy;
- Review and approve the financial details including the budget, compliance with the Hospitality and Gift guidelines, and the process for handling gratuities and small expenses associated with the tour;
- Recommend to the Superintendent of Education approval of a Level III excursion;
- Hold a parent meeting to ensure that students, other staff, parents and volunteers receive appropriate information about the tour;
- Ensure that all activities are safe and comply with all Board Policies, Emergency Procedures/Guidelines, as well as OPHEA guidelines, where appropriate;
- Make every effort to ensure that at least one of the teacher/supervisors speaks the language of the country being visited; and,
- Shorten, cancel or terminate an excursion at any time, if in the opinion of the Principal, the tour cannot proceed or be completed in a safe or satisfactory manner.

2.3 Teacher/Organizers

- Discuss the concept of the tour with the Principal before presenting to students;
- Select, in conjunction with the Principal and other planning members, a tour operator from the Board's recommended list;
- Develop the tour plan, with the tour operator and planning group;
- Require from the tour operator an approximate cost for the tour, specific travel arrangements, including carrier and accommodation/meal arrangements;

- Complete and submit the Out-of-Classroom Activity Program Plan (Admin. 16B-1), as required and keep on file in school office available for audit purposes;
- Communicate appropriate information to all stakeholders including a complete itinerary, details of the tour package, emergency procedures and curriculum relevance;
- Encourage students to participate in establishing the correlation of curriculum expectations to the objectives of the tour, in the planning of program activities, and in the post-tour activities;
- Counsel students regarding strategies to deal with their school-absence responsibilities;
- Plan and provide an appropriate program for students who do not participate in the tour;
- Liaise with other teachers in terms of missed classes, missed work and assignments; and,
- Excursion planners, organizers and supervisors must sign a waiver letter indicating that they will not accept in-kind benefits from a tour operator (Admin. 16B-5).

2.4 Students

- Attend all information meetings;
- Complete and submit all required forms within given timelines;
- Understand that while on an excursion, students must comply with the Board's Safe Schools Policy and the school's code of conduct and other related policies and procedures, especially with regards to drugs and alcohol;
- Knowledgeable about **safety and** emergency procedures;
- Strictly adhere to emergency procedures;
- Confirm in writing their understanding that if behaviour requires them to be sent home, they (and their parents) will be responsible for expenses;
- Adhere to the guidelines from the planning team with respect to weight and size of luggage, both checked and carry-on, electronic equipment, and what to pack, keeping in mind weather and special events; and,
- Act with reasonable care towards themselves and others during the tour in order to contribute to a safe experience.

2.5 Supervisors

- Attend all meetings with tour organizer(s);
- Familiarize themselves with the material provided by the school organizer (policies, procedures, forms, information packages, etc.) and by the tour company;
- Accept the responsibility for student supervision and safety as the primary aspect of the role of a supervisor; and
- Provide a current criminal background check to the Principal.

3. PROCEDURES - To Plan and Implement a Level III Excursion

Teacher/Organizer

The teacher/organizer is responsible for all aspects of the excursion including knowledge, awareness and compliance with this policy and procedures, developing a program plan, and carrying out the plan in accordance with agreed upon conditions.

- 3.1 Discuss the excursion with the school Principal and obtain his/her approval to proceed with developing a Program Plan.

- 3.1 Complete the Out-of-Classroom Program Plan.
- 3.2 Submit the Program Plan to the School Principal who will review the plan then forward it to the Superintendent of Education.
- 3.3 Upon approval of the Program Plan, the teacher organizer may advertise and promote the excursion while addressing the following:
- Complete all required forms - a list of required forms is found on Appendix 3, page 16 of this policy.
 - Potential supervisors for the tour;
 - Determine student leaders and responsibilities which may include room responsibilities, loading/unloading baggage, group leader tasks, reporting to supervisors, etc.;
 - Hold a meeting for all supervisors and the tour operator to outline requirements/expectations prior to, during, and following the tour;
 - Review **safety procedures (i.e.: instructions, conduct, expectations of staff and specific venue) if applicable and** emergency evacuation or medical emergencies, hotel check-in, handling of tickets , dealing with Customs and Immigration and travel documents, transportation issues (ground/air/rail), baggage considerations (instruments, stands, equipment), handling of student medication, and first aid kit; and
 - Confirm that all students and supervisors have acquired necessary travel documents (passport, immunization, etc.);
 - Ensure that students understand the importance of planning ahead to maintain academic performance prior to and after the excursion;
 - Prepare a student package that includes
 - assignments to be completed before, during and after the tour (scrapbooks, photos, research data, etc.),
 - list of students and supervisors,
 - itinerary, tour highlights, maps,
 - packing list, hotel room list,
 - transportation arrangements,
 - code of conduct and possible consequences for violation of expectations,
 - information on emergency evacuation or medical emergencies,
 - information on local currency, customs information and care of travel documents during the tour, and
 - dress code for special events.
 - Prepare a package to be left with the Principal that includes:
 - all items in the student package,
 - tour company information (phone numbers, fax, email, etc.),
 - supervisor responsibilities,
 - information on emergency evacuation or medical emergencies,
 - complete itinerary/destination information,
 - student medical summaries, photocopies of all passports and birth certificates, and
 - insurance phone numbers.
- 3.5 During the tour, all participants shall follow the itinerary as agreed.
- 3.6 Following the tour students and staff shall ensure that post-tour activities are completed as per the tour plan.

Addendum: Cancellation of a Level III Excursion

Where there are concerns regarding safety in the country/location of destination:

- immediately contact the Principal, Superintendent of Education and the tour operator to review the situation,
- call a meeting of all participants to review the issue and to decide whether the tour shall proceed under the original plans, be modified, rescheduled or cancelled if warranted, and
- work with the tour operator to facilitate rescheduling and/or repackaging tour with a view to minimizing financial loss to the participants if a tour is rescheduled.



York Catholic District School Board

ADDRESSING RISK MANAGEMENT

- Risk Management is the process of anticipating and addressing/controlling in advance those activities that contain an element of risk of injury to the participant.
 - Excursion planners need to determine the educational value and risk potential of all program activities in advance. The following strategy has been included to assist planners in completing a Risk Management process.
- Step 1: Risk Avoidance – assess the associated risk vs the necessity of the activity and determine whether the activity should happen;
- Step 2: Risk Reduction – follow approved guidelines, have a contingency plan, adhere to approved agenda, know the location of all activities and prepare for worst-case scenario;
- Step 3: Risk Transfer – ensure that those responsible (travel agents/tour operators) have the necessary expertise and certification to guide an activity and that they have appropriate liability insurance.
- Step 4: Risk Assessment – throughout the entire program, continually address the potential risks associated with all activities.

Risk Management

- i. What are the inherent risks in the activity?
- ii. What is an appropriate level of supervision for the specific program/activity?
- iii. Do the education benefits outweigh any potential risks?
- iv. What is the method of transportation to and from the activity?
- v. What preparation(s) will be necessary for participants prior to the trip?
- vi. **What safety/skill-level assessments are in place for participants?**
- vii. What is the emergency plan? Has it been shared with staff? How can help be contacted?
- viii. Where is the nearest hospital?
- ix. Do the students have the appropriate identification?

The Board's Insurance Coordinator is available to assist with addressing risk management questions and/or concerns.

Reviewed by School Principal

Date:



YORK CATHOLIC DISTRICT SCHOOL BOARD EXCURSION LEVELS AND PROCEDURES

LEVEL/APPROVAL	DESCRIPTION	PROCEDURES
LEVEL 1		
School Principal	- Day Trips/Field Trips - no overnight - co-curricular activities - general sightseeing - physical-activity <i>including water related activities</i> Water-related trips (i.e. boat cruises, swimming activities etc.) Winter related trips (i.e. skating, skiing, snowboarding, cross-country, etc.)	Forms - Admin 16, 16B-1 (may be helpful), 73, 74, 75, 75B, 75C or 79 (as required). - minimum two week notice - rationale as per procedure for Level 1 activities - supervision ratio as per policy - <i>Current First Aid Certification by at least one organizer / supervisor depending on the nature of the out-of-classroom activity</i>
LEVEL II		
School Principal and Superintendent of Education	Overnight excursions - within Canada less than 1000 km each way - less than four nights - includes Outdoor Education Centres and school tours such as Quebec or Ottawa Water-related trips (i.e. boat cruises, swimming activities etc.) Winter related trips (i.e. skating, skiing, snowboarding, cross-country, etc.)	Forms - Admin 16, 16A, 16B-1, 16B-2, 16B-7 (if overnight), 73, 74, 75 or 79 (as required). - Appendix 3 - minimum six weeks notice - additional documentation and supervision ratio, as per guidelines. Forms – Admin 16, 16A, 16B-1, 73, 75, 75B, 75C - Appendix 3 - minimum two weeks notice - documentation as required - water activities require supervision 10:1 - <i>Current First Aid Certification by at least one organizer / supervisor</i>
LEVEL III		
School Principal and Superintendent of Education May require additional approval by Director of Education or Designate Information to Board	- In excess of 1000 km each way in Canada - May be within Canada or International - contracted between a Tour Operator and Teacher/organizer - Study tours/extended travel Water-related trips (i.e. boat cruises, swimming activities etc.) Winter related trips (i.e. skating, skiing, snowboarding, cross-country, etc.)	Forms – Admin 16, 16A, 16B-1 through 16-B7, 73, 74, 75, 75B, 75C, 79 (as required) - Appendix 3 - Approval may be granted subject to submission of an acceptable Out-of-Classroom Activity Program Plan and adherence to policy and specific procedures for an excursion. - Minimum 3 month notification - Superintendents shall provide the Board with a list of approved Excursions, as required. - <i>Current First Aid Certification by at least one organizer / supervisor</i>



YORK CATHOLIC DISTRICT SCHOOL BOARD PLANNING CHECKLIST

Trip Organizers: Please use this checklist when planning all Level II and III Out of Classroom Activities.

TASK	COMPLETED	COMMENT(S)
Admin 16 and 16A – Levels II and III		
Admin. 16B-1 Out of Classroom Activity Plan-Levels II & III Admin. 16B-2A Consent and Permissions-Levels II Admin. 16B-2B Consent and Permissions-Levels III Admin. 16B-3A Acknowledgement and Authorization-Level III Admin. 16B-3B Release & Indemnification (18+) Admin. 16B-4 Medical Information and FOI-Level III Admin. 16B-5 Letter of Agreement-Level III Admin. 16B-6 Consent for Student to Travel Abroad – Level III Admin. 16B-7 Emergency Evacuation Response Guide		
Admin 73 Informed Consent/Permission for Education Trips- Elements of Risk: Activity Specific Admin 74 Volunteer Driver Authorization YCDSB Policy 608: Appendix A – Volunteer Offence Declaration & Appendix B – Confidentiality Agreement Admin 75 Informed Consent/Permission for Education Trips- Elements of Risk: General Admin 75B Informed Consent/Permission for Skating Excursions Admin 75C Informed Consent/Permission for Water Related Excursions Admin 79 Informed Consent/Permission for Ski/Snowboard Excursions (complete school's portion prior to submitting)		
Notification: Level II Water Related – minimum two weeks Level II Overnight – six weeks Level III – three months		
Supervisor ratio Male/female (where applicable)		
Summary of experience-Program organizer and supervisors		
First Aid Qualifications of Supervisors -at least one organizer / supervisor with current qualifications (may be a YCDSB employee; a volunteer in a supervisory capacity; or an employee where the out-of-class activity is taking place)		
Educational purpose/rationale		
Site description/map/transit routes		
Daily itinerary (if away on a Sunday-provisions for Mass must be included)		
Accessibility to medical assistance Include name, address and phone number of nearest medical facility		
Copies of correspondence to parents (including date of parent meeting)		
Student list including phone #s and /or emergency Phone Tree		(to be submitted once all students have confirmed registration)

Have all applicable columns been checked off? S.O. will not approve an incomplete package.



EDUCATIONAL OUT OF CLASSROOM ACTIVITIES
EMERGENCY EVACUATION RESPONSE GUIDE

Name of School _____
Destination(s) _____
Teacher/Organizer _____
Date Submitted _____

ITEMS FOR SCHOOL LEVEL PROCESSING AND SUBMISSION TO SUPERVISORY OFFICER

LEVEL II & III COMPLETE & ATTACH

- ☐ Admin. 16
☐ All required items from Planning Checklist (Appendix 3).

EMERGENCY CONTACT LIST FOR LEVEL II & III OUT OF CLASSROOM ACTIVITIES

(NOTE: A separate Emergency Evacuation Response Guide is to be submitted for each major city being visited)

Principal Contact Information: Home _____ Cell _____ Email _____

Local Police Address and Telephone Number: _____

Local Ambulance Telephone Number: _____

Local Emergency Services Telephone Number: _____

Canadian Consulate Address and Telephone Number: _____

Alternate Consular Contact Information: _____

Note to Teacher(s)/Organizer(s):

1. The information must be submitted a minimum of six weeks (Level II)/three months (Level III) before intended departure.
2. The excursion will not be considered or approved unless all required sections/steps have been completed.

(Principal Signature)

(Date)

(Superintendent of Education Signature)

(Date)



York Catholic District School Board

EDUCATIONAL OUT-OF-CLASSROOM ACTIVITIES APPROVAL FORM
FOR LEVELS I, II and III EXCURSIONS

SCHOOL NAME			
EXCURSION TITLE		PHONE #	
EXCURSION DESTINATION ADDRESS OR CITY		LEVEL	
DEPARTURE DATE		RETURN DATE	
DEPARTURE TIME		RETURN PICK UP TIME	
TEACHER IN CHARGE		ASSISTING	
NO. OF PUPILS	GRADES	PUPIL/ADULT RATIO	

**PLEASE INCLUDE RATIONALE IF RATIO DIFFERS (HIGHER/OR LOWER)
FROM POLICY REQUIREMENTS**

EDUCATIONAL PURPOSE:

EXCURSION COSTS

	Estimated Total Group Cost	Estimated Net Cost Per Pupil	Net Charge Per Pupil
Transportation			
Admission			
Accommodation			
Other Costs			
TOTAL			

Tour Operator or Proposed Transportation Carrier:	
---	--

Teacher in charge Signature:	Submission Date:
---------------------------------	---------------------

REQUIRED APPROVALS: Approval signifies all required documents are completed and attached.

Date Received	Level	Response	Signatures	Date
			Principal:	
			Supervisory Officer:	

RETENTION OF DOCUMENTS

Level I Excursions: Record to be retained at the school for one year beyond the date of event.

Level II & III Excursions: Record to be retained at the school for two years beyond the date of event.

LEVEL II & III: SUBMIT COPY TO SCHOOL SUPERINTENDENT FOR APPROVAL



YORK CATHOLIC DISTRICT SCHOOL BOARD PLANNING CHECKLIST

Trip Organizers: Please use this checklist when planning all Level II and III Out of Classroom Activities.

TASK	COMPLETED	COMMENT(S)
Admin 16 and 16A – Levels II and III		
Admin. 16B-1 Out of Classroom Activity Plan-Levels II & III Admin. 16B-2A Consent and Permissions-Levels II Admin. 16B-2B Consent and Permissions-Levels III Admin. 16B-3A Acknowledgement and Authorization-Level III Admin. 16B-3B Release & Indemnification (18+) Admin. 16B-4 Medical Information and FOI-Level III Admin. 16B-5 Letter of Agreement-Level III Admin. 16B-6 Consent for Student to Travel Abroad – Level III Admin. 16B-7 Emergency Evacuation Response Guide		
Admin 73 Informed Consent/Permission for Education Trips- Elements of Risk: Activity Specific Admin 74 Volunteer Driver Authorization YCDSB Policy 608: Appendix A – Volunteer Offence Declaration & Appendix B – Confidentiality Agreement Admin 75 Informed Consent/Permission for Education Trips- Elements of Risk: General Admin 75B Informed Consent/Permission for Skating Excursions Admin 75C Informed Consent/Permission for Water Excursions Admin 79 Informed Consent/Permission for Ski/Snowboard Excursions (complete school's portion prior to submitting)		
Notification: Level II Water Related – minimum two weeks Level II Overnight – six weeks Level III – three months		
Supervisor ratio Male/female (where applicable)		
Summary of experience-Program organizer and supervisors		
First Aid Qualifications of Supervisors -at least one organizer / supervisor with current qualifications (may be a YCDSB employee; a volunteer in a supervisory capacity; or an employee where the out-of-class activity is taking place)		
Educational purpose/rationale		
Site description/map/transit routes		
Daily itinerary (if away on a Sunday-provisions for Mass must be included)		
Accessibility to medical assistance Include name, address and phone number of nearest medical facility		
Copies of correspondence to parents (including date of parent meeting)		
Student list including phone #s and /or emergency Phone Tree		(to be submitted once all students have confirmed registration)

Have all applicable columns been checked off? S.O. will not approve an incomplete package.



York Catholic District School Board

OUT-OF CLASSROOM ACTIVITY PROGRAM PLAN

1. **Rationale for offering this program**

2. **Program/Tour Partner** – (include background of partner and why they are being chosen)

3. **Overview of Program**

4. **Skill-Level Assessment Procedures for high risk activities (i.e.: swimming and other water related activities, winter related activities)**

5. **Safety and Emergency Procedures**

6. **Logistics** (where will program be offered, travel and accommodations, safety considerations, etc.)

7. **Cost(s) to the students.** What does cost include? (Is this good value for the money? How does this cost relate to similar programs? How are supervisor costs being covered?)

Cont'd

8. <u>Responsibilities</u>	<u>YCDSB/School</u>	<u>Tour Operator</u>
Travel – Air/Ground		
Accommodations		
Rooming Lists		
Meals - Staff		
- Pupils		
Admission Bookings		
Entrance Fees		
Program/Curriculum		
Supervision - Daytime		
- Meal time		
- Free time		
- Night		
Tips/Gratuities		
First Aid		
Incidentals		
Other		



INFORMED CONSENT/PERMISSION FORM
FOR WATER RELATED EXCURSIONS
(Students Under 18 Years)

(School Name) is arranging a swimming excursion(s) for students to go to (Name of Venue). This signed form is required for all students who wish to participate in this activity. It should be understood that the purpose of this excursion is educational.

INHERENT RISK:

Swimming is a sport with physical demands and inherent risks, which are beyond the control of (Name of Venue) and the York Catholic District School Board. Falls, collisions, and other incidents may occur which result in serious injury, such as near drowning, cuts, concussion or death. Participants must assume the inherent risks of the sport.

Following all rules and procedures can reduce the risk of injury. Failure to follow rules will result in the student losing their swimming privileges.

Mandatory Swim Test*:

- i) Before entering/ or being near any body of water, there will be mandatory testing of swimming ability by a certified instructor/lifeguard employed by the venue to confirm the to level provided below.
- ii) An initial testing of the students swimming ability must be demonstrated in shallow water to the certified swimming instructor/lifeguard prior to swimming.
- iii) Students must be able to tread water for 1 minute and swim 50m (164') in order to be designated "a swimmer".
- iv) Identified non-swimmers must wear a properly fastened Personal Flotation Device (PFD) for the swim test provided by the venue.
- v) Non-swimmers must be identified and wear a properly fastened Personal Flotation Device (PFD) provided by the venue for recreational swims and instructional swims. The PFD can be removed during instructional swims when the non-swimmer is under constant visual supervision by the certified instructor/lifeguard during learn-to-swim skill instruction and/or practice.

ACKNOWLEDGEMENT

I HAVE READ AND UNDERSTAND THESE WARNINGS AND HAVE IDENTIFIED MY CHILD'S SWIMMING CLASSIFICATION (SEE REVERSE – PAGE 2) AS:

(This will be reviewed by a certified instructor/lifeguard employed by the venue at the time of the excursion)

(Select one only; refer to page 2 of form): Level ____

Signature of Pupil: _____ Date: _____

Signature of Parent/Guardian: _____ Date: _____

PERMISSION

I give my son/daughter, _____ permission to participate in Swimming to be held at

((Name of Venue) _____ and will provide a completed swim test.

Signature of Parent/Guardian: _____ Date: _____

TO BE COMPLETED
IN DUPLICATE – 1 COPY FOR SCHOOL FILE/ 1 COPY FOR VENUE

*Resource: Adapted from OPHEA
(Ontario Physical & Health
Education Association)

SKILL CLASSIFICATION

All pupils must be classified according to the following plan. These stages are consistent with the Red Cross Swim Level Classifications. The classifications must appear on the Parent Consent Form and be reported by the parents (page 1)

Level 1 : Non-Swimmer, unfamiliar with water

Level 2: Perform 10 metre swim, some *propulsion skills

Level 3: Perform 15 metre swim continuously, 5 metre front crawl swim

Level 4: Perform 25 metre swim continuously, 10 metre front crawl swim

Level 5: Perform 50 metre swim continuously, 15 metre front crawl swim

Level 6: Perform 75 metre swim continuously, 25 metre front and back crawl swim

Level 7: Perform 150 metre swim continuously, 50 metre front and back crawl swim

Level 8: Perform 300 metre swim continuously, tread water

Level 9: Perform 400 metre swim continuously

Level 10: Perform 500 metre swim continuously

*The act or process of propelling.

Resource: Canadian Red Cross
<http://www.redcross.ca/What-We-Do/Swimming-and-Water-Safety>

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Human Resources	<i>Policy Number</i> 412
<i>Former Policy #</i>	<i>Page</i> 1 of 5
<i>Original Approved Date:</i> June 19th, 2012	<i>Last Approval Date:</i>

POLICY TITLE: PROGRESSIVE DISCIPLINE OF EMPLOYEES

SECTION A

1. PURPOSE

The York Catholic District School Board believes that its first priority is to provide the best possible educational environment that supports achievement for all students. The Board is responsible for employing staff who conduct themselves appropriately and in a professional manner in its workplaces. Employees who engage in inappropriate conduct or whose behaviour conflicts with Board policy will be subject to appropriate discipline. The key objective of progressive discipline is to assist employees in understanding that a conduct or behavioural problem exists and that there is opportunity for improvement.

2. POLICY STATEMENT

It is the policy of York Catholic District School Board to apply progressive discipline in order to provide guidance in correcting inappropriate conduct and to discourage its recurrence.

Employees who behave inappropriately due to a physical or mental disability, such as substance abuse, will not be subject to progressive discipline. It is the York Catholic District School Board's policy to address such matters through disability management in accordance with the *Ontario Human Rights Code* and/or the *Ontario College of Teachers' Act*, in the case of a certified member of the Ontario College of Teacher's who is found unfit to practice.

3. PARAMETERS

General

- 3.1 Progressive discipline applies to all employees employed by the Board.
- 3.2 Disciplinary action taken must be consistent with the concept of "just cause".
If an employee has been guilty of serious and/or professional misconduct, habitual neglect of duty, incompetence, or conduct incompatible with his or her duties, or

- prejudicial to the employer's business, or if he or she has been guilty of wilful disobedience to the employer's orders in a matter of substance, the law recognizes the employer's right summarily to dismiss the delinquent employee.
- 3.3 It is the **primary goal** of the Board to correct inappropriate conduct, **through the application of the progressive discipline process**. Formal corrective action will be initiated by the identification and isolation of problem situations in a supportive and non-intrusive manner.
 - 3.4 The Board will establish administrative procedures for the progressive discipline process to ensure fair and consistent treatment of all employees.
 - 3.5 Progressive discipline allows an employee the opportunity to correct his or her behaviour or conduct. Disciplinary action is based on the severity, frequency or other circumstance of the incident and as warranted by the situation. Progressive discipline may start with a verbal reprimand and may culminate in termination. Any stage(s) of the disciplinary process may be repeated or omitted at the discretion of the Board.
 - 3.6 Employees must be treated with dignity and respect throughout the progressive discipline process.
 - 3.7 Employees employed by the York Catholic District School Board are expected to respect and uphold Roman Catholic values and teachings. **Conduct by a Board employee that is found to be contrary to the teachings of the Roman Catholic faith may be considered denominational cause and subject to progressive discipline and/or dismissal from employment.**

Employee/Student Relationships

- 3.8 All employees are expected to maintain professional and appropriate relationships with students.
 - 3.8.1 This responsibility extends to students in the employee's class, school, throughout the school system and to other students for whom an employee is considered to hold a position of trust.
 - 3.8.2 The responsibility to maintain an appropriate relationship lies with the employee, and does not rest with a student, even if a student attempts to initiate an inappropriate relationship.
 - 3.8.3 It is expected that this professional and appropriate boundary be respected for a minimum of eighteen months after the student graduates from or leaves the system, at which time the former student must have attained a minimum age of eighteen (18).

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To establish guidelines and expectations as outlined in all applicable legislation, professional association requirements, Board policies and procedures, Collective Agreements and any other document that defines appropriate employee behaviour.
- 4.1.2 **To oversee compliance with the Progressive Discipline policy and procedures.**
- 4.1.3 To consider and make decisions on recommendations from senior administration to terminate the employment of Board employee(s).
- 4.1.3 To authorize the Director of Education to report the termination of a teacher to the Ontario College of Teachers in accordance with the *Ontario College of Teachers' Act* and the *Education Act*.

4.2 Director of Education

- 4.2.1 To oversee the implementation of the Progressive Discipline policy and procedures.
- 4.2.2 To report to the Ontario College of Teachers, in writing, as required pursuant to the *Ontario College of Teachers' Act*, as well as other applicable governing colleges.

4.3 Superintendent of Human Resources

- 4.3.1 To support and provide direction in the application of the Progressive Discipline policy.
- 4.3.2 To formulate work requirements and behavioural expectations.
- 4.3.3 To manage disciplinary situations and oversee the investigations into any allegations of professional misconduct.
- 4.3.4 To oversee corrective disciplinary action.
- 4.3.5 To be aware of Board policies and expectations regarding appropriate employee behaviour.

4.4 Superintendents/School Administrators/Department Managers/Supervisors

- 4.4.1 To communicate work requirements and behavioural expectations.
- 4.4.2 To conduct the fact finding/counselling meeting as directed by the Superintendent of Human Resources.
- 4.4.3 To be aware of Board policies and expectations regarding appropriate employee behaviour.

4.5 Employees

- 4.5.1 To adhere to and comply with Board policies and expectations regarding appropriate employee conduct and work performance.
- 4.5.2 To demonstrate professional conduct consistent with individuals who are responsible for the safety, learning and wellbeing of students.
- 4.5.3 To ensure that employee/student relationships are professional and appropriate at all times.
- 4.5.4 To ensure that no sexual relationship is established with a student of any age.

5. DEFINITIONS

5.1 Denominational Cause

Roman Catholic minorities were granted constitutional protection with respect to denominational schools at the time of Confederation, (s. 93 *Constitution Act, 1867*). This historical protection continues today with the Board's right to impose terms and conditions of employment relating to the practice of the Roman Catholic religion. Employees are therefore required to observe and comply with these religious standards and to be good examples in their manner of behaviour.

5.2 Employee

An employee is an individual employed by the Board in a casual, temporary or permanent position including but not limited to school administrators, middle management/supervisors, all school and Catholic Education Centre staff.

5.3 Inappropriate Conduct

Inappropriate conduct refers to behaviour for which the employee is responsible and which is deserving of corrective or disciplinary action.

Inappropriate conduct includes, but is not limited to, the following:

- i) Culpable tardiness;
- ii) Culpable absenteeism;
- iii) Unsatisfactory work performance;
- iv) Professional misconduct;
- v) Insubordination;
- vi) Unacceptable use of technology;
- vii) **Failure to follow Board direction;**
- viii) Any conduct that reflects negatively on the school Board.

5.4 Professional Misconduct

Professional misconduct refers to the failure of a licensed professional (for example a member of the Ontario College of Teachers) to meet the accepted standards of practice.

Professional misconduct includes but is not limited to the following:

- i) Failure to maintain the standards of the profession (Ontario College of Teachers);
- ii) Verbal, physical or sexual abuse;
- iii) Inadequate supervision;
- iv) Conduct unbecoming of the profession.

6. CROSS REFERENCES

YCDSB Policy 204 Child Protection and Abuse
YCDSB Policy 218 Code of Conduct
YCDSB Policy 406 Performance Appraisal of Academic Staff
YCDSB Policy 407 Criminal Background Checks
YCDSB Policy 408 Employee Acceptable Use of Information Technology
YCDSB Policy 410 Principal and Vice Principal Performance Appraisal
YCDSB Policy 423 Conflict of Interest for Employees
YCDSB Policy 425 Workplace Harassment
YCDSB Policy 427 Workplace Violence

Child and Family Services Act

Education Act

Ontario College of Teachers' Act

Ontario Labour Relations Act

Approval by Board

June 19th, 2012

Date

Effective Date

June 19th, 2012

Date

Revision Dates

Date

Review Date

Date

POLICY TITLE: PROGRESSIVE DISCIPLINE POLICY

SECTION B: GUIDELINES

Progressive discipline, also known as corrective or constructive discipline, is a process for dealing with job-related behaviour or conduct, including work performance, that does not meet expected and communicated performance or conduct standards **or fails to adhere to or implement Board policy.**

The primary purpose of progressive discipline is to assist the employee to understand that a conduct or performance problem exists and give the opportunity for improvement. Before performance or disciplinary issues are discussed, the supervisor should have given reasonable expectations (oral/written) to the employee.

The process of progressive discipline is intended to assist the employee to overcome conduct or performance problems and to satisfy job expectations. Progressive discipline is most successful when it assists an individual to become an effective performing member of the organization. Progressive discipline, properly applied, is not harassment or workplace harassment.

The Board's procedures, an addendum to this policy contains information related to the following components:

1. PRIOR TO UNDERTAKING THE PROGRESSIVE DISCIPLINE PROCESS

Where an incident or behaviour does not comply with Board expectations, and where there has been no prior discipline, it may be appropriate and sufficient to provide clarification in a non-disciplinary format.

2. PROGRESSIVE DISCIPLINE PROCESS

- 2.1 Basic Principles
- 2.2 The Investigation

3. PROGRESSIVE DISCIPLINE

Four progressive levels of progressive discipline.

- 3.1 Verbal Warning
- 3.2 Written Warning
- 3.3 Written Warning with Sanctions
- 3.4 Termination

4. RECORDS

All records to be kept in accordance with the Board's Records Management and Retention Schedule.



York Catholic District School Board

PROCEDURE: PROGRESSIVE DISCIPLINE

Addendum to Policy 412: Progressive Discipline

Effective: xxxx 2017

PURPOSE

The primary purpose of progressive discipline is to assist the employee to understand that a conduct or performance problem exists and give the opportunity for improvement. Before performance or disciplinary issues are discussed, the supervisor should have given reasonable expectations (oral and written) to the employee.

These procedures are designed in conjunction with Policy 412 Progressive Discipline and outline the processes for dealing with job-related conduct, including work performance.

1. PRIOR TO UNDERTAKING THE PROGRESSIVE DISCIPLINE PROCESS

It may be appropriate and sufficient to provide clarification in a non-disciplinary format.

This clarification can take two forms, Counselling or a Letter of Expectation. **Prior to meeting with an employee to address alleged misconduct, Human Resources must first be consulted.**

1.1 Counselling

A counselling interview is a discussion which:

- i) Describes the undesirable **conduct**;
- ii) Explains why the **conduct** was unacceptable;
- iii) Allows the employee to provide an explanation;
- iv) Outlines expectations for desirable and/or acceptable **conduct**;
- v) Cautions that disciplinary action may follow if unacceptable **conduct** continues; and
- vi) Clarifies that the discussion is not disciplinary

1.2 Letter of Expectation

A letter of expectation contains the same information as the counselling interview, but is in the form of a letter to the employee **and copied to his/her union representative, if applicable.**

2. PROGRESSIVE DISCIPLINE PROCESS

2.1 BASIC PRINCIPLES

- 2.1.1 While a supervisor has the right to discipline an employee, the principles of due process and fairness will be followed and a clear demonstration that the discipline is appropriate in the circumstances will be provided. The essential measures for establishing these requirements are as follows:
- 2.1.2 Is the employee responsible for the alleged inappropriate **conduct** or work performance deficiencies?
- 2.1.3 Does the situation warrant corrective discipline?
- 2.1.4 Is the penalty appropriate having due regard to all of the circumstances?
- 2.1.5 The employee will be made aware of his/her right to union representation, if applicable, throughout the process.

2.2 THE INVESTIGATION

- 2.2.1 Disciplinary action is taken only after the incident has been thoroughly investigated and the employee has been given an opportunity to respond to allegations at a meeting.
- 2.2.2 The Superintendent of Human Resources may for specific reasons, such as the safety of the employee involved, students, or other employees, or the involvement of CAS or the police, place an employee on home assignment pending the results of the investigation.

- 2.2.3 The assignment out of the workplace pending investigation is just that. It is not a suspension as the use of that term may imply that disciplinary action has been applied before the investigation has been completed.

3. PROGRESSIVE DISCIPLINE

Generally, the application of progressive discipline occurs in four progressive levels.

Prior to commencing the progressive discipline process, supervisors/managers shall consult with Human Resources for support/advice.

3.1 Verbal Warning

A verbal warning requires the documentation of inappropriate conduct. A verbal warning is a statement to the employee by an appropriate supervisor identifying a need for change in **conduct** related to employment. After the required investigation process, the nature of the problem, what is required to correct the problem and the potential consequences of failure to make such a correction are **verbally** clarified with the employee. **The supervisor shall make notes of the conversation for possible future reference if the inappropriate conduct continues.**

3.2. Written Warning

3.2.1 A written warning will explain the standard that will be used to judge the employee.

3.2.2 If the problem persists (or more problems emerge), Human Resources, after the required investigation process, may provide the employee with a written warning detailing the misconduct or performance deficiencies, along with the consequences.

3.2.3 The written warning shall be filed in the employee's Human Resources file and a copy provided to the employee's union representative, if applicable.

3.3 Written Warning with Sanctions

3.3.1 A written reprimand with sanctions is the documentation of inappropriate conduct of a more serious nature or where the original problem persists. A written warning with sanctions also provides the rationale for additional disciplinary action which may include non-voluntary transfer, demotion or suspension **without pay.**

3.3.2 The written warning with sanctions shall be filed in the employee's Human Resources file and a copy provided to the employee's union representative, if applicable.

3.4 Termination

3.4.1 Termination is dismissal of an employee from employment with the Board. Depending on the conduct at issue, termination may be the final stage in progressive discipline or, where misconduct is of such magnitude, termination may be the immediate consequence.

3.4.2 Prior to an employee being terminated from the Board, approval must first be sought from the Board of Trustees.

4. RECORDS

All documents pertaining to the application of progressive discipline will be kept in Human Resources for up to seven years in accordance with the Board's Records Management and Retention Schedule.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Human Resources	<i>Policy Number</i> 424
<i>Former Policy #</i> 415	<i>Page</i> 1 of 4
<i>Original Approved Date</i> January 26, 1993	<i>Subsequent Approval Dates</i>

POLICY TITLE: DISPOSITION OF COMPLAINTS AGAINST EMPLOYEES

SECTION A

1. PURPOSE

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

The York Catholic District School Board recognizes that there may be an occasion when a complaint is made concerning the general operation of the school or the workplace including a complaint against an employee. The purpose of this policy is to support the settlement of such complaints in a manner consistent with the Board's Mission, Vision and Core Values.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that all Board employees will at all times conduct themselves in a manner consistent with the Mission, Vision and Core Values of the York Catholic District School Board. Furthermore, Board employees will commit themselves to ethical, professional, respectful and lawful conduct in the promotion of Gospel values and the provision of quality Catholic education for all students.

The York Catholic District School Board affirms its commitment to ensure that a complaint against an employee is resolved in a climate of openness, tolerance and trust. Moreover, resolution will be encouraged in a manner that is early, informal and as close to the source of conflict as possible.

3. PARAMETERS

- 3.1 A complaint against an employee will be dealt with in a just, timely manner that respects the dignity and rights of all parties involved.
- 3.2 Trustees and administrative staff will make every reasonable effort to encourage and support resolution of the matter at the local level by the parties most directly involved.
- 3.3 Efforts to address the complaint will be consistent with applicable provisions of collective agreements, legislation and Board policies.
- 3.4 Where the complainant has dealt directly with the employee and is not satisfied with the response or the manner in which the matter was addressed, the complainant or employee may ask the superordinate to assist with the **complaint** resolution process.
- 3.5 Anonymous complaints **regarding an** illegal, abusive or protection matter will be referred to the appropriate party or parties such as the police, **Children's Aid Society or to the third party certified ethics reporting service.**
- 3.6 **Anonymous complaints received by administrative staff, excluding those which it is believed refer to an illegal, abusive or protection matter will be destroyed by the recipient.**
- 3.7 An employee has the right to be informed, by the superordinate as soon as practicable, of the nature and the specifics of a complaint made against them by a member of the public.
- 3.8 **Superordinates will be responsible for maintaining a respectful environment during all meetings involving parties to a complaint.**
- 3.9 **Meetings held as part of the complaint resolution process shall not be used to share personal details and/or disciplinary measures concerning other students and/or personal details related to an employee and/or performance issues related to an employee.**
- 3.10 If individuals are not satisfied with the outcome of the **complaint resolution process**, individual complainants may also **appeal to the Director of Education or designate for resolution of the complaint.**
- 3.11 Complainants who persist in opposing rules, routines and functions of a school or the Board, to the point of complaints being malicious, frivolous, vexatious or harassing of employees, will be advised that such action will not be condoned or tolerated. **The complaint resolution process, in the circumstances, will be ended.**
- 3.12 **All parties may seek advice or representation from their respective union or legal counsel at any point in the complaint resolution procedure. Any costs/expenses associated with such a representative are the responsibility of the party being represented.**
 - 3.12.1 Principals, employees and the parent/guardian will be notified in advance of a meeting as to who is anticipated to be in attendance.

3.12.2 A representative supporting a party must agree, at the outset of or in advance of the meeting, to respect and maintain the confidentiality of any matter discussed at a meeting between parent/guardian and an employee.

3.12.3 Any person participating in the complaint resolution process shall do so on a without prejudice basis to any other administrative process.

3.13 There is an obligation on all persons involved in complaint resolution to maintain confidentiality, subject to disputants and others being able to share enough information to attempt to resolve the complaint.

3.14 Records will be retained in keeping with the requirements of the Board's records schedule and the provisions of the *Municipal Freedom of Information and Protection of Privacy Act*.

3.15 If an employee of the Board or Trustee of the Board in the capacity of parent, is the complainant, the employee or trustee in the capacity of parent, shall follow the complaint resolution procedures as outlined under the Policy.

4. RESPONSIBILITIES

4.1 Board of Trustees

4.1.1 To facilitate the communication process between parents/guardians and the appropriate employee.

4.1.2 To direct parents/guardians to the process which should be followed in resolving any concerns or the appropriate person or step in the process (dependent on the steps the parent/guardian has already undertaken to resolve the concerns at the time the Trustee is contacted) but shall not act as a representative of the parent/guardian.

4.2 Director of Education

4.2.1 To oversee compliance with the Disposition of Complaints against Employees policy and procedures.

4.2.2 To consider and attempt to resolve all complaints against employees that may be appealed once the complaint resolution procedure has been exhausted.

4.3 Superintendent of Human Resources

4.3.1 To support and provide direction in the application of the Disposition of Complaints Against Employees policy.

4.3.2 To assist with the application of the Progressive Discipline of Employees policy, where applicable.

4.4 Superintendents/School Administrators

4.4.1 To support and provide direction in the application of the Disposition of Complaints against Employees policy.

4.5 Catholic School Councils

4.5.1 To immediately refer all parent/guardian – teacher – student issues to the principal.

4.5.2 To avoid the discussion of individual parent/guardian - teacher - student issues.

4.6 Employees

4.6.1 To be aware of Board policies and expectations regarding appropriate employee **conduct**.

4.6.2 To demonstrate professional behaviour consistent with individuals who are responsible for the safety, learning and well-being of students.

4.6.3 **To inform his/her immediate subordinate of a potential complaint.**

5. DEFINITIONS

5.1 Anonymous Complaint

An anonymous complaint is any written concern about a Board employee where the author of the complaint has chosen to not identify themselves.

5.2 Complaint

A complaint is defined as any written communication expressing dissatisfaction with the **inappropriate conduct** of an employee. Complaints **must be in** writing, dated and **signed by the complainant in order** to facilitate the resolution of the issue.

5.3 Employee

An employee is an individual employed by the Board in a casual, temporary or permanent position including but not limited to school administrators, middle management/supervisors, all school and Catholic Education Centre employees.

6. CROSS REFERENCES

YCDSB Policy 412 Progressive Discipline of Employees

YCDSB Policy 609 Accessibility Standards for Information and Communication

YCDSB Policy 614 Ethics and Compliance Reporting (Whistle Blowing)

YCDSB Procedure: Disposition of Complaints Against Employees

Approval by Board

_____ *Date*

Effective Date

_____ *Date*

Revision Date(s)

_____ *Date*

Review Date

_____ *Date*



York Catholic District School Board

PROCEDURE:

DISPOSITION OF COMPLAINTS AGAINST EMPLOYEES

Addendum to Policy 424: Disposition of Complaints Against Employees

Effective: xxxx 2017

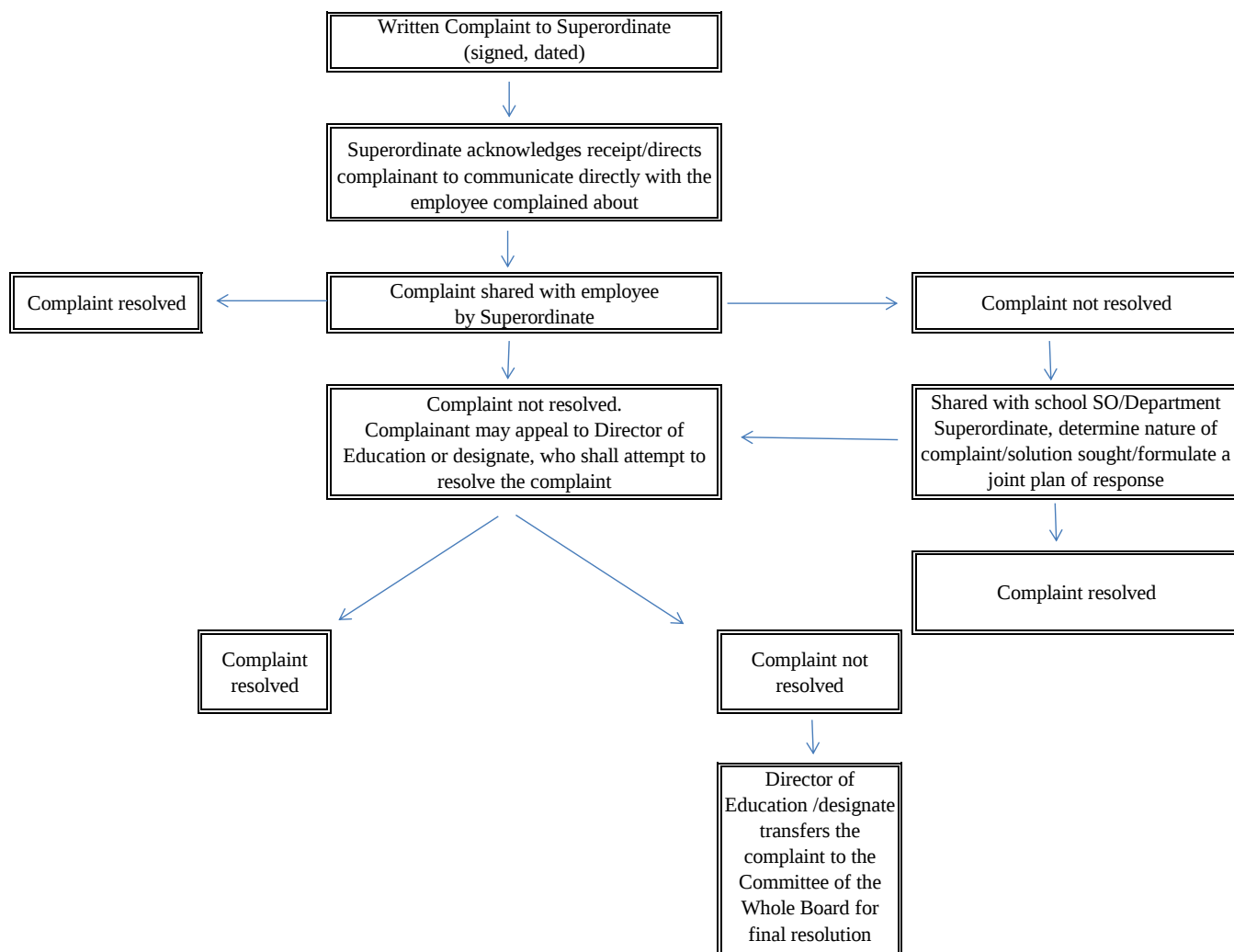
PURPOSE

This procedure is designed in conjunction with YCDSB Policy 424 Disposition of Complaints Against Employees and outlines the complaint resolution process that is to apply to all complaints.

1. Complaint Resolution Process (Refer to Appendix A):

- 1.1 The complainant should first seek resolution of a complaint with the employee involved, at a mutually convenient time.
- 1.2 If the complainant and the employee are not able to resolve the complaint, the complainant may request that the matter be reviewed by the employee's immediate superordinate. The immediate superordinate will review the matter and work to resolve the complaint.
- 1.3 The employee receiving a complaint about another employee should acknowledge receipt of written documentation and confirm that the complainant is aware of the complaint resolution process.
- 1.4 If the complainant and the employee's immediate superordinate are not able to resolve the complaint, the complainant may request that the matter be reviewed by the school's or department's Superintendent. The Superintendent will review the matter as it relates to established policies and procedures and operational practices and will respond to the complainant about his/her complaint.
- 1.5 If the complainant and the Superintendent are not able to resolve the complaint, the complainant may request that the matter be reviewed by the Director of Education or designate. The Director of Education or designate will review the matter and respond to the complainant about his/her complaint.
- 1.6 The Director of Education or designate, shall take the complaint to the Committee of the Whole Board or where legislated before the Board for final resolution.

**DISPOSITION OF COMPLAINTS AGAINST EMPLOYEES
COMPLAINT RESOLUTION PROCESS**



YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Facilities	<i>Policy Number</i> 701
<i>Former Policy #</i> 611	<i>Page</i> 1 of 11
<i>Original Approved Date</i> September 25th, 2001	<i>Last Approved Date</i> April 6th, 2010 October 29, 2013 September 19, 2017

**POLICY TITLE: ACCESS TO SCHOOL AND BOARD PREMISES ("the Premises")
(TRESPASS TO PROPERTY)**

SECTION A

1. PURPOSE

The York Catholic District School Board encourages and welcomes students, staff, parents, guardians, and other individuals from the community to its premises for purposes sanctioned by the Board. While present, all persons shall respect the Vision of the Board and adhere to those policies and behaviours that support a safe and secure environment. This policy and related Acts and Regulations provide direction to those responsible for maintaining safe and secure environments.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board to provide a safe and secure work place and learning environment by governing access to school and Board premises, and by responding to unauthorized visitors in accordance with relevant legislation and Board policy.

3. PARAMETERS

- 3.1 This policy shall apply to all persons accessing the premises under the jurisdiction of the York Catholic District School Board.
- 3.2 The Principal, Vice Principal or designate shall have the authority to exercise the rights of the Board as occupier with respect to an individual determined to be in non-compliance with the provisions of this policy and independent procedures.
- 3.3 Schools shall require that during the school day all **parents, guardians, visitors (including former staff and students), and permit holders** abide by the procedures outlined within this policy and the related procedures.

- 3.4 Parents/Guardians will have access to their child(ren) during the school day only with the express permission of the Principal or designate in a specified area of the school.
- 3.5 Schools shall require the wearing of visitor/name badges on the premises.
- 3.6 It is also understood that a person or persons may be prohibited from accessing a premise when the person or persons is not authorized to be there.
- 3.7 Failure of an individual or individuals to comply with this policy and related procedures, subsequent to receiving a verbal or written warning by a school official and copied to York Regional Police, may result in charges under the Trespass to Property Act or the Access to Schools Regulation.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1 To oversee compliance with the Access to School and Board Premises policy and guidelines in cooperation with senior administration.

4.2 Senior Administration

- 4.2.1 To support the implementation and compliance with policies and related guidelines and procedures.
- 4.2.2 To ensure that appropriate procedures are in place with respect to issuing permits for **Community** Use of School facilities.
- 4.2.3 To ensure that appropriate and available signage is available for schools.
- 4.2.4 To manage the Video/Intercom Access System service maintenance contract.
- 4.2.5 To ensure central control and oversee emergency backup of the proximity access card system.

4.3 Principal

- 4.3.1 To ensure the implementation and management of this policy and procedures at the school level.
- 4.3.2 To refuse admittance to the school or classroom a person whose presence in the school or classroom would, in the Principal's judgment, be detrimental to the physical or mental well-being of the students.
- 4.3.3 To review and communicate the guidelines regarding school access to the staff, students, Catholic School Council and parent community annually.
- 4.3.4 To ensure that all entrances to school premises are clearly posted with appropriate signage.
- 4.3.5 To maintain and situate for easy reference an up-to-date Emergency Preparedness Plan.

4.4 School Staff

- 4.4.1 To support the school administration in ensuring a safe and secure working and learning environment.

- 4.4.2 To report suspicious or unauthorized persons to the Principal / designate / supervisor as soon as possible.
- 4.4.3 To ensure visibility throughout the school and the school grounds.
- 4.4.4 To assist in determining the reason for a person's presence on school premises by identifying him/herself in a professional manner and directing the person to the school office in order to register their presence.

4.5 Parents/Guardians

- 4.5.1 To comply with Board policies, guidelines and procedures as they relate to accessing school and Board premises.

4.6 Visitors

- 4.6.1 Visitors are required to restrict activities to the locations(s) approved by the Principal or Designate.

4.7 Permit Holders

- 4.7.1 Permit Holders are required to restrict activities to the locations(s) approved by the Principal or Designate as indicated on the permit.

5. DEFINITIONS

5.1 School and Board premises

Includes, but is not limited to, a school building, a facility of the Board, and/or an alternative setting where education or an educational activity is occurring.

5.2 Access to Schools/School property

Means 24 hours per day, seven days a week.

6. CROSS REFERENCES

YCDSB Policy 202 Safe Schools (Student Discipline) & Guidelines
 YCDSB Policy 218 Code of Conduct
 YCDSB Policy 303 Educational Activities, Out of Classroom
 YCDSB Policy 703 Community Use of Schools
 YCDSB Policy 708 Outdoor Activity Equipment
 YCDSB Procedures Elementary Administrative Locked Door Protocol
 Independent Procedures: Guidelines for Schools re: Elections Appendices A, B, C
 Education Act 305 (4)
 Ontario Regulation 474 /00 - Access to School Premises
 Provincial Offences Act

Approval by Board	April 6, 2010 Date
Effective Date	April 6, 2010 Date
Revision Dates	October 29, 2013 Date
Review Date	October 2018 Date

DRAFT

**POLICY TITLE: ACCESS TO SCHOOL AND BOARD PREMISES
(TRESPASS TO PROPERTY)**

SECTION B GUIDELINES:

1. The following persons are permitted to be on Board premises, subject to any lawful restrictions:
 - 1.1 A person enrolled as a student in the school;
 - 1.2 A parent, guardian or person having duty for the daily care and control of a student under 18 years of age;
 - 1.3 A person employed or retained by the Board;
 - 1.4 A person who is invited by school official(s) to attend an event, a class or a meeting on school premises providing the person is on the premises for that purpose;
 - 1.5 A person who is invited onto school premises for a particular purpose by the Principal, Vice Principal or another person authorized by Board policy provided the person is on the premises for that person and complies with any restrictions on their attendance;
 - 1.6 A trustee of the Board;
 - 1.7 A member of the clergy for the Roman Catholic Church who has pastoral charge of the area in which the school is situated;
 - 1.8 A person who is otherwise on the premises for a lawful purpose;
 - 1.9 A person accessing Board facilities in accordance with the Community Use of Schools Policy.
2. Persons authorized to be on Board premises must sign in/out, as specified in this policy and related procedures; provide photo identification, if requested; and wear a visitor/name badge, where/when required.
3. Persons authorized to be on Board premises are not entitled to have access to all areas of the school or facility and shall only have access to areas as permitted by the Principal or designate.
4. The Board has the right to lock the premises when Board premises are not being used for a Board authorized purpose.
5. **Visitors, including former staff and students**, are not permitted to remain on Board premises if the person fails to report his or her presence in the specified manner outlined within this policy and related procedures.
6. An authorized person (see 1 above) is not permitted to remain on Board premises if his or her presence is detrimental to the safety or well-being of a person on the premises, in the judgment of the Principal, Vice Principal, designate or another person authorized by the Board to make such a determination.
7. Each school shall maintain a list of individuals who may have restricted access to the School and/or other Board premises as a result of a court order or who have been denied access through an exclusion letter. This list is to be maintained in the School office and communicated, in confidence, with appropriate staff.

8. All York Catholic District School Board buildings shall use and clearly display appropriate indoor signage (see Appendix B). The signage shall be posted at all entrances, on the right-hand exterior doors, on the left-hand side, where possible.
9. All York Catholic District School buildings shall have one large outdoor sign, located at the main entrance to school property (see Appendix C).
10. An Exclusion Letter must be used in all cases of exclusion, delivered to intended recipients through registered mail and a copy sent to the appropriate School Superintendent and to the York Regional Police.

DRAFT

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Students/Admissions	<i>Policy Number</i> 219A
<i>Former Policy #</i> 219	<i>Page</i> 1 of 6
<i>Original Approved Date</i> January 29, 2002	<i>Last Approved Date</i> January 22, 2008 February 3rd, 2009 September 1st, 2009 March 5, 2013

POLICY TITLE ELEMENTARY DRESS CODE

SECTION A

1. PURPOSE

In keeping with the distinctiveness of our Catholic schools, the York Catholic District School Board believes that a student Dress Code fosters:

- 1.1 A sense of belonging and pride;
- 1.2 A safe and respectful learning and teaching environment; and
- 1.3 A confident and positive sense of self and respect for the dignity and welfare of others.

The purpose of this policy is to provide guidance to school Administrators and Catholic School Councils with respect to student Dress Code.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that all schools shall have a Dress Code.

3. PARAMETERS

- 3.1 In Elementary schools with an Appropriate Dress Code, the Principal, in conjunction with the Catholic School Council, will assess the adherence to the code annually.
- 3.2 In Elementary schools with a Standardized Dress Code, the Principal, in conjunction with the Catholic School Council, will assess both the efficacy of the approved clothing items and adherence to the code annually.
- 3.3 In Elementary schools with a Full Uniform Dress Code, efficacy of the approved clothing items, the level of satisfaction with the current supplier, as well as

adherence to the code will be reviewed annually by the Principal in collaboration with the Catholic School Council.

- 3.4 No suspensions or expulsions for dress infractions will occur at the Elementary level. A list of progressive discipline strategies to address non-compliance is included in the Policy Guidelines, Section B (5).
- 3.5 Compliance with the school Dress Code for students assigned to holding schools, for students transitioning to a new school or as the result of a Pupil Accommodation Review decision, will be for a period of one year maximum. During this transition period more latitude will be exercised for students to comply with the school's Dress Code.
- 3.6 New schools shall implement the Dress Code policy in accordance with the timelines outlined within the procedures, an addendum to this policy, once the transition to the new school has occurred.
- 3.7 Schools affected by a Pupil Accommodation Review shall discuss Dress Code as part of each school's Transition Plan. Schools will commence the Dress Code review in accordance with the timelines outlined in the procedures, an addendum to this policy, once the transition to the new school has occurred.
- 3.8 No decision-making process shall be repeated for 5 full school years with the exception of schools affected by a Pupil Accommodation Review. The decision-making process will be initiated in year six (6) of the school's current Dress Code enforcement.
- 3.9 No decision-making process shall be implemented unless a request is initiated by the Catholic School Council as outlined in the procedures, an addendum to this policy.

4. RESPONSIBILITIES

4.1 Principals

- 4.1.1 To provide leadership and support to the school community with respect to Dress Code implementation and the application of the Elementary Dress Code policy and procedures.
- 4.1.2 To exercise discretion in allowing exceptions to the Dress Code.
- 4.1.3 To liaise with Purchasing Services on issues related to Dress Code, where applicable.

4.2 School Staff

- 4.2.1 To support school community initiatives which promote compliance with the Dress Code.

4.3 Catholic School Councils

- 4.3.1 To collaborate with the Principal with regards to Dress Code.

4.4 Parents/Students

- 4.4.1 To abide by the approved Dress Code.

5. DEFINITIONS

5.1 Dress Code

5.1.1 Appropriate - Students dressed in clothes that are respectful, neat and clean.

5.1.2 Standardized - Students dressed in clothes of common colour and style.

5.1.3 Full Uniform - Students dressed in approved clothing items purchased from an authorized Board supplier.

5.2 Families eligible to participate in the decision-making process

All registered families, except for families with children in Grade 8 only (or children in Grade 6 only in the Georgina schools) will be eligible to participate in the process and vote accordingly throughout the decision making process.

6. CROSS REFERENCES

YCDSB Policy 202 Safe Schools (Student Discipline)

YCDSB Policy 802 Purchasing, Lease and Rental of Products and Services

YCDSB Policy 812 Fair Labour Practices

YCDSB Procedure Elementary Dress Code (Addendum to Policy 219A Elementary Dress Code)

YCDSB Procedure Transition Process for School Consolidation/Closure
(Addendum to Policy 713: Pupil Accommodation Review of
Schools)

Approval by Board

March 5th, 2013

Date _____

Effective Date

March 5th, 2013

Date _____

Revision Dates

Date _____

Review Date

March 2018

Date

POLICY TITLE: ELEMENTARY DRESS CODE

SECTION B: GUIDELINES

1. PARAMETERS FOR THE APPROPRIATE DRESS CODE.

All student attire must be in keeping with our Catholic teachings and beliefs, and reflect principles of modesty and **shall not** include the following:

- 2.1 Halter tops, tank tops, spaghetti strap tops (narrower in width than 3 **centimeters**) or tube tops;
- 2.2 Half t-shirts, tops with cut-outs, tops made of mesh or netting type material;
- 2.3 Short shorts or skirts;
- 2.4 Low necklines, front or back;
- 2.5 Language and/or representation (pictures) on attire that indicates gang affiliation and/or depicts violence, profanity or discrimination of any kind whatsoever or that otherwise demeans an identifiable individual or group;
- 2.6 Accessories not in keeping with the spirit of the Dress Code as determined by the local school;
- 2.7 Tops, pants, shorts and skirts **must** cover the entire midriff.

Appropriate Dress Code enforcement is the responsibility of the Principal and school staff are expected to support its consistent implementation.

The Appropriate Dress Code will permit the Principal to exercise discretion to allow exceptions to the Dress Code or exceptions regarding compliance.

2. PARAMETERS FOR THE STANDARDIZED DRESS CODE

Each school **must** take into consideration the following when developing their standardized Dress Code options:

- 1.1 Affordability;
- 1.2 Ease of purchase from local vendors;
- 1.3 Practicality and respect for the age, growth, specific individual needs and developmental stages of children within the elementary school community (i.e., stretchy bottoms that provide for ease of wear, comfort and foster independence);
- 1.4 Durability and ease of care;
- 1.5 Respect for cultural norms within the school community;
- 1.6 Alternative options for top-wear with at least two colour options (not white only);
- 1.7 Inclusion of skirts, shorts and dresses;
- 1.8 Seasonal temperature changes;
- 1.9 Neatness and cleanliness;
- 1.10 No restrictions regarding footwear;
- 1.11 "Spirit Wear" will be acceptable as Dress Code options;
- 1.12 **JEANS OF ANY KIND WILL NOT FORM PART OF THE STANDARDIZED DRESS CODE.**

All Elementary school Standardized Dress Codes will permit the Principal to exercise discretion to allow exceptions to the Dress Code or exceptions regarding compliance.

3. PARAMETERS FOR THE FULL UNIFORM DRESS CODE

A full Uniform Dress Code requires all clothing items to be purchased from a Board approved supplier. The selection of items to be included in a school Dress Code shall be made by the Principal in collaboration with the Catholic School Council with consideration of the parameters listed above in #2.

4. PROCESS TO IMPLEMENT A DRESS CODE IN A NEW SCHOOL OR TO CHANGE AN EXISTING SCHOOL DRESS CODE

To implement a Standardized Dress Code for the first time, or to move from the Standardized Dress Code to a Full Uniform Dress Code, or back to the Appropriate Dress Code, or to move from a Full Uniform Dress Code to a Standardized Dress Code, the following steps shall be taken:

- 4.1 Where a Principal and/or Catholic School Council has been approached with a request to change the existing school Dress Code **no later than November 1st**, a survey process **will** be implemented to determine if there is sufficient interest amongst the school community to proceed with a formal voting process as outlined in the procedures, an addendum to this policy.
- 4.2 If the results of the Dress Code: Preliminary Survey ARE greater than **30%** of the total (eligible) number of families in the school community being in favour of the change, the full decision-making process will be initiated as outlined in the procedures, an addendum to this policy.
- 4.3 The decision-making process will enable all registered families (eligible to participate) to be involved in selecting the form of Dress Code to be implemented in their elementary school. The process should commence in the fall of the school year, no later than November 1st, and must be completed by March 31st for implementation in September of the next school year.
- 4.4 No decision-making process shall be repeated **for 5 full school years** with the exception of new schools or schools affected by a Pupil Accommodation Review decision related to a school closure/consolidation.

5. COMPLIANCE / NON-COMPLIANCE

Schools may wish to consider holding “Spirit/Theme Days” or “Civvies Days” to promote compliance with the Dress Code expectations. Such initiatives will be developed at the local level by the Principal in consultation with the school staff and the Catholic School Council. If any funds are collected through these initiatives, they shall be used to support Social Justice causes.

Examples of a progressive discipline approach for non-compliance include but are not limited to:

- 5.1 Verbal reminders of expectations;
- 5.2 Communication with parent / guardian;
- 5.3 Written notification to parent / guardian by the Principal or designate outlining THE Dress Code expectations.

Any action taken to implement the requirements of this Policy, including the application of supports and consequences to students, must be consistent with the YCDSB Safe Schools (Student Discipline) Policy 202.

No elementary school student shall be suspended / expelled for non-compliance with this policy.

6. COMMUNICATION

Dress Code expectations will be clearly stated in the following:

- 6.1 Y.C.D.S.B. Student/Parent Handbook;
- 6.2 Student Agenda;
- 6.3 School Website;
- 6.4 Kindergarten and New Registration Packages; and,
- 6.5 September and **May/June** School Newsletters.

7. REVIEW / ASSESSMENT

Where a Standardized/Full Uniform Dress Code has been implemented, the Principal, in consultation with the Catholic School Council will assess both the efficacy of the clothing items, and adherence to the code annually. Amendments, **i.e. clothing item addition**, to the approved clothing items **may** be made at this time (no formal voting process is required). All other proposed amendments to the school's current dress code, **i.e. colour change and/or addition or change to current dress code**, shall only be considered during the school's review of the Dress Code as outlined in section 4.4.



York Catholic District School Board

PROCEDURE: ELEMENTARY DRESS CODE

Addendum to Policy 219A Elementary Dress Code

xxx, 2017

INTRODUCTION

For the time period of **November 1st to March 31st** and in accordance with the decision-making process outlined within these procedures:

- i) **New schools shall implement the Dress Code procedures once the transition to the new school has occurred.**
- ii) Schools affected by a Pupil Accommodation Review shall implement the Dress Code procedures once the transition to the new school has occurred.
- iii) After an Elementary school has enforced the dress code voted upon by the school community for **five (5) full school years**, the school community may wish to review or reconsider the school's current dress code standards. **This process will be initiated in year six (6) of the school's current Dress Code enforcement.**

The following procedures will be used to inform the decision-making process:

INITIAL STEPS

1. The Principal, after consultation with the Catholic School Council, will communicate with the school community that the school:
 - i) Will commence the process to implement a Standardized Dress Code in the case of a new school opening; or,
 - ii) Will commence the process to review or reconsider the school's current Dress Code in schools affected by a Pupil Accommodation Review decision after the transition to the receiving school has occurred; or,
 - iii) Has completed **five (5) full years** of dress code enforcement and may, as outlined in the Guidelines: Section 5 of Policy 219A consider a change to the existing school dress code or indicate continued support for the school's current dress code.

The Principal will distribute the Elementary Dress Code: Preliminary Survey (**Appendix A**) to all registered, eligible families with students in JK-Grade 7 (JK-Grade 5 in Georgina schools), to confirm if **more than 30%** of the total eligible number of families in the school community indicate a preference to move forward with a formal voting process.

The Principal will also seek membership for establishment of a school Dress Code Advisory Committee, if required, through the dissemination of the Elementary Dress Code: Preliminary Survey.

2. The Principal will communicate to the school community results of the Elementary Dress Code: Preliminary Survey no later than mid-December of the current school year.
 - i) If **30% or less** of the total eligible number of families in the school community indicate a preference to **implement a Standardized or Full Uniform Dress Code for the first time in the case of a new school, or change** the school's current dress code, this process ends and the results of the preliminary survey will be communicated to Parents/Guardians.
 - ii) If **more than 30%** of the total eligible number of families in the school community indicate a preference to implement a Standardized or Full Uniform Dress Code in the case of new school openings or to change the school's current dress code, the process will continue as outlined in: **Appendix B** for **New Schools**;
Appendix C for Appropriate Dress Code Schools;
Appendix D for Standardized Dress Code Schools; or,
Appendix E for Full Uniform Dress Code Schools.

Schools affected by a decision related to a Pupil Accommodation Review will utilize information outlined in the applicable Appendix, which is dependent upon the Dress Code currently enforced in the receiving school.

3. The Principal, after consultation with the Catholic School Council, will establish the school's Dress Code Advisory Committee no later than mid-December of the current school year if **more than 30%** of the total eligible number of families in the school indicate a preference to move forward with a formal voting process.

The Principal will communicate the membership of the school's Dress Code Advisory Committee to the school community upon its establishment.

4. The Principal, in consultation with the school's Dress Code Advisory Committee, will hold a meeting prior to the public Parent/Guardian Information Session in order to:
 - i) Review the parameters and guidelines prescribed within Policy 219A, and;
 - ii) Prepare a selection of proposed clothing items to present at a public Parent/Guardian information meeting.

PUBLIC INFORMATION SESSION

1. A public Parent/Guardian Information Session shall be organized for the school community no later than the end of February of the current school year. The session will be organized and led by the Principal. Notification will be provided well ahead of time and each family will be invited to attend (refer to **Appendix B(i)** for new schools, **Appendix C(i)** for schools enforcing the Appropriate Dress Code; **Appendix D(i)** for schools enforcing the Standardized Dress Code; **Appendix E(i)** for schools enforcing the Full Uniform Dress Code).
2. The primary focus of the public information session will be to inform the Parent/Guardian community of the work of the school's Dress Code Advisory Committee. Samples of the proposed Dress Code options in a variety of styles, including information related to the possible location of retailers with associated costing, will be prominently displayed. Those that attend will be provided an opportunity to provide input regarding the proposed selection.
3. The Principal will present an overview of the voting process and the timelines for implementation.

VOTING PROCESS IF REQUIRED

1. If the **more than 30%** from the results of the Elementary Dress Code: Preliminary Survey is confirmed, the initiation of the vote process will commence during the month of March in the current school year with a completion date of March 31st.
2. Registered families eligible to participate will receive a letter which will include highlights of the suggested Dress Code along with a numbered Vote Ballot [refer to **Appendices B(ii)** and **B(iii)** for new schools; **Appendices C(ii)** and **C(iii)** for schools enforcing the Appropriate Dress Code; or **D(ii)** and **D(iii)** for schools enforcing the Standardized Dress Code; or **E(ii)** and **E(iii)** for schools enforcing the Full Uniform Dress Code]. Parents may forward questions and/or comments to the attention of the Chair of the school's Dress Code Advisory Committee.
3. The voting process will be completed by March 31st of the current school year. Schools will make every effort to ensure that votes are received from every registered (eligible) family in the school, save and except the registered families who only have a Grade 8 student, or in the case of the Georgina schools, registered families who only have a Grade 6 student.
4. **Parents who do not return the ballot will be considered an affirmative vote for the continued implementation of the school's current Dress Code.**

5. It is important that samples of suggested Dress Code clothing options be on display at the school throughout the entire decision-making process.
6. **If the vote is a 50% +1 “no” result** then the process stops and the school opts out of the Dress Code process [Vote Results Parent Letter: Appendix B(iv), C(iv), D(iv) or E(iv)].
7. **If the vote is a 50% +1 “yes” result** then the school will proceed with the implementation process for the upcoming September [Vote Results Parent Letter: Appendix B(v), C(v), D(v) or E(v)].
8. Where the Parent/Guardian community approves a new Dress Code the Principal will clearly outline the Dress Code expectations for the school community, provide information about purchasing the new Dress Code articles of clothing and clarify implementation timelines.
9. The school community must be informed of this decision in a timely manner, but no later than the end of April in the current school year, through various means of communication some of which may include but not be limited to, letters, synrevoice, school website, council/school newsletter and assemblies.
10. All vote results will be stored at the school for a minimum of three () years.

(School Letterhead)

(Date)

Elementary Dress Code: Preliminary Survey

Dear Parents/Guardians:

As per Policy 219A: *Elementary Dress Code*, school communities may indicate a preference to:

- i) Implement a Standardized Dress Code in a new school; or,
- ii) Change the existing school dress code after a decision is made as a result of a Pupil Accommodation Review; or,
- iii) Change the existing school dress code after the **completion of five (5) full school years**.

Policy 219A further states:

To implement a Standardized or Full Uniform Dress Code for the first time; or to move from the Standardized Dress Code to a Full Uniform Dress Code or back to the Appropriate Dress Code; or, to move from a Full Uniform Dress Code to a Standardized Dress Code, a preliminary survey must be distributed to all registered (eligible) families in the school community who have students in JK-Grade 7 (JK-Grade 5 in the Georgina schools). Interest for Parent/Guardian membership on the school's Dress Code Advisory Committee will also be collected through the preliminary survey.

I ask that you complete the attached preliminary survey and return it to the school by **(date)** so that the school's Dress Code Advisory Committee can determine overall interest from the school community.

Please note that this **Preliminary Feedback Survey** is **not** the **official ballot/vote** but the first step in the process. To assist you in making your decision, the following information is provided:

What is required to implement a **Dress Code in a new school or to change the existing Dress Code?**

If the results of the preliminary survey confirm **more than 30%** of the total eligible number of families in the school community being in favour of a change to the existing dress code, then the following process will take place:

- A Parent/Guardian information session will be held at the school.
- Samples of the **standardized or full uniform dress** clothing articles will be displayed at the school throughout the next few months.
- An official vote will be held with the following requirements:
 - Must occur in a timely manner (following the preliminary survey results);
 - Every family, with children up to and including Grade 7 (Grade 5 in Georgina schools) is required to vote – one ballot per family.
 - There must be at least **50% +1 majority** in favour to implement a **Standardized Dress Code in a new school**, or to change the school's existing dress code.
 - Upon obtaining **50% +1** approval in the official vote, the implementation of the dress code would be implemented in the following September.

Your feedback is vital to ensure that:

- ✓ You have input into the school's dress code.
- ✓ We establish a dress code that meets with the approval of our school community.
- ✓ If officially voted on by the community, we attain a high level of success in implementing the new dress code.

What are the associated parameters for school Dress Codes?

PARAMETERS FOR THE APPROPRIATE DRESS CODE

All student attire must be in keeping with our Catholic teachings and beliefs, and reflect principles of modesty and **shall not** include the following:

- i) Halter tops, tank tops, spaghetti strap tops (narrower in width than 3 centimeters) or tube tops;
- ii) Half t-shirts, tops with cut-outs, tops made of mesh or netting type material;
- iii) Short shorts or skirts;
- iv) Low necklines, front or back;
- v) Language and/or representation (pictures) on attire that indicates gang affiliation and/or depicts violence, profanity or discrimination of any kind whatsoever or that otherwise demeans an identifiable individual or group;
- vi) Accessories not in keeping with the spirit of the Dress Code as determined by the local school;
- vii) Tops, pants, shorts and skirts **must** cover the entire midriff.

Appropriate Dress Code enforcement is the responsibility of the Principal and school staff are expected to support its consistent implementation.

The Appropriate Dress Code will permit the Principal to exercise discretion to allow exceptions to the Dress Code or exceptions regarding compliance.

PARAMETERS FOR THE STANDARDIZED DRESS CODE

Each school **must** take into consideration the following when developing their standardized Dress Code options:

- i) Affordability;
- ii) Ease of purchase from local vendors;
- iii) Practicality and respect for the age, growth, specific individual needs and developmental stages of children within the elementary school community (i.e., stretchy bottoms that provide for ease of wear, comfort and foster independence);
- iv) Durability and ease of care;
- v) Respect for cultural norms within the school community;
- vi) Alternative options for top-wear with at least two colour options (not white only);
- vii) Inclusion of skirts, shorts and dresses;
- viii) Seasonal temperature changes;
- ix) Neatness and cleanliness;
- x) No restrictions regarding footwear;
- xi) "Spirit Wear" will be acceptable as Dress Code options;

JEANS OF ANY KIND WILL NOT FORM PART OF THE STANDARDIZED DRESS CODE

All Elementary school Standardized Dress Codes will permit the Principal to exercise discretion to allow exceptions to the Dress Code or exceptions regarding compliance.

PARAMETERS FOR THE FULL UNIFORM DRESS CODE

A full Uniform Dress Code requires all clothing items to be purchased from a Board approved supplier. The selection of items to be included in a school Dress Code shall be made by the Principal in collaboration with the Catholic School Council with consideration of the parameters listed in the policy guidelines.

PROCESS TO IMPLEMENT A DRESS CODE IN A NEW SCHOOL OR CHANGE AN EXISTING SCHOOL DRESS CODE

To implement a Standardized Dress Code for the first time, or to move from the Standardized Dress Code to a Full Uniform Dress Code, or back to the Appropriate Dress Code, or to move from a Full Uniform Dress Code to a Standardized Dress Code, the following steps shall be taken:

- i) Where a Principal and/or Catholic School Council has been approached with a request to change the existing school Dress Code by November 1st, a survey process may be implemented to determine if there is sufficient interest amongst the school community to proceed with a formal voting process as outlined in the procedures, an addendum to this policy.
- ii) If the Elementary Dress Code: Preliminary Survey results ARE greater than 30% of the total (eligible) number of families in the school community being in favour of the change, the full decision-making process will be initiated as outlined in the procedures, an addendum to this policy.
- iii) The decision-making process will enable all registered families (eligible to participate) to be involved in selecting the form of Dress Code to be implemented in their elementary school. The process should commence in the fall of the school year, no later than November 1st, and must be completed by March 31st for implementation in September of the next school year.
- iv) No decision-making process shall be repeated for 5 full school years with the exception of schools affected by a Pupil Accommodation Review decision related to a school closure/consolidation.

Thank you for your support in this initiative. We again ask that you complete the attached preliminary survey and return to the school by **(date)**.

Yours in Catholic Education,

Principal

Catholic School Council Chair

Insert School Name

Elementary Dress Code: Preliminary Survey

APPENDIX A
Elementary Dress Code:
Preliminary Survey
For use in ALL schools

You must return this Preliminary Survey by **(insert date)** to your child's teacher.

This preliminary survey is not a vote.

*It is part of the decision-making process as per Policy 219A: Elementary Dress Code whereby school communities may indicate a preference to **implement a Standardized Dress Code in new schools, or change the existing school dress code after the completion of five (5) full school years.** Families who do not return this survey are assumed to support the school's current dress code and will be considered to favour a "no" response.*

To implement a Standardized Dress Code for the first time; or to move from the Standardized Dress Code to a Full Uniform Dress Code, or back to the Appropriate Dress Code; or, to move from a Full Uniform Dress Code to a Standardized Dress Code, the following steps shall be taken:

1. Where a Principal **has communicated with the school community that the school will commence the process to implement a Standardized Dress Code in a new school**, or the Principal and/or Catholic School Council have been approached with a request to change the existing school Dress Code, a survey process may be implemented to determine if there is sufficient interest amongst the school community to proceed with a formal voting process (Appendix A: Elementary Dress Code: Preliminary Survey).
2. If this survey results in **greater than 30%** of the total (eligible) number of families in the school community being in favour of the change, the full decision-making process will be initiated. (Appendix B: New Schools; Appendix C: Appropriate Dress Code Schools; Appendix D: Standardized Dress Code Schools; Appendix E: Full Uniform Dress Code Schools).
3. The decision-making process will enable all registered families (eligible to participate) in selecting the form of Dress Code to be implemented in their elementary school. The process should commence in the fall of the school year, no later than November 1st, and must be completed by March 31st for implementation in September of the next school year.
4. **The decision-making process will NOT be repeated prior to the completion of five (5) full years of dress code enforcement. The decision-making process will be initiated in year six (6) of the school's current Dress Code enforcement, with the exception of a school affected by a decision related to a Pupil Accommodation Review.**

Elementary Dress Code: Preliminary Survey

Do you support the idea of change to the school's current Dress Code? Yes No

Parent/Guardian: _____
(Please print your name)

Child's(ren's) Name(s): _____ Grade: _____

Do you wish to be a member of the school's Dress Code Advisory Committee? Yes No

(Insert School Name/Letterhead)

Insert Date

Dear Parents / Guardians:

I am writing to inform you that **more than 30%** of the total (eligible) number of families in the school community has indicated, through their submission of the Elementary Dress Code: Preliminary Survey, they are in favour of implementing a Standardized Dress Code.

As per Policy 219A *Elementary Dress Code* **new schools may implement a Standardized Dress Code** if **50% + 1** of the total (eligible) number of families with students in JK – Grade 7 (JK-Grade 5 in Georgina schools) vote to move forward.

Presently, the school is enforcing the **Appropriate Dress Code** defined in Policy 219A *Elementary Dress Code* as “students dressed in clothes that are respectful, neat and clean” (Parameter 2.1).

As we move forward with the possibility of implementing a **Standardized Dress Code** for this coming fall, I wish to inform you that we have set a date for a public information session for our Parent/Guardian community.

You are invited to attend a Parent/Guardian Information Session on (insert date) at (insert time) at our school. There will be a short presentation to parents from the school’s *Dress Code Advisory Committee* on the timelines for implementation.

The meeting will also provide Parents/Guardians with an opportunity to:

- Receive an update on the work that has been done to date by the school’s *Dress Code Advisory Committee*;
- View samples of the proposed Standardized Dress Code options in a variety of styles and offer input on a proposed selection; and,
- Learn about the location of possible retailers and approximate cost.

I look forward to seeing you all soon.

Sincerely,

Principal

(Insert School Name/Letterhead)

Insert Date

Dear Parents / Guardians:

I wish to thank the Parents/Guardians who attended the Parent/Guardian Information Session on (insert date) at (insert time) at our school to view the proposed *Standardized Dress Code* options for our school.

I wish to communicate that the *Standardized Dress Code* options include:

(Insert a description of all proposed Standardized Dress Code clothing options, suggested location(s) of purchase and costs)

In order to move forward with this process each family eligible to vote (JK–Grade 7; with the exception for our Georgina schools who will distribute information to JK–Grade 5) is receiving a numbered Ballot with this letter.

Please indicate your preference by marking **only one** “x” on the ballot, and return to the school no later than insert date.

Ballots not returned will be considered an affirmative vote for the continued implementation of the school’s current Appropriate Dress Code.

A letter informing Parents/Guardians of the outcome of the ballot will go home on insert date.

Sincerely,

Principal

(Insert School Name/Letterhead)

No. XXXX

ELEMENTARY DRESS CODE POLICY IMPLEMENTATION BALLOT

BALLOTS NOT RETURNED WILL BE CONSIDERED

AN AFFIRMATIVE VOTE FOR THE CONTINUED IMPLEMENTATION OF THE SCHOOL'S CURRENT
DRESS CODE

PLEASE CHECK ONLY ONE

☐

I support the continued implementation of the school's current Appropriate Dress Code for September xxxx.

☐

I support the implementation of a Standardized Dress Code for September xxxx.

Name of Parent: _____

Current Grade(s) of Child(ren): _____

Signature: _____

PLEASE RETURN THIS BALLOT TO YOUR SCHOOL OFFICE
NO LATER THAN (INSERT DATE), AT 4:00 p.m.

(Insert School Letterhead)

APPENDIX B(iv)
New Schools
50% + 1 “No” Vote

(Insert Date)

Dear Parents / Guardians:

I am writing to inform you about the outcome of the voting process started on (insert date) to determine whether or not we will be instituting a *Standardized Dress Code* at (Name of school). Out of a total of (Insert Number) registered families eligible to vote (Insert total number of not in favour votes & %) do **not** support the implementation of a *Standardized Dress Code*.

The voting results are that **50% + 1** of the registered families eligible to vote **are not in favour** of the implementation of a *Standardized Dress Code*.

Therefore, the implementation of any change to the school's current Appropriate Dress Code will **not** proceed. The school's Advisory Dress Code Committee for the implementation of a change to the school's current Dress Code also ceases to exist effective immediately.

As per Policy 219A: *Elementary Dress Code*, no decision-making process will be repeated prior to the completion of five (5) full years of dress code enforcement, with the exception of schools affected by a decision as the result of a Pupil Accommodation Review.

I would like to thank Parents/Guardians for taking the time to express their views on this issue.

Sincerely,

Principal

(Insert School Letterhead)

(Insert Date)

Dear Parents / Guardians:

I am writing to inform you about the outcome of the voting process started on (insert date) to determine whether or not we will be instituting a *Standardized Dress Code* for (Name of school). Out of a total (Insert Number) registered families eligible to vote (Insert total number of votes in favour & %) support the implementation of a *Standardized Dress Code*.

The voting results are that **50% + 1** of the registered families eligible to vote **are in favour** of the implementation of a *Standardized Dress Code*.

Please find attached a report from the school's Dress Code Advisory Committee for the implementation on the colour scheme of the proposed standardized dress, the Dress Code expectations and the compliance / non-compliance expectations to be implemented in September, (Insert year).

I would like to thank (Name of Dress Code Advisory Committee Chair) who assisted with ensuring that the process and vote was transparent and ran smoothly.

As per Policy 219A: *Elementary Dress Code*, no decision-making process will be repeated prior to the completion of five (5) full years of dress code enforcement, with the exception of schools affected by a decision as the result of a Pupil Accommodation Review.

If you have any questions please contact the school.

Sincerely,

Principal

(Insert School Name/Letterhead)

Insert Date

Dear Parents / Guardians:

I am writing to inform you that **more than 30%** of the total (eligible) number of families in the school community has indicated, through their submission of the Elementary Dress Code: Preliminary Survey, they are in favour of implementing a Standardized Dress Code.

As per Policy 219A *Elementary Dress Code* schools currently enforcing the *Appropriate Dress Code* may, **after the completion of five (5) full years of dress code enforcement**, implement a Standardized Dress Code if **50% + 1** of the total (eligible) number of families with students in JK – Grade 7 (JK-Grade 5 in Georgina schools) vote to move forward with this change.

Presently, the school is enforcing the ***Appropriate Dress Code*** defined in Policy 219A *Elementary Dress Code* as “students dressed in clothes that are respectful, neat and clean” (Parameter 2.1).

As we move forward with the possibility of implementing a ***Standardized Dress Code*** for this coming fall, I wish to inform you that we have set a date for a public information session for our Parent/Guardian community.

You are invited to attend a Parent/Guardian Information Session on **(insert date)** at **(insert time)** at our school. There will be a short presentation to parents from the school’s *Dress Code Advisory Committee* on the timelines for implementation.

The meeting will also provide Parents/Guardians with an opportunity to:

- Receive an update on the work that has been done to date by the school’s *Dress Code Advisory Committee*;
- View samples of the proposed Standardized Dress Code options in a variety of styles and offer input on a proposed selection; and,
- Learn about the location of possible retailers and approximate cost.

I look forward to seeing you all soon.

Sincerely,

Principal

(Insert School Name/Letterhead)

Insert Date

Dear Parents / Guardians:

I wish to thank the Parents/Guardians who attended the Parent/Guardian Information Session on (insert date) at (insert time) at our school to view the proposed *Standardized Dress Code* options for our school.

I wish to communicate that the *Standardized Dress Code* options include:

(Insert a description of all proposed Standardized Dress Code clothing options, suggested location(s) of purchase and costs)

In order to move forward with this process each family eligible to vote (JK–Grade 7; with the exception for our Georgina schools who will distribute information to JK–Grade 5) is receiving a numbered Ballot with this letter.

Please indicate your preference by marking **only one** “x” on the ballot, and return to the school no later than insert date.

Ballots not returned will be considered an affirmative vote for the continued implementation of the school’s current Appropriate Dress Code.

A letter informing Parents/Guardians of the outcome of the ballot will go home on insert date.

Sincerely,

Principal

(Insert School Name/Letterhead)

No. XXXX

ELEMENTARY DRESS CODE POLICY IMPLEMENTATION BALLOT

BALLOTS NOT RETURNED WILL BE CONSIDERED

AN AFFIRMATIVE VOTE FOR THE CONTINUED IMPLEMENTATION OF THE SCHOOL'S CURRENT
DRESS CODE

PLEASE CHECK ONLY ONE

☐

I support the continued implementation of the school's current Appropriate Dress Code
for September xxxx.

☐

I support the implementation of a Standardized Dress Code for September xxxx.

Name of Parent: _____

Current Grade(s) of Child(ren): _____

Signature: _____

PLEASE RETURN THIS BALLOT TO YOUR SCHOOL OFFICE
NO LATER THAN (INSERT DATE), AT 4:00 p.m.

(Insert School Letterhead)

(Insert Date)

Dear Parents / Guardians:

I am writing to inform you about the outcome of the voting process started on (insert date) to determine whether or not we will be instituting a *Standardized Dress Code* at (Name of school). Out of a total of (Insert Number) registered families eligible to vote (Insert total number of not in favour votes & %) do **not** support the implementation of a *Standardized Dress Code*.

The voting results are that **50% + 1** of the registered families eligible to vote **are not in favour** of the implementation of a *Standardized Dress Code*.

Therefore, the implementation of any change to the school's current Appropriate Dress Code will **not** proceed. The school's Advisory Dress Code Committee for the implementation of a change to the school's current Dress Code also ceases to exist effective immediately.

As per Policy 219A: *Elementary Dress Code*, no decision-making process will be repeated prior to the completion of five (5) full years of dress code enforcement, with the exception of schools affected by a decision as the result of a Pupil Accommodation Review.

I would like to thank Parents/Guardians for taking the time to express their views on this issue.

Sincerely,

Principal

(Insert School Letterhead)

(Insert Date)

Dear Parents / Guardians:

I am writing to inform you about the outcome of the voting process started on (insert date) to determine whether or not we will be instituting a *Standardized Dress Code* for (Name of school). Out of a total (Insert Number) registered families eligible to vote (Insert total number of votes in favour & %) support the implementation of a *Standardized Dress Code*.

The voting results are that **50% + 1** of the registered families eligible to vote **are in favour** of the implementation of a *Standardized Dress Code*.

Please find attached a report from the school's Dress Code Advisory Committee for the implementation on the colour scheme of the proposed standardized dress, the Dress Code expectations and the compliance / non-compliance expectations to be implemented in September, (Insert year).

I would like to thank (Name of Dress Code Advisory Committee Chair) who assisted with ensuring that the process and vote was transparent and ran smoothly.

As per Policy 219A: *Elementary Dress Code*, no decision-making process will be repeated prior to the completion of five (5) full years of dress code enforcement, with the exception of schools affected by a decision as the result of a Pupil Accommodation Review.

If you have any questions please contact the school.

Sincerely,

Principal

(Insert School Name/Letterhead)

Insert Date

Dear Parents / Guardians:

I am writing to inform you that **more than 30%** of the total (eligible) number of families in the school community has indicated, through their submission of the Dress Code: Preliminary Survey, they are in favour of a change to the school's current dress code. As per Policy 219A *Elementary Dress Code*, schools currently enforcing the *Standardized Dress Code* may, **after the completion of five (5) full years of dress code enforcement**, implement a change to either *Full Uniform Dress Code* or back to *Appropriate Dress Code* if **50% + 1** of the total (eligible) number of families with students in JK – Grade 7 (JK-Grade 5 in Georgina schools) vote to move forward with this change.

Presently, the school is enforcing the **Standardized Dress Code** defined in Policy 219A *Elementary Dress Code* as “students dressed in clothes of common colour and style” (Parameter 2.2).

As we move forward with the possibility of implementing a new Dress Code for this coming fall, I wish to inform you that a date for a public information session for our parent community has been confirmed.

You are invited to attend a Parent/Guardian Information Session on **(insert date)** at **(insert time)** at our school. There will be a short presentation to parents from the school's *Dress Code Advisory Committee* on the timelines for implementation.

The meeting will also provide Parents/Guardians with an opportunity to:

- Receive an update on the work that has been done to date by the school's *Dress Code Advisory Committee*;
- Discuss the parameters for *Appropriate Dress Code*;
- Discuss the parameters for and view samples of proposed *Full Uniform Dress Code* options inviting input on the proposed samples; and,
- Learn about the location of possible retailers and approximate cost.

I look forward to seeing you all soon.

Sincerely,

Principal

(Insert School Name/Letterhead)

Insert Date

Dear Parents / Guardians:

I wish to thank the Parents/Guardians who attended the Parent/Guardian Information Session on (insert date) at (insert time) at our school to view the proposed Dress Code options for our school.

I am pleased to confirm that while Appropriate Dress Code is a consideration, the Full Uniform Dress Code options include:

(Insert a description of all proposed Full Uniform Dress Code clothing options, suggested location(s) of purchase and costs)

In order to move forward with this process each family eligible to vote (JK – Grade 7 with the exception of Georgina who will distribute information to JK – Grade 5) is receiving a numbered Ballot with this letter.

Please indicate your preference by marking **only one** “x” on the ballot, and return to the school no later than insert date.

Ballots not returned will be considered an affirmative vote for the continued implementation of the school’s current Standardized Dress Code.

A letter informing Parents/Guardians of the outcome of the ballot will go home on insert date.

Sincerely,

Principal

(Insert School Name/Letterhead)

No. XXXX

ELEMENTARY DRESS CODE POLICY IMPLEMENTATION BALLOT

**BALLOTS NOT RETURNED WILL BE CONSIDERED
AN AFFIRMATIVE VOTE FOR THE CONTINUED IMPLEMENTATION OF THE
SCHOOL'S CURRENT DRESS CODE.**

PLEASE CHECK ONLY ONE

☐

I support the continued implementation of the school's current
Standardized Dress Code for September, **insert year.**

☐

I support the Implementation of Full Uniform Dress Code for
September, **insert year.**

☐

I support the Implementation of Appropriate Dress Code for
September, **insert year.**

Name of Parent: _____

Current Grade(s) of Child(ren): _____

Signature: _____

**PLEASE RETURN THIS BALLOT TO YOUR SCHOOL OFFICE
NO LATER THAN **(INSERT DATE)**, AT 4:00 p.m.**

(Insert School Letterhead)

(Insert Date)

Dear Parents / Guardians:

I am writing to inform you about the outcome of the vote started on (insert date) to determine whether or not we will be instituting an *Appropriate* Dress Code, a *Full Uniform* Dress Code or continuing with the implementation of the school's current *Standardized* Dress Code at (Name of school). Out of a total (Insert Number) registered families eligible to vote (Insert total number of not in favour votes & %) participated in the vote.

The voting results are that **50% + 1** of the registered families eligible to vote **are not in favour** of the implementation of either an *Appropriate* or *Full Uniform* Dress Code.

Therefore, the implementation of any change to the school's current Standardized Dress Code will **not** proceed. The school's Advisory Dress Code Committee for the implementation of a change to the school's current Dress Code also ceases to exist effective immediately.

As per Policy 219A: *Elementary Dress Code*, no decision-making process will be repeated prior to the completion of five (5) full years of dress code enforcement, with the exception of schools affected by a decision as the result of a Pupil Accommodation Review.

I would like to thank Parents/Guardians for taking the time to express their views on this issue.

Sincerely,

Principal

(Insert School Letterhead)

APPENDIX D(v)
Standardized Dress
Code Schools:
50% + 1 “Yes” Vote

(Insert Date)

Dear Parents / Guardians:

I am writing to inform you about the outcome of the vote started on (insert date) to determine whether or not we will be instituting an *Appropriate* Dress Code or *Full Uniform* Dress Code for (Name of school).

Out of a total of (Insert Number) registered families eligible to vote, (Insert total number of votes in favour & %) support the implementation of a (Insert Appropriate or Full Uniform) Dress Code.

The voting results are that **50% + 1** of the registered families eligible to vote **are in favour** of the implementation of a (Insert Appropriate or Full Uniform) Dress Code.

Please find attached a report from the school's Dress Code Advisory Committee for the implementation of the proposed (Insert Appropriate or Full Uniform) dress, the Dress Code expectations and the compliance / non-compliance expectations to be implemented in September, (insert year).

I would like to thank (Name of Dress Code Advisory Committee Chair) who helped with ensuring that the process and vote was transparent and ran smoothly.

As per Policy 219A: *Elementary Dress Code*, no decision-making process will be repeated prior to the completion of five (5) full years of dress code enforcement, with the exception of schools affected by a decision as the result of a Pupil Accommodation Review.

If you have any questions please contact the school.

Sincerely,

Principal

(Insert School Name/Letterhead)

Insert Date

Dear Parents / Guardians:

I am writing to inform you that **more than 30%** of the total (eligible) number of families in the school community has indicated, through their submission of the Elementary Dress Code: Preliminary Survey, they are in favour of a change to the school's current dress code. As per Policy 219A *Elementary Dress Code*, schools currently enforcing the *Full Uniform Dress Code* may, at the 5-year review date, implement a *Standardized Dress Code* if **50% + 1** of the total (eligible) number of families with students in JK – Grade 7 (JK-Grade 5 in the Georgina schools) vote to move forward with this change.

Presently, the school is enforcing the *Full Uniform Dress Code* defined in Policy 219A *Elementary Dress Code* as “students dressed in approved clothing items purchased from an approved Board supplier” (Parameter 2.3).

As we move forward with the possibility of implementing a *Standardized Dress Code* for this coming fall, I wish to inform you that we have set a date for a public information session for our Parent/Guardian community.

You are invited to attend a Parent/Guardian Information Session on (insert date) at (insert time) at our school. There will be a short presentation to parents from the school's Dress Code Advisory Committee on the timelines for implementation.

The meeting will also provide Parents/Guardians with an opportunity to:

- Receive an update on the work that has been done to date by the school's Dress Code Advisory Committee;
- View samples of the proposed *Standardized Dress Code* options in a variety of styles and offer input on a proposed selection; and,
- Learn about the location of possible retailers and approximate cost.

I look forward to seeing you all soon.

Sincerely,

Principal

(Insert School Name/Letterhead)

Insert Date

Dear Parents / Guardians:

I wish to thank the Parents/Guardians who attended the Parent/Guardian Information Session on (insert date) at (insert time) at our school to view the proposed *Standardized Dress Code* options for our school.

I wish to communicate that the *Standardized Dress Code* options include:

(Insert a description of all proposed *Standardized Dress Code* clothing options, suggested location(s) of purchase and costs)

In order to move forward with this process each family eligible to vote (JK–Grade 7; with the exception for our Georgina schools who will distribute information to JK–Grade 5) is receiving a numbered Ballot with this letter.

Please indicate your preference by marking **only one** “x” on the ballot, and return to the school no later than insert date.

Ballots not returned will be considered an affirmative vote for the continued implementation of the school’s current Full Uniform Dress Code.

A letter informing Parents/Guardians of the outcome of the ballot will go home on insert date.

Sincerely,

Principal

(Insert School Name/Letterhead)

No. XXXX

ELEMENTARY DRESS CODE POLICY IMPLEMENTATION BALLOT

**BALLOTS NOT RETURNED WILL BE CONSIDERED
AN AFFIRMATIVE VOTE FOR THE SCHOOL'S CURRENT FULL UNIFORM DRESS CODE**

PLEASE CHECK ONLY ONE

☐

I support the continued implementation of the school's current Full Uniform Dress Code for September, (insert year).

☐

I support the implementation of a Standardized Dress Code for September, (insert year).

Name of Parent: _____

Current Grade(s) of Child(ren): _____

Signature: _____

**PLEASE RETURN THIS BALLOT TO YOUR SCHOOL OFFICE
NO LATER THAN (INSERT DATE), AT 4:00 p.m.**

(Insert School Letterhead)

(Insert Date)

Dear Parents / Guardians:

I am writing to inform you about the outcome of the voting process started on (insert date) to determine whether or not we will be instituting a *Standardized Dress Code* at (Name of school). Out of a total of (Insert Number) registered families eligible to vote (Insert total number of not in favour votes & %) support the vote to opt out of the implementation of a *Standardized Dress Code*.

The voting results are that **50% + 1** of the registered families eligible to vote **are not in favour** of the implementation of a *Standardized Dress Code*.

Therefore, the implementation of any change to the school's current Full Uniform Dress Code will **not** proceed. The school's Advisory Dress Code Committee for the implementation of a change to the school's current Dress Code also ceases to exist effective immediately.

As per Policy 219A: *Elementary Dress Code*, no decision-making process will be repeated prior to the completion of five (5) full years of dress code enforcement, with the exception of schools affected by a decision as the result of a Pupil Accommodation Review.

I would like to thank Parents/Guardians for taking the time to express their views on this issue.

Sincerely,

Principal

(Insert School Letterhead)

(Insert Date)

Dear Parents / Guardians:

I am writing to inform you about the outcome of the voting process started on (insert date) to determine whether or not we will be instituting a *Standardized Dress Code* for (Name of school). Out of a total (Insert Number) registered families eligible to vote (Insert total number of votes in favour & %) support the implementation of a *Standardized Dress Code*.

The voting results are that **50% + 1** of the registered families eligible to vote **are in favour** of the implementation of a *Standardized Dress Code*.

Please find attached a report from the school's Dress Code Advisory Committee for the implementation on the colour scheme of the proposed standardized dress, the Dress Code expectations and the compliance / non-compliance expectations to be implemented in September, (insert year).

I would like to thank (Name of Dress Code Advisory Committee Chair) who helped with ensuring that the process and vote was transparent and ran smoothly.

As per Policy 219A: *Elementary Dress Code*, no decision-making process will be repeated prior to the completion of five (5) full years of dress code enforcement, with the exception of schools affected by a decision as the result of a Pupil Accommodation Review.

If you have any questions the school.

Sincerely,

Principal

ELEMENTARY DRESS CODE SURVEY TIMELINE FLOW CHART

November 1st

Request to implement the Elementary Dress Code Preliminary Survey communicated to Principal by the Catholic School Council

Elementary Dress Code Preliminary Survey Process Commences (Appendix A)

Mid-December

Elementary Dress Code Preliminary Survey Results
Receive **30% or Less**

Principal communicates results to School Community

Continued implementation of the School's current Dress Code

Elementary Dress Code process ends

School's Dress Code Advisory Committee ceases to exist

Mid-December

Elementary Dress Code Preliminary Survey Results
Receive **MORE than 30%**
Elementary Dress Code process continues as outlined in Appendices B, C, D or E

January - February

Principal communicates Elementary Dress Code Preliminary Survey results to School Community

Principal and CSC convene a meeting with all Parents/Guardians who expressed an interest to be a member of the school's Dress Code Advisory Committee

Principal and CSC establish the school's Dress Code Advisory Committee & communicate membership to the School Community

Principal to convene a meeting with the school's Dress Code Advisory Committee to:

- i) review policy & applicable voting procedures;
- ii) select sample clothing items for display;
- iii) confirm costs for sample clothing items; and,
- iv) develop agenda for the Public Information Meeting

By end of February

Principal in conjunction with the school's Dress Code Advisory Committee to convene a Public Information Meeting for all members of the School Community to:

- i) review policy & applicable voting procedures;
- ii) display sample clothing items; and,
- iii) confirm costs for sample clothing items.

March

Elementary Dress Code voting process commences & is completed by **March 31st**

Sample clothing items & cost information will remain on display throughout the Dress Code voting process

No later than end of April

Principal communicates results of the Elementary Dress Code vote to School Community
School's Dress Code Advisory Committee ceases to exist

If 50% + 1 Vote "Yes"

Full Implementation of school's new Elementary Dress Code for
September

If 50% +1 Vote "No"

Elementary Dress Code Review Process ends
Continued implementation of the School's current Dress Code

***Schools affected by a Pupil Accommodation Review (PAR)** shall discuss the Elementary Dress Code review **after** the PAR decision related to a school consolidation/closure has been made by the Board of Trustees & as part of each school's Transition Plan. The Elementary Dress Code review will be conducted after the transition to the receiving school has occurred.

***Appendix A:** Elementary Dress Code Preliminary Survey to be used by **all** schools

*** Appendix B:** Applies to New Schools

***Appendix C:** Applies to Appropriate Dress Code Schools

***Appendix D:** Applies to Standardized Dress Code Schools

***Appendix E:** Applies to Full Uniform Dress Code Schools

York Catholic District School Board

MEMO

Memo To: Policy Review Committee

From: F. Bagley, Associate Director, Strategic Leadership

Date: September 19, 2017

Information Item: **Procedure: Student Disability Accommodation**
Addendum to Policy 208: Student Disability Accommodation

This memo provides a brief overview to the Policy Review Committee relating to the procedure designed in conjunction with Policy 208: *Student Disability Accommodation*.

Policy 208 was approved on November 30, 2016. The accompanying procedure was updated to reflect the revisions in the approved policy. In late Spring, feedback from Elementary and Secondary Administrators as well as Guidance Teachers through their Subject Council, suggested revisions to the procedure based on its implementation throughout the 2016-2017 school year. The suggested revisions noted in “red” have been reviewed with Senior Administration, Administrators at the Elementary and Secondary levels, as well as Guidance Teachers and will be implemented throughout the 2017-2018 school year. The revisions are supportive of students who are in need of a temporary disability accommodation as each request will be reviewed in light of the student’s current grade level, the courses on each student’s current timetable and the needs identified on the Student Disability Accommodation request form. The revisions provide further support to School Based Resource Team members at the Elementary level and the Student Success Team members at the Secondary level in accordance with the newly allocated Student Achievement Sections (SAS). The implementation of the revised procedure will be reviewed at the end of the 2017-2018 school year by way of feedback from Administrators at Area Leadership Team meetings (ALT) and Subject Council.



York Catholic District School Board

PROCEDURE: STUDENT DISABILITY ACCOMMODATION

Addendum to Policy 208: Student Disability Accommodation

Effective: November 30, 2016
Revised: September xxx, 2017

PURPOSE

These procedures are designed in conjunction with *YCDSB Policy 208 – Student Disability Accommodation* and specify the process for a student with a disability to be accommodated in such a way as to enable success while preserving and enhancing the student's personal dignity, self-respect and self-worth.

These procedures **pertain** to students who, because of a disability as defined in Section 10(1) of the *Ontario Human Rights Code*, require an accommodation in order to be successful learners.

These procedures **do not pertain** to a student identified through the Identification Placement Review Committee (IPRC) process as an 'exceptional' learner (*Education Act* s. 1)

RATIONALE

These procedures will guide the development, review, revision and implementation of the *Student Disability Accommodation* policy aligned with the definition of 'disability'* noted in Section 10(1) of the *Ontario Human Rights Code* as follows:

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

*The Board also recognizes that certain medical conditions, for example, Asthma or Anaphylaxis, may also need to be considered and accommodated.

PROCEDURES

The Principal shall oversee and monitor the following procedures:

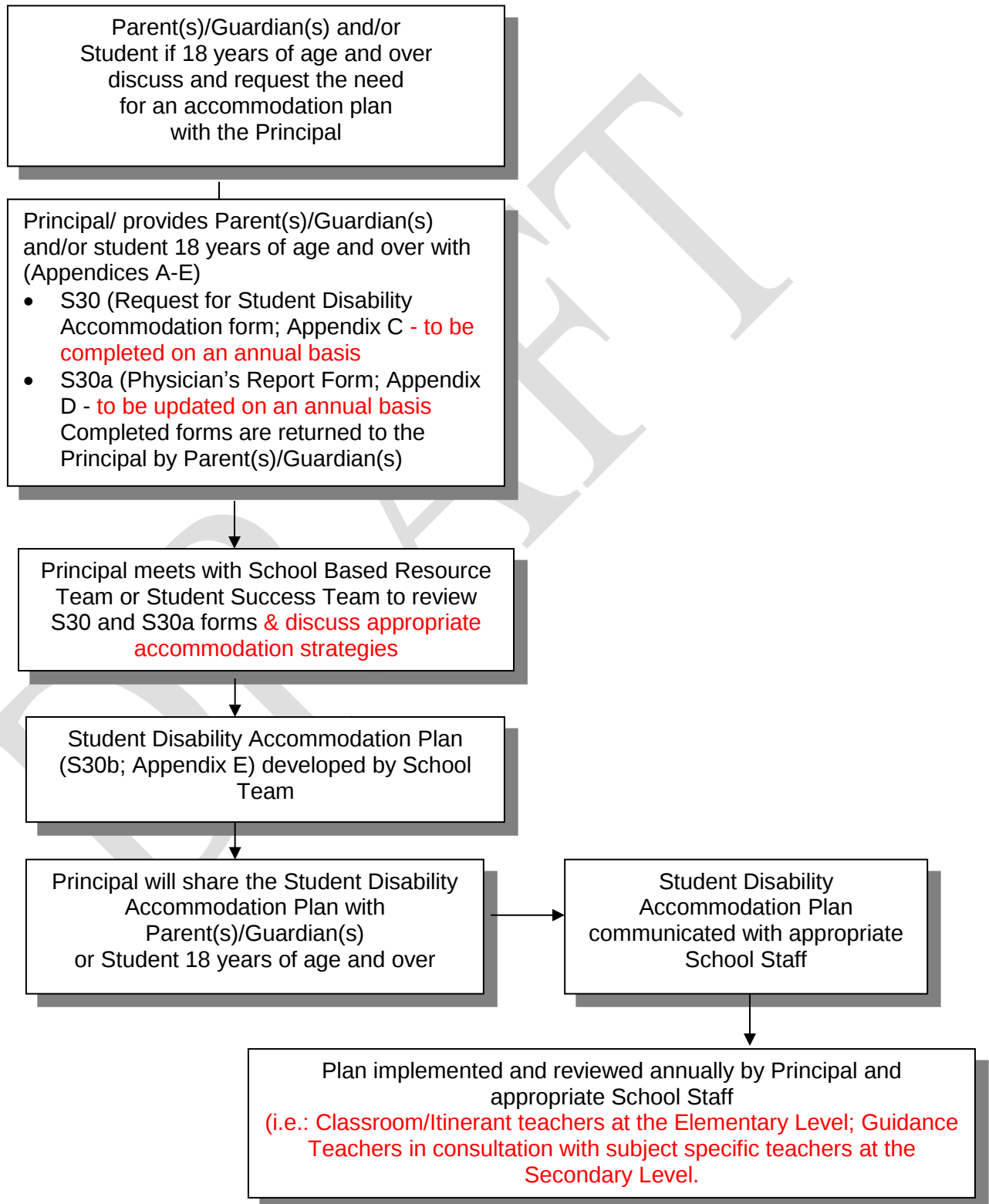
- 1.1 Meet with the Parent(s)/Guardian(s) to discuss the need for a student accommodation plan, upon the Parent(s)/Guardian(s) request.
- 1.2 Provide the Parent(s)/Guardian(s) or student, if over eighteen (18) years of age with the 'Accommodating a Student with a Disability' information package (Appendices A-E).
- 1.3 Communicate the accommodation request (Appendix C) with the School Based Resource Team (SBRT) in the Elementary level or the Student Success Team (SST) in the Secondary level.
- 1.4 Convene a meeting with the SBRT or SST members to review the accommodation request (Appendix C), discuss appropriate accommodations and facilitate the development of the Student Disability Accommodation Plan (Appendix E) in conjunction with any other appropriate staff and in consultation with the Parent(s)/Guardian(s).
- 1.5 Investigate whether additional resources or information are required to provide the appropriate accommodation(s), through discussion with the School Superintendent of

Education or other relevant board personnel (i.e.: physical management, behaviour resource, speech/language, psychology, program consultant).

- 1.6 Provide the Parent(s)/Guardian(s) or student and pertinent staff a copy of the completed Student Disability Plan (Appendix E).
- 1.7 Discuss any concerns with the accommodation plan with the Parent(s)/Guardian(s). If at any time the Parent(s)/Guardian(s) or student are dissatisfied with the Student Disability Accommodation Plan (Appendix E) and have been unable to resolve the issue through discussions with the Principal, the Parent(s)/Guardian(s) or student may submit their concerns in writing to the School Superintendent of Education copied to the Principal.
- 1.8 Discuss the issue(s) with the School Superintendent of Education. Within ten (10) working days of receiving the Parent(s)/Guardian(s) or student's letter, the School Superintendent of Education shall contact the Parent(s)/Guardian(s) or student to discuss the issue(s).
- 1.9 The School Superintendent of Education will make inquiries and communicate his or her conclusions to the Principal and Parent(s)/Guardian(s) or student within ten further working days. At the request of the Parent(s)/Guardian(s) or student, the response will be provided in writing and forwarded to the school for distribution to the Parent(s)/Guardian(s) or student.
- 1.10 The Principal will provide the written response from the School Superintendent of Education. If the Parent(s)/Guardian(s) or student remains dissatisfied with the Board's accommodation measures, the Parent(s)/Guardian(s) or student may within ten (10) working days of receipt of that written response, address a letter to the Director of Education outlining their concerns.
- 1.11 The Director of Education will review the letter of concern and make inquiries in order to determine whether the requirements of the Board's policy and accompanying procedures have been met.
- 1.12 The Director of Education will make the final decision.
- 1.13 The Director of Education will provide a decision in writing to the Parent(s)/Guardian(s) or student copied to the School Superintendent of Education and Principal.

YORK CATHOLIC DISTRICT SCHOOL BOARD

ACCOMMODATING A STUDENT WITH A DISABILITY



Sample Letter on School Letterhead

ACCOMMODATING A STUDENT WITH A DISABILITY

Dear Parent(s)/Guardian(s)/Student (over 18 years of age):

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

In order to support the request for accommodation of a disability, we ask that you complete the attached forms. **The accommodation request will be valid for the current school year and will need to be renewed on an annual basis, if required.**

Once the attached forms have been completed, please return them to the school office to my attention. A 'Student Disability Accommodation Plan' will be developed and a copy will be shared with you.

If you have any questions regarding the student disability accommodation process and/or plan, please do not hesitate to contact me.

Regards,

Principal



APPLICATION FOR STUDENT DISABILITY ACCOMMODATION

(To be completed, **on an annual basis**, by Parent(s)/Guardian(s) or Student 18 years of age and over)

STUDENT'S PERSONAL DATA

Surname:	_____	Home Address:	_____
First Name:	_____		_____
Date of Birth:	_____	Home Phone Number:	_____
	month/day/year		

1. What accommodation(s) are being requested? (Please note: The Principal shall review the request and in consultation with school staff, determine the appropriate accommodation(s) in a manner that takes into account the student's needs.)

2. Have there been any previous formal requests for accommodations? If yes, please indicate what the accommodations were, or provide a copy of the accommodation plan.

3. Describe the signs and/or symptoms of the disability.

4. Describe any barrier(s) and/or obstacle(s) that may impact the learning process, in relation to the disability.

Please state the necessary time period **for the temporary accommodation**. _____

The Board reserves the right to obtain expert opinion or advice where needed.

Place Form in Student O.S.R. (Ontario Student Record)

Name of Person Completing Form:	_____
Date Completed:	_____
Signature:	_____

Freedom of Information Personal information contained on this form is collected pursuant to the Education Act and the Municipal Freedom of Information and Protection of Privacy Act. Questions about the collection and the use of this personal information should be directed to the Privacy Manager – Freedom of Information, York Catholic District School Board, 320 Bloomington Rd. W., Aurora, Ontario, L4G 0M1 or (905) 713-2711.
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PHYSICIAN'S REPORT RE: MEDICAL ACCOMMODATION

Dear Attending Physician:

Please complete the information requested below. This information, and any future requests for information, will be used to develop an appropriate accommodation plan for this student. Please release the report to your patient so they can forward to his/her school. **The parent/guardian and/or student have been made aware that this request is valid for the period of the current school year and must be updated on an annual basis.**

SECTION A: STUDENT INFORMATION (please print)

Surname: _____ Given Name: _____

Date of Birth: _____

SECTION B: PARENT OR STUDENT (IF 18 YEARS OF AGE) AUTHORIZATION

I hereby authorize you to provide the information requested below to the York Catholic District School Board.

Signature: _____

SECTION C: ATTENDING PHYSICIAN'S REPORT

Please describe how the student's current medical condition necessitates accommodations in the school environment? **(Please note that the Principal, in consultation with appropriate staff, will determine the most appropriate accommodation(s) in a manner that take into account the student's needs.)**

Please state the time period **for the temporary accommodation within this current school year** _____

Physician's stamp: _____

Telephone #: _____ Fax #: _____

MD Signature: _____ Date: _____

Place Form in Student O.S.R. (Ontario Student Record)

Freedom of Information

Personal information contained on this form is collected pursuant to the *Education Act* and the *Municipal Freedom of Information and Protection of Privacy Act*. Questions about the collection and the use of this personal information should be directed to the Privacy Manager – Freedom of Information, York Catholic District School Board, 320 Bloomington Rd. W., Aurora, Ontario, L4G 0M1 or (905) 713-2711.



STUDENT DISABILITY ACCOMMODATION PLAN

Student Name: _____ Date of Birth: _____

Student Number: _____ School: _____

Accommodation Plan developed by: _____ Review Date: _____

(To be developed in consultation with the Elementary School Based Resource Team or Secondary Student Success Team. To be implemented and monitored by Classroom/Itinerant teachers at the Elementary Level and Guidance Teachers in consultation with subject specific teachers at the Secondary Level.)

Objectives	Actions	Person Responsible for Actions	Who needs to be aware of Action	Review date	Updates

Principal Signature _____

Date: _____

Place Copy in Student O.S.R. (Ontario Student Record)

cc: Parent(s)/Guardian(s)
Student (if over 18)
Teacher(s)
School Superintendent of Education

Freedom of Information

Personal information contained on this form is collected pursuant to the *Education Act* and the *Municipal Freedom of Information and Protection of Privacy Act*. Questions about the collection and the use of this personal information should be directed to the Privacy Manager – Freedom of Information, York Catholic District School Board, 320 Bloomington Rd. W., Aurora, Ontario, L4G 0M1 or (905) 713-2711.