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YORK CATHOLIC DISTRICT SCHOOL BOARD
AGENDA
POLICY REVIEW COMMITTEE
Catholic Education Centre, Board Room
Tuesday, September 13, 2022, 6:30 P.M.

Land Acknowledgement

We are gathered on the ancestral lands and waters of all Indigenous Peoples, who have left their footprints on Mother Earth before us. We respectfully acknowledge those who have walked on it, those who walk on it now, and future generations who have yet to walk upon it. We pray to the Creator for strength and wisdom that all may continue to serve as stewards of the Earth.

			Page
1.	OPENING PRAYER (see below)	F. Alexander	
2.	LAND ACKNOWLEDGMENT	E. Pivato	
3.	ROLL CALL	E. Pivato	
4.	APPROVAL OF NEW MATERIAL	F. Alexander	
5.	APPROVAL OF THE AGENDA	F. Alexander	
6.	APPROVAL OF THE PREVIOUS MINUTES – June 7, 2022	F. Alexander	
7.	BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING: NIL	F. Alexander	
8.	OUTSIDE PRESENTATIONS: NIL	F. Alexander	
9.	STAFF PRESENTATION(S): NIL	F. Alexander	

10. ACTION ITEM(S)/DISCUSSION:

ACTION:

11. **DISCUSSION**:

12. **INFORMATION ITEM(S)**:

NOTICES OF MOTION: NIL

FUTURE ITEM(S):
Policy 105 Trustee Professional Development
Policy 111 Trustee Services and Expenditures
Policy 114 Trustee Honorarium
Policy 115 Perquisites
Policy 207A Administration of Oral Prescription Medication to Elementary and Secondary Students
Policy 207B Administration of Oral Non-Prescription Medication to Elementary Students
Policy 212 Concussions
Policy 213 Supporting Students with Prevalent Medical Conditions: Diabetes
Policy 214 Student Use of Service Animals
Policy 304A Research

Policy 304B Internal School Surveys
Policy 309 Assessment and Evaluation of Student Achievement
Policy 315 Prayer – Our Gift from God
Policy 320 Regional French Immersion Program
Policy 401 Chaplaincy
Policy 402 Accommodations for Students with Moderate to Severe Learning Needs
Policy 603A School Fundraising
Policy 603B Fundraising for External Charitable Purposes
Policy 607 Sponsorships
Policy 611 Criminal Background Checks for Service Providers
Policy 809 Staff Use of External Legal Resources

13. FUTURE MEETING DATES:
January 17, 2023, March 7, 2023, June 6, 2023

14. ADJOURNMENT

Prayer for the beginning of the school year

Blessed are you, Lord God,
Creator of body and mind and heart;
you have sent the Spirit of wisdom and knowledge
to guide your people in all their ways.
At the beginning of this new school year we implore your mercy:
bless the students, teachers, and staff of the York Catholic District School Board,
that together we may grow in faith, hope, and love
as we learn from you and each other
how to follow your Son Jesus.
Expand the horizons of our minds,
that we may grow in wisdom,
understanding, and knowledge;
deepen our commitment to seek the truth of your ways;
and enliven our faith to reach out to those in need.
Glory and praise to you, Lord God,
in the Church and in Christ Jesus forever and ever.
Amen.

	YORK CATHOLIC DISTRICT SCHOOL BOARD	
	BOARD POLICY	
	Policy Section	*Policy Number*
	TBD	**TBD**
	Former Policy #	*Page*
	-	**1 of 3**
	Original Approved Date	*Subsequent Approval Dates*
	-	**-**

POLICY TITLE: ELECTRONIC MONITORING

SECTION A

1. PURPOSE

The York Catholic District School Board is committed to ensuring the safety and well-being of staff, students, and community members within our schools and school board. As such, the York Catholic District School Board utilizes electronic monitoring to maintain a safe and secure learning and working environment for its students, staff, and community members. In protecting the rights and privacy of our employees, the York Catholic School Board believes in the transparency of electronic monitoring and video surveillance systems in schools and on Board premises. The intended purpose of this policy is to provide employees of the York Catholic District School Board with the parameters of the monitoring procedures that are in use.

2. OBJECTIVE

This policy is in compliance with *Bill 88, The Workers for Workers Act 2022,* and the *Employment Standards Act, 2000* in which employees of the York Catholic District School Board are aware of the monitoring, observation, and surveillance procedures within schools and on school board premises, including electronic devices and services used by staff. The Board shall operate these systems in compliance with relevant legislation and the guidelines of this policy in order to ensure the safety and protection of staff, students, facilities, property, and information technology.

3. PARAMETERS

3.1 The Board has the right to to access specific monitoring data in a number of situations, including but not limited to:

i) the safety of staff and students or the protection of Board property whether physical or digital;

ii) suspected breaches in a policy or procedure based on reasonable grounds;

iii) requirements set out in the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA) and the *Personal Health Information Protection Act* (PHIPA);

iv) maintenance or sanctioned work-related access to Board networks and/or technology.

3.2 The York Catholic District School Board has the right to access data on all Board electronic systems to ensure the integrity and ethical use of the Board's electronic systems. Information and data which may be accessed by the Board includes, but is not limited to:

i) Web and E-mail filtering;
ii) Network Monitoring;
iii) Account Authentication;
iv) Device Management;
v) Fob building access data.

3.3 All schools within the York Catholic District School Board are equipped with internal and external video surveillance of common and public areas to ensure the safety of students, faculty, and staff.

3.3.1 Electronic video surveillance shall be operated in accordance with the parameters set out in YCDSB Policy 705 Use of Video Surveillance.

3.1.2 The principal or other authorized personnel shall access secured electronic surveillance storage under circumstances warranting review of video monitoring systems (i.e. investigation of a potential crime, violation of a board policy or the student code of conduct, detection of criminal activity).

3.4 The York Catholic District School Board may oversee logistical locations of Board vehicles using global positioning tracking systems to ensure the safety of drivers, the prevention of fleet vehicle thefts, and/or to track the performance time of service vehicles or dispatch them based on location.

3.5 Additional parameters regarding the monitoring of devices are set out in Policy 408 Digital Discipleship: Acceptable Use of Technology.

4. RESPONSIBILITIES

4.1 Director of Education

4.1.1 To ensure implementation and oversee compliance with the Electronic Monitoring policy and parameters.

4.1.2 To report to the Board the results of any investigation related to a confirmed breach of security.

4.2 Superintendent of Human Resources and International Education

4.2.1 To ensure all employees receive a copy of the Electronic Monitoring policy and are informed of their privacy rights in compliance with the *Municipal Freedom of Information and Protection of Privacy Act*, and the *Employment Standards Act, 2000,* within the York Catholic District School Board.

4.3 Chief Information Officer

4.3.1 Oversee the staff, processes and technology used in the Information Systems Department for electronic monitoring in accordance with the parameters of this policy.

4.4 Senior Team

4.4.1 To support staff with the implementation of the Electronic Monitoring Policy and Guidelines.

4.5 Principals and Managers

4.5.1 To oversee daily operations of Electronic Monitoring in accordance with the policy and parameters.

4.5.2 To authorize permission for the viewing of recorded information if requested by authorized agencies.

4.5.3 To report a system failure or malfunction of electronic monitoring as soon as possible.

4.6 Staff

4.6.1 To abide by and comply with Board policies and not intentionally deactivate, subvert or destroy any Board electronic monitoring systems.

5. DEFINITIONS

5.1 Electronic Monitoring

The computerized tracking, recording, reviewing, and collecting of information of activity on electronic devices and systems.

5.2 Video Surveillance

A video, physical or other mechanical, electronic or digital surveillance system or device that enables continuous recording, observing or monitoring of information in spaces requiring video surveillance as determined by the Board. The term video surveillance system may include an audio device, thermal imaging technology or any other component associated with capturing the image of an individual. Board installed video surveillance systems are not connected to municipal or provincial networks.

6. CROSS REFERENCES

YCDSB Policy 112 Privacy and Freedom of Information
YCDSB Policy 408 Digital Discipleship: Acceptable Use of Technology
YCDSB Policy 705 Use of Video Surveillance

Bill 88, Working for Workers Act (Amendment), 2022
Employment Standards Act, 2000
Municipal Freedom of Information and Protection of Privacy Act

Approval of Board	*Date*
Effective Date	*Date*
Revision Dates	*Date*
Review Date	*Date*

YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
Policy Section **Human Resources**	*Policy Number* **424**
Former Policy # **415**	*Page* **1 of 4**
Original Approved Date	*Subsequent Approval Dates*
January 26, 1993	**September 26, 2017** **TBD**

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 ethically, 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. OBJECTIVE

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, which includes resolving disputes in accordance with the Board's *Code of Conduct*, Policy 117. 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 or 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 Anonymous complaints can be made through Policy 614 *Whistleblower, the purpose of which* ~~whose purpose~~ is the disclosure and investigation of alleged wrongdoing as it relates to operations to determine if the organization has been negatively impacted by the actions of one or more individuals, while protecting employees from reprisal or threat of reprisal for making a disclosure. Refer to Policy 614 *Whistleblower* "Definitions: Wrongdoing" for a list of suspected activities that can be reported anonymously through the Board's third party reporting.

3.8 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.

3.9 The superordinate 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. Such persons that are employees of the Board that engage in such behaviours, may be subject to progressive discipline in accordance with Policy 412

Progressive Discipline of Employees. The complaint resolution process, in these circumstances will end.

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 All persons party to the complaint 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 the parties to the complaint.
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.

2. 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

4.1.3 To oversee compliance with the Disposition of Complaints against Employees policy and procedures.
4.1.4 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 and International Education

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.
4.4.2 To consider and attempt to resolve all complaints against employees brought to their attention.

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

4.5.3 To be aware of Board policies and expectations regarding appropriate employee conduct.
4.5.4 To demonstrate professional behaviour consistent with individuals who are responsible for the safety, learning and well-being of students.
4.5.5 To inform her/his immediate superordinate of a potential complaint.
4.5.6 To ensure that any ~~such~~ complaints that an employee may file is/are made in good faith and ~~has~~ have merit.
4.5.7 To recognize that management has the right ~~to A reasonable action taken by a supervisor relating~~ to the management and direction of workers or the workplace or a situation between two employees that involves a disagreement, or a misunderstanding, ~~is~~ such instances are not subject to a complaint under this Policy.

3. 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.

4. CROSS REFERENCES

YCDSB Policy 117	Code of Conduct
YCDSB Policy 412	Progressive Discipline of Employees
YCDSB Policy 609	Accessibility Standards for Information and Communication
YCDSB Policy 614	Whistleblower
YCDSB Procedure	Disposition of Complaints Against Employees

Approval by Board	**September 26, 2017** *Date*
Effective Date	**September 27, 2017** *Date*
Revision Date(s)	**September 26, 2017** *Date*
Review Date	**September 2022** *Date*

York Catholic District School Board

PROCEDURE:

DISPOSITION OF COMPLAINTS AGAINST EMPLOYEES

Addendum to Policy 424: Disposition of Complaints Against Employees

Effective: ~~September 2017~~ May 2022

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 and/or immediate supervisor involved, at a mutually convenient time and in a timely manner. Such complaints are not intended to address workplace disagreements with colleagues and/or supervisors which can reasonably be resolved through collegial and respectful professional dialogue.

1.2 If the complainant and the employee are not able to resolve the complaint in accordance with 1.1 above, 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 A superordinate who ~~The employee receiving~~ receives a complaint about an~~other~~ employee shall ~~should~~ acknowledge receipt of the complaint ~~written documentation~~ via Board electronic mail, and confirm ~~that the~~ with the complainant whether or not ~~is aware of~~ the complaint resolution process has been followed correctly.

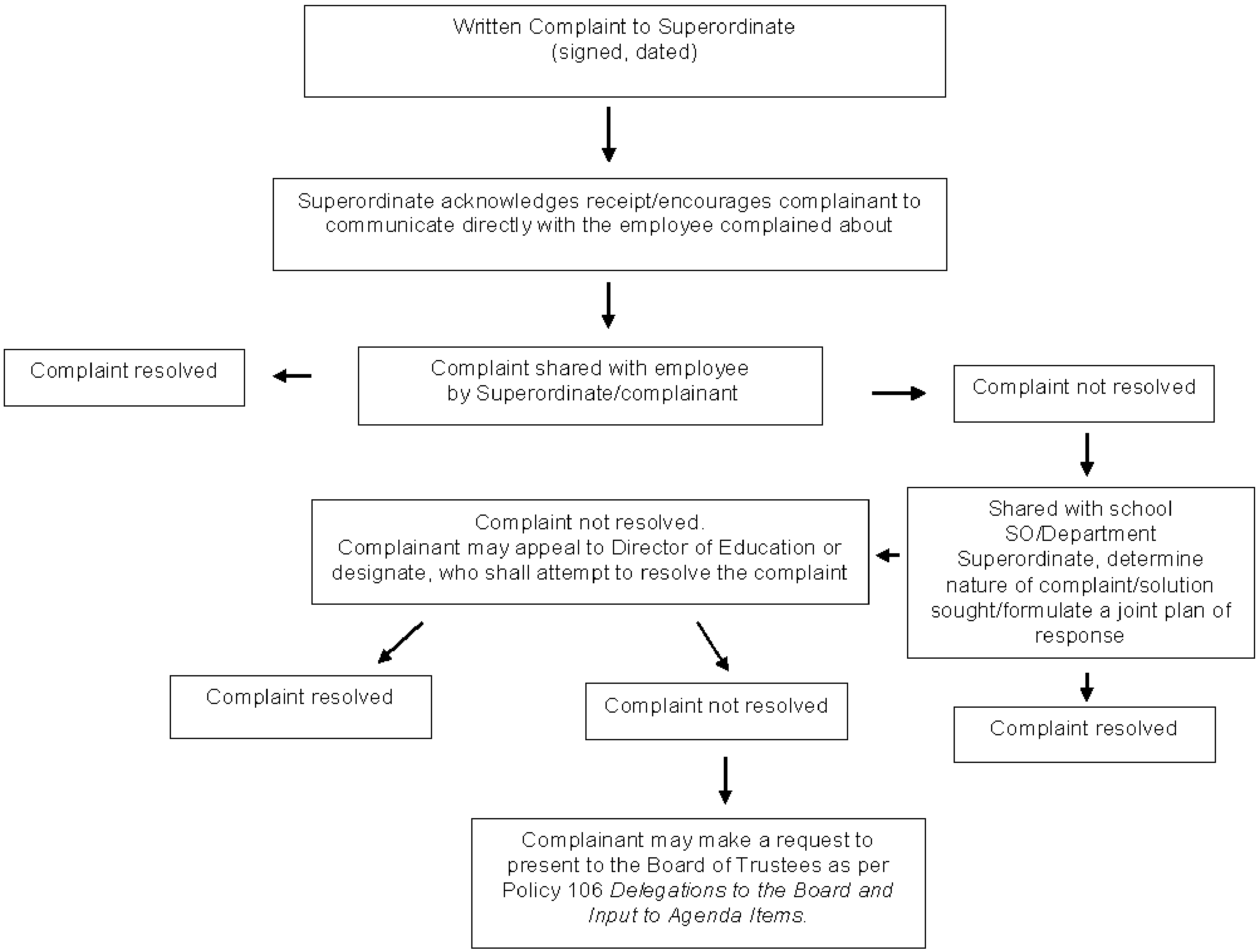
1.4 If the complainant and the employee's immediate superordinate are not able to resolve the complaint, the complainant may request that the matter be reviewed by the school's or department's Superintendent. The Superintendent will review the matter as it relates to established policies and procedures, and operational practices. The Superintendent will attempt to resolve the complaint and will respond to the complainant about their final determination in writing via Board electronic mail. The Trustees who have been made aware of the complaint shall be informed when the matter has been resolved.

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 in writing.

1.6 A ~~If the~~ complainant who still feels that the matter has not been addressed, ~~she/he~~ ~~they~~ may make a request to make a presentation to the Board of Trustees as per Policy 106 *Delegations to the Board.*

APPENDIX A

DISPOSITION OF COMPLAINTS AGAINST EMPLOYEES
COMPLAINT RESOLUTION PROCESS



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
Policy Section **Human Resources**	*Policy Number* **425**
Former Policy # **501/420**	*Page* **1 of 11**
Original Approved Date	*Subsequent Approval Dates*
July 4, 2001	**October 12, 2010** **June 19, 2012** **November 26, 2013** **November 10, 2014** **March 29, 2016** **March 29, 2017** **June 20, 2017** **January 30, 2018** **April 30, 2019** **TBD**

POLICY TITLE: WORKPLACE HARASSMENT

SECTION A

1. PURPOSE

The York Catholic District School Board is committed to ensuring a respectful work and learning environment free of any form of harassment, or abuse. The policy is in accordance with the *Ontario Human Rights Code* and the *Occupational Health and Safety Act* and all applicable legislation.

2. OBJECTIVE

It is the policy of the York Catholic District School Board that all persons employed by the Board have the right to work in an environment free from harassment as defined by the *Occupational Health and Safety Act and the Ontario Human Rights Code.*

3. PARAMETERS

3.1 All issues with respect to this policy shall be investigated and addressed in a timely manner and in accordance with the procedures of this policy.

3.1.1 Reprisals - No person involved as either a party, a witness or an investigator to a complaint filed under this policy shall be subjected to intimidation or reprisals as a result of their involvement. A person who believes that they have been subjected to reprisal is able to file a complaint under the policy. Persons engaging in reprisal are subject to disciplinary measures in accordance with *Policy 412 Progressive Discipline of Employees*, up to and including termination of employment.

3.1.2 Interfering in any way with the right of an employee to resolve an alleged incident of harassment or discrimination is also a violation of this policy, including but not limited to intimidating any person involved in the investigation, or influencing a person to give false or misleading information. Any employee engaging in such behaviour shall be subject to disciplinary action per Board Policy 412- Progressive Discipline.

3.1.3 False/Frivolous or vexatious complaints
The Board does not condone false/frivolous or vexatious complaints. If it is determined as a result of an investigation that a complaint was made maliciously with intent to harm or made in bad faith, including filing a counter complaint in response to a complaint against the original Complainant, said employee will be subject to formal disciplinary action, including, but not limited to, a letter of reprimand, suspension or possible dismissal from employment in accordance with the Board's Policy 412 Progressive Discipline of Employees. Such disciplinary action will be placed in the employee's personnel file.

3.1.4 The accused person of an allegation will be deemed innocent pending the disposition and outcome of the investigation.

3.2 The Director of the Board and the Superintendent of Human Resources and International Education are to be informed of all complaints at the time they are received, except in those cases where the complaint is made against either party (see Respondent Rights 4.8).

3.3 All complaints shall conjointly be reviewed by the Superintendent of Human Resources and International Education, and the Human Rights and Equity Advisor.

3.4 In the event that the complaint is in regards to the employee's supervisor, the written complaint is to be addressed to the attention of the Board official next in level of managerial authority who shall be considered the immediate supervisor in the steps outlined in the procedures of this policy. In the event that the complaint is against the Director of Education, the complaint is to be submitted to the Chair of the Board for the consideration of the Board of Trustees.

3.5 In the event the complaint is against any member of the Senior Team, the investigation shall be conducted by an external service provider.

3.6 Where a supervisor, manager, or leader does not take appropriate action to investigate or stop harassment they will also be found to be in violation of this policy.

3.7 All reports regarding workplace harassment will be kept in strict confidence, except as is necessary to investigate the complaint and to respond to any legal or administrative proceedings arising out of or relating to the workplace harassment report.

3.8 Records Management
Upon the conclusion of an investigation and a review by the School Superintendent/Superintendent of Human Resources and International Education, and/or Human Rights and Equity Advisor ~~review~~, all notes, statements, documents and reports made or collected in connection with the investigation shall be placed in a sealed file. The sealed file shall be retained under the control and direction of the

Superintendent of Human Resources and International Education separately from personnel files. Such files may only be accessed under the following circumstances:

3.8.1 As required by law;

3.8.2 By any subsequent investigator who considers the information relevant to their investigation;

3.8.3 In the event there is a subsequent allegation of a related or similar nature.

3.8.4 All persons reviewing the sealed file material shall place in the file a notification indicating the name, date and reason for the review. The file shall be resealed after examination. The person accused of harassment may apply to the Superintendent of Human Resources and International Education to consider further restricting access to the sealed file material so that the material may be accessed only as required by law.

3.9 All documentation in connection with an investigation is to be considered permanent and shall be retained indefinitely within the control and direction of the Superintendent of Human Resources and International Education.

3.10 Reasonable Actions

Actions taken by the YCDSB relating to the management and direction of workers or the workplace is not workplace harassment.

A situation between two employees that involves a disagreement, a misunderstanding or conflict or a single comment or action or rudeness is not generally considered workplace harassment for the purpose of this policy.

3.11 Additional Support

An employee may seek additional support from their Union, the Office of Human Rights, Equity, Diversity and Inclusion or the Employee and Family Assistance program, as appropriate. Such consultation with the Office of Human Rights, Equity and Diversity, will be on the basis that the complaint or concern is in relation to a prohibited ground under the *Ontario Human Rights Code* only. Where there is such engagement with the Office of Human Rights, Equity and Diversity, any such complaint filed thereafter will be investigated through the Office of the Superintendent of Human Resources and International Education.

3.12 Pursuant to the *Ontario Human Rights Code*, the Board has a duty to accommodate employees to the point of undue hardship. Issues of workplace accommodation shall be addressed pursuant to the Board Policy 415 - Accessibility Standards for Employment.

3.13 Annual Review

The Annual Review shall be informed by the collection and analysis of employee comments, feedback from investigators and managers, and information collected through exit interviews, in accordance with the *Occupational Health and Safety Act* in consultation with the Joint Health and Safety Committee or when any gaps or deficiencies in the procedures are identified as a result of an investigation.

The initial draft revisions of this policy will go to the Joint Health and Safety Committee and then to legal counsel for review/input. The draft revisions will then go to the Board Policy Review Committee for final review, revision and approval.

3.14 Training
All workers will be provided with information and instruction on this policy and the procedures, which will include:
- 3.14.1 What conduct is considered workplace harassment, including workplace sexual harassment and how to recognize it;
- 3.14.2 How and to whom to report an incident;
- 3.14.3 How the complaint will be investigated;
- 3.14.4 How the results of an investigation will be reported.

3.15 All workers shall be informed of any substantive changes to the procedure as they occur.

3.16 Supervisors, Managers and the Joint Health & Safety Committee will be provided with information and instruction on how to recognize workplace harassment and how to handle a complaint. They will also be provided with information about their duty to foster a respectful and harassment-free workplace, as well as their duty to inquire through addressing issues that they become aware of regardless of whether an employee makes a complaint, and to keep a record of all discussions with employees who raise concerns under this policy as well as their response to the situation.

3.17 All new Supervisors, Administrators and School Superintendents will be trained by the Superintendent of Human Resources and International Education or designate on how to conduct an investigation into a complaint of workplace harassment, including sexual harassment as part of the orientation to the new role. Additional training on how to conduct investigations will be provided every two years to all other members of management.

A Supervisor, Manager and School Superintendent shall not be responsible for conducting an investigation under this policy unless they have received training accordingly.

3.18 Allegations of harassment cannot be made anonymously and cannot be made through the Whistleblower policy.

4. RESPONSIBILITIES

This policy applies to all York Catholic District School Board employees. All staff are expected to abide by this policy by refraining from any form of harassment and by fully cooperating in any investigation of a harassment complaint. Fostering a harassment-free workplace is a shared responsibility.

4.1 Board of Trustees

- 4.1.1 To receive a monthly report from the Director of Education in the Committee of the Whole which includes the number of complaints and any trends and systemic issues that need to be addressed proactively.
- 4.1.2 To deal with complaints of harassment against the Director of Education in a timely manner, using an external service provider, as set out in the Procedures to this Policy.

4.2 Director of Education

4.2.1 To create and foster a respectful work and learning environment free of any form of harassment, or abuse.

4.1.2 To oversee compliance of the Workplace Harassment policy and related procedures.

4.1.3 To ensure Superintendents are aware that they are accountable for responding to and resolving complaints of harassment as per established timelines.

4.1.5 To provide a monthly report to the Committee of the Whole stating the number of workplace harassment complaints on a monthly basis, the number and type of complaints, the outcome of each investigation, and any trends and systemic issues that need to be addressed proactively.

4.1.6 To review all complaints with the Superintendent of Human Resources and International Education at the time they are received, except in those cases where the complaint is made against either party (see Respondent Rights under Article 4.8).

4.1.7 To receive any complaints of harassment regarding a member of the senior team and to forward them to an external service provider for investigation. Trustees shall be notified that a complaint has been received although trustees shall not be told the names of the parties involved. Trustees shall also be notified when the investigation is complete and whether or not the complaint had merit and if any actions are being taken by the Director.

4.3 Superintendent of Human Resources and International Education

4.3.1 To provide leadership in the implementation of this policy.

4.3.2 To create and foster a respectful work and learning environment free of any form of harassment, ~~discrimination,~~ or abuse.

4.3.3 To ensure that all employees are aware of the policy and related procedures.

4.3.4 To ensure and monitor the provision of training to all employee groups.

4.3.5 To receive and review all harassment complaints with the Human Rights and Equity Advisor in order to determine whether the complaint has a human rights component. In such cases, the Superintendent of Human Resources and International Education, in consultation with the Human Rights and Equity Advisor (HREA) will determine how to then process the complaint. Similarly, the office of the Human Rights and Equity Advisor will inform the Superintendent of Human Resources and International Education of any complaints that the office of the HREA receives.

4.3.6 To facilitate the investigation of complaints by working with the superintendent or senior manager.

4.3.7 To ensure that those assigned to investigate a complaint have sufficient training and understanding of the *Ontario Human Rights Code* and the *Occupational Health and Safety Act* to conduct an appropriate investigation.

To provide for the monitoring and evaluation of the application of the policy, such as the collection and analysis of employee comments, feedback from investigators and managers, and information collected through exit interviews to inform the monitoring and review of the policy.

4.3.9 To report to the Director of Education all complaints at the time that they are received and to notify the Director when complaints are resolved and the nature of each resolution.

4.3.10 To ensure an annual review of the policy as per 3.13 of this policy.

4.4 Superintendents of Education/Senior Managers

4.4.1 To create and foster a respectful work and learning environment free of any form of harassment, or abuse.

4.4.2 To implement the Workplace Harassment policy and related procedures as required or guided by the Superintendent of Human Resources and International Education.

4.4.3 To ensure that ~~to~~ school administrators are aware that they are accountable for responding to and resolving complaints of harassment, unless the complaint is dealt with by the Human Rights and Equity Advisor or a Superintendent.

4.5 School Administrators/Department Managers/Supervisors

4.5.1 To create and foster a respectful work and learning environment free of any form of harassment, or abuse.

4.5.2 To promote positive and respectful relationships among employees.

4.5.3 To recognize and address actions of workplace harassment that offend, embarrass or humiliate others, whether deliberate or unintentional.

4.5.4 To treat each situation as a serious matter and conduct an investigation where needed under the supervision of the Superintendent, Manager, or Human Rights and Equity Advisor.

4.5.5 To address and correct inappropriate behaviours that constitute harassment in the workplace in a timely manner consistent with Board Policy 412 - Progressive Discipline of Employees.

4.5.6 To facilitate the situation towards a resolution between the parties if possible, with a view to correcting behaviour and preserving long term working relationships.

4.5.7 To receive a complaint and to notify the Superintendent/Senior Manager.

4.5.8 To consult with the Superintendent /Senor Manager who will use the Superintendent of Human Resources and the Human Rights and Equity Advisor as resources if the situation cannot be resolved between the parties.

4.5.9 To ensure employees are aware of this policy and related procedures.

4.6 Employees

4.6.1 To treat others with respect.

4.6.2 To become familiar with the Board's Workplace Harassment policy and related procedures.

4.6.3 To address workplace harassment by bringing it to the attention of the employee displaying it or to a person in authority, as soon as possible.

4.6.4 To not make allegations of harassment that are false, frivolous, malicious, or purposely in response to a complaint filed against them.

4.6.5 To make every effort to resolve in a respectful and civil manner, workplace harassment issues.

4.6.6 To participate in investigations of workplace harassment.

4.7 Complainant

4.7.1 The Complainant (target of the alleged harassment) has the right to:

4.7.1.1 Have a complaint investigated and receive a fair, unbiased investigation of the facts.

4.7.1.2 Have a support person of their choice during meetings regarding the complaint.

4.7.1.3 Confidentiality.

4.7.1.4 Be free from retaliation for filing a complaint.

4.7.1.5 Receive a summary of the investigation report from the official who conducted the investigation.

4.8 Respondent (alleged harasser) has the right to:

4.8.1 Be informed that a complaint has been filed against them as soon as possible and before the commencement of the investigation.
4.8.2 Know the full nature of the allegations in order to make a full response to the allegations, including additional allegations that arise in the course of the investigation.
4.8.3 Have their response heard and receive a fair, unbiased investigation of the facts.
4.8.4 Identify witnesses or documentary evidence to be considered in the investigation.
4.8.5 Have a support person of their choice during meetings regarding the complaint.
4.8.6 Confidentiality.
4.8.7 Fair discipline, should discipline occur, in accordance with Policy 412 Progressive Discipline of Employees.
4.8.8 Receive a summary of the investigation report.
4.8.9 The respondent has the responsibility to:
4.8.9.1 Participate in the investigation and resolution of the complaint.

5. DEFINITIONS

5.1 Harassment

5.1.1 Harassment pursuant to the *Ontario Human Rights Code* is defined as a course of comment or actions that are known, or ought reasonably to be known, to be unwelcome. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome, based on a prohibited ground of discrimination, on the basis of association or relationship with a person identified by a prohibited ground of discrimination or as a result of a perception that a prohibited ground of discrimination applies to an individual. Harassment may also lead to a poisoned work environment.

A poisoned work environment is created by comments or conduct, including comments or conduct that are condoned or allowed to continue when brought to the attention of management, that create a discriminatory work environment. The comments or conduct need not to be directed at a specific person, and may be from any person, regardless of position or status. A single comment or action, if sufficiently serious, may create a poisoned work environment.

5.1.2 **Workplace Harassment**

Workplace harassment, as defined by the Ontario Health & Safety Act, is broad enough to include harassment prohibited under the Ontario Human Rights Code, as well as what is often called “psychological harassment” or “personal harassment.”

Examples of personal harassment include, but are not limited to:
i) Unwanted comments, inferences or suggestions;
ii) Various forms of intimidation and aggressive behaviour;
iii) Verbal and emotional abuse;

iv) Withholding information necessary to perform one's duties; and
v) 'Bullying' which is an attempt to undermine an individual through cruel and humiliating behaviour, including 'cyber-bullying;'
vi) Regular use of profanity and abusive or violent language;
vii) Violent behaviours, e.g., slamming doors, throwing objects;
viii) Frequent angry shouting/yelling or blow-ups;
ix) Targeting individual(s) in humiliating practical jokes.

5.1.3 **Workplace Sexual Harassment**

Workplace sexual harassment refers to:

(a) Engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
(b) Making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

Examples of sexual harassment include, but are not limited to:

i) Expressing bias on the basis of sex through derogatory or degrading remarks;
ii) Unwelcome inquiries or comments about a person's clothing, body or social activities;
iii) Remarks, jokes, or innuendoes of a sexual nature;
iv) Persistent objectionable looks at a person's body;
v) Unnecessary and unwanted physical contact;
vi) Displaying pornographic or other offensive or derogatory pictures or cartoons in the workplace;
vii) Condescension or paternalism which undermines self-respect;
viii) Coercive behaviour that asserts control and/or influence over the victim;
ix) Sexual assault (criminal offence – police to be contacted).

Harassment does not include:

i) Legitimate performance/probation management;
ii) Appropriate exercise and delegation of managerial authority;
iii) Operational directives;
iv) A disagreement or misunderstanding;
v) Conflict between co-workers;
vi) Work-related change of location, co-workers, job assignment;
vii) Appropriate discipline;
viii) Less than optimal management;
ix) A single comment or action unless it is serious and has a lasting harmful effect;
x) Rudeness unless it is extreme and repetitive.

5.2 Poisoned Work Environment

Poisoned environment refers to a work environment that is oppressive, negative, hostile, unwelcoming, or non-inclusive as a result of vexatious behavior that is based on a prohibited ground and that is known, or ought reasonably to be known, to be unwelcome. The comments or conduct need not be directed at a specific individual, and may be from any individual, regardless of position or status. A poisoned working or learning environment may result from a series of incidents or a single serious incident; condonation of such behavior; and/or the failure to adequately remedy and restore the environment following the incident(s).

5.3 Timely Manner

Any complaint made under this policy must be filed in a timely manner following the occurrence of the incident(s). The Board adopts a six (6) month time frame and may, in its discretion, decide not to address the complaint when the facts upon which the complaint is based, occurred more than six (6) months prior to the date the complaint was filed.

5.4 Workplace

In respect to this policy, the workplace is any place where employees, contract employees, volunteers, trustees and others, who are officially permitted by the board to perform work or work-related duties or functions. Schools and school-related activities, such as extracurricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions are included within this definition.

5.4.1 Activities within offices, staff rooms, classrooms, cafeterias/lunchrooms, and other Board property;
5.4.2 Board/School sponsored events associated with and including co-instructional and extra-curricular activities;
5.4.3 Electronic venues such as virtual meetings, internet, email, and telephones;
5.4.4 Activities outside of Board premises including field trips, external work assignments, work-related conferences, training sessions, travel or social gatherings; as well as,
5.4.5 Situations in other locations where workplace harassment may have a subsequent impact on the working relationship, performance or environment.

The provisions of this policy and procedure in no way affect the right of any person to exercise their rights under the *Ontario Human Rights Code*, within the time limits specified by the legislation.

6. CROSS REFERENCES

Limitations Act
Municipal Freedom of Information and Protection of Privacy Act
Occupational Health and Safety Act
Ontario Human Rights Code

YCDSB Policy 109 Records and Information Management
YCDSB Policy 112 Privacy and Freedom of Information
YCDSB Policy 408 Digital Discipleship: Acceptable use of Technology
YCDSB Policy 412 Progressive Discipline of Employees
YCDSB Policy 427 Workplace Violence
YCDSB Policy 608 Volunteers in Schools
YCDSB Policy 613 Equity and Inclusive Education
YCDSB Policy 614 Whistleblower

YCDSB Procedure Addendum to Workplace Harassment Policy

Approval by Board	**April 30, 2019**	
	Date	
Effective Date	**May 1, 2019**	
	Date	
Revision Dates	**April 30, 2019**	
	Date	
Review Date	**April 2024**	
	Date	

YORK CATHOLIC DISTRICT SCHOOL BOARD

PROCEDURE

Addendum to Policy 425: Workplace Harassment

Effective: TBD

~~Revised Flowchart February 2020~~

PURPOSE

These procedures are designed in conjunction with Policy 425: Workplace Harassment and outline the process for the reporting and the investigation of harassment.

1. **COMPLAINTS:**

Filing a Complaint

1.1.1 The complainant will submit a written complaint, in a timely manner (see definition given in Section 5.3) to ~~his/her~~ their immediate supervisor.** Once received, the immediate supervisor will consult with their superordinate (i.e.: Principal to consult with the appropriate Superintendent of Schools; Manager to consult with the appropriate Senior Manager).

1.1.2 In the event the complaint is in regards to the employee's supervisor, the written complaint is to be addressed to the attention of ~~the Superintendent of Human Resources and International Education~~ the Board official next in level of managerial authority who shall be considered the immediate supervisor in the steps outlined below.

1.1.3 In the event the complaint is made against a member of the Senior team, the complainant will submit the written complaint directly to the Director of Education. The Director, in turn, will notify the Board of Trustees and employ an external service provider in accordance with Policy 425.

1.1.4 In the event that the complaint is against the Director, the complaint will go to the Chair of the Board for the consideration of the Board of Trustees.

i) The Chair of the Board shall acknowledge receipt of the complaint within two (2) working days.

ii) A special Committee of the Whole meeting will be called to inform the Board and authorize the use of an external investigator with the appropriate professional experience and qualifications. Every attempt will be made to schedule such a meeting within ten (10) working days of receiving the complaint. The complainant shall be notified that the meeting occurred and the name of the external investigator as soon as possible.

iii) Once the investigation is complete, the Chair of the Board will receive the report from the investigator, forward it to the Board of Trustees and call a special Committee of the Whole. The Board shall review the report to determine whether, on the balance of probabilities, harassment occurred and what corrective and/or disciplinary measures, if any are warranted.

iv) The Chair of the Board shall inform the complainant, and the Director, in writing of the decision within five (5) calendar days of the special Committee of the Whole meeting, and if any, the corrective and/or disciplinary measures and actions.

1.1.5 In all cases, the written complaint shall include the following:

i) Name and contact information;

ii) The nature of the allegation;

iii) The name of the respondent, position and contact information if known;

iv) The relationship of the respondent to the complainant (for example, colleague, member of the public, supervisor **)

v) The date(s) and a description of the incident(s) including frequency and location;

vi) If applicable, the names of the witnesses and contact information, if known;

vii) Any supporting documents you may have that are relevant to the complaint;

viii) List any documents that a witness, another person, or the alleged harasser may have that are relevant to the complaint.

The information provided should be as precise and concise as possible.

1.1.6 Screening and Acknowledgment of Complaint

Upon receipt of the complaint, the immediate supervisor shall acknowledge receipt in writing within two (2) work days.

1.1.7 Interim Measures

After a complaint is made, the immediate supervisor, in consultation with the School Superintendent/Superintendent of Human Resources and International Education will determine if any immediate action or interim measures are required to protect the health, safety and security of the complainant, the respondent, the Board, its community or any of its members. These measures may include but are not limited to:

- Limiting access to facilities and or areas within a department;
- Change in reporting relationship or worksite; or
- Discontinuing contact between the complainant and the respondent during the period of the proceedings under this policy.

Interim measures, if required, are to be implemented by the appropriate Board personnel. Both parties shall be notified of any interim measures to be implemented. Note that any interim measures are not intended as discipline or a transfer within the meaning of any collective agreement or policy. Where an interim action is taken in the course of the investigation, those named will be presumed innocent until a final determination to the contrary is reached under the terms of this policy.

1.1.8 Investigation

a) The Superintendent of Human Resources and International Education, in consultation with the Human Rights and Equity Advisor, will determine who is to conduct the investigation based on the circumstances of the case.

b) The Superintendent of Human Resources has discretion in determining if a third party external adjudicator is required to ensure impartiality at any point in the investigation, from commencement to end.

c) An investigation will commence within five (5) ~~ten (10)~~ work days of receiving the complaint where both the Complainant(s) and/or Respondent(s) are actively at work and not on an approved leave of absence. In exceptional circumstances additional time may be authorized by the Director of Education. The investigation will be completed within sixty (60) ~~ninety (90)~~ calendar days or less, unless there have been extenuating circumstances which shall be communicated to both parties prior to the expiration of the sixty (60) ~~ninety (90)~~ calendar days.

d) Any complaint of harassment shall be kept confidential except as is necessary to investigate and resolve the issue and subject to *The Municipal Freedom of Information and Protection of Privacy Act*. Investigators will stress the confidentiality of the investigation with any person(s) interviewed.

e) The investigator shall:
   i) Interview the complainant and respondent separately;
   ii) Interview all witnesses separately, including any non-employees, if possible;
   iii) Provide written explanation as to why any named witnesses were not interviewed;
   iv) Provide a written report to the School Superintendent or the Superintendent of Human Resources and International Education.

1.1.9 Once an investigation is complete, the School Superintendent or Superintendent of Human Resources shall review the report to determine whether, on a balance of probabilities, harassment occurred and what remedies, if any, are warranted.

1.1.10 The School Superintendent or Superintendent of Human Resources and International Education shall inform the complainant, and the respondent, in writing of the decision within five (5) calendar days of the conclusion of the investigation and if any, the corrective and/or disciplinary measures and actions.

1.1.11 In determining the appropriate consequences, the Superintendent of Human Resources and International Education will take into account the nature of the violation of the policy, its severity, and whether the individual has previously violated the policy. Any discipline that may be imposed as a result of the investigation will be in accordance with the Board's Progressive Discipline Policy.

1.1.12 Where a violation of the policy is found, the Superintendent of Human Resources and International Education will also take any steps necessary to repair the effects of the discrimination or harassment on the complainant, and to prevent any further recurrences of harassment or discrimination within the organization.

1.1.13 The Human Resources Superintendent will be responsible for monitoring the outcome of the complaint.

APPENDIX A

WORKPLACE HARASSMENT PROCESS

Human Resources becomes aware of a possible harassment matter and/or the Complainant submits a written complaint (in a timely manner - six (6) months) to immediate Supervisor. (signed/dated)

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Upon receipt Supervisor shall acknowledge receipt in writing within two (2) working days and consult with their superordinate

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Immediate Supervisor in consultation with School Superintendent/Superintendent of Human Resources will determine if any immediate action or interim measures are required.

↓

Investigation will commence within five (5) work days of receiving the complaint. Investigation will be completed within sixty (60) calendar days or less, unless there have been extenuating circumstances which shall be communicated to both parties prior to expiration of the sixty (60) calendar days.

↓

Once an investigation is complete, the School Superintendent or Superintendent of Human Resources shall review the report and will determine if any remedies, if any, are warranted.

↓

The School Superintendent or Superintendent of Human Resources shall inform the complainant, and the respondent, in writing of the decision within five (5) calendar days of the conclusion of the investigation and if any, the corrective and/or disciplinary measures and actions.

	YORK CATHOLIC DISTRICT SCHOOL BOARD	
	BOARD POLICY	
	Policy Section	*Policy Number*
	Work Environment – Respectful Workplace	**614**
	Former Policy #	*Page*
		1 of 5
	Original Approved Date	*Subsequent Approval Dates*
		December 15, 2015 **October 29, 2019** **September 29, 2021**

POLICY TITLE: **WHISTLEBLOWER**

SECTION A

1. PURPOSE

The York Catholic District School Board is committed to the highest standards of ethical conduct, integrity and accountability. The Board is responsible for the stewardship of financial resources and the public support that enables it to pursue its Mission and Vision.

The purpose of this policy is to provide a framework for the disclosure and investigation of alleged wrongdoing as it relates to operations at the York Catholic District School Board to determine if the organization has been negatively impacted by the actions of one or more individuals, while protecting employees from reprisal or threat of reprisal for making a disclosure.

Furthermore, this policy will provide information to ensure that all individuals are familiar with the procedures to confidentially report actual or alleged occurrences of wrongdoing through a third party certified ethics reporting service.

To this end, the York Catholic District School Board is committed to safeguarding confidence and trust in public education. All internal and external stakeholders for the York Catholic District School Board community are expected to uphold the public trust and demonstrate integrity in all of their dealings.

2. OBJECTIVE

York Catholic District School Board will achieve effective utilization and protection of all resources through the sound application and management of the Board's policies and procedures, all financial and other information systems and internal controls.

This policy will enable Trustees, employees and the general public to raise concerns about alleged wrongdoings by a Trustee or employee of the Board in respect to the operations of its schools, offices and facilities, including both financial and non-financial matters.

3. PARAMETERS

All individuals to whom this policy applies are expected to adhere to the parameters and procedures outlined in this policy when making a disclosure of alleged wrongdoing and during any subsequent investigation.

3.1 Any individual who has knowledge of an occurrence of a wrongdoing, or has reason to suspect that an alleged wrongdoing has occurred, has the right and obligation:

3.1.1 To report the actual or alleged occurrence to the third party certified ethics reporting service as outlined in the procedures to this policy.

3.1.2 The third party certified ethics reporting service will receive and assess the nature of any reported alleged wrongdoing and direct it to the appropriate authority for review and investigation (see Procedure attached).

3.2 Any alleged act of wrongdoing shall be investigated in accordance with this policy. The investigation will commence within ten (10) work days of the report being made and will be completed within sixty days (60), In exceptional circumstances, additional time may be authorized by the Director of Education. The accused will also be informed of the allegation within the ten (10) work day timeframe of the commencement of the investigation.

3.3 The Board shall make every effort to ensure that an individual, who in good faith makes a report under this policy, is protected from harassment, retaliation or adverse actions and/or results.

3.4 An individual who has reasonable grounds for believing he or she has suffered a reprisal shall be entitled to make a complaint following the process outlined in the procedures to this policy.

3.5 An individual who retaliates against someone who has reported in good faith is subject to discipline, up to and including termination of employment or vendor/contractor services.

3.6 An individual who makes an unsubstantiated report, which is knowingly false, frivolous, or made with vexatious or malicious intent, shall be subject to discipline, up to and including termination of employment or vendor/contractor services.

3.7 The York Catholic District School Board shall investigate any and all incidents of alleged acts of wrongdoing when a report is received by the third party certified ethics reporting service. An objective and impartial investigation will be conducted as per the procedures to this policy, regardless of the position, title, length of service, or relationship with the Board, of any party who becomes the subject of such investigation.

3.8 No individual shall willfully obstruct management or any others involved in an investigation of alleged wrongdoing.

3.9 No individual shall direct, counsel or cause in any manner any person to obstruct management or any others involved in an investigation of alleged wrongdoing.

3.10 No individual shall direct, counsel or cause in any manner any person to destroy, alter, falsify, or conceal a document or other thing they know or ought to know is likely relevant to an investigation of alleged wrongdoing.

3.11 When an alleged wrongdoing is confirmed by the investigation, appropriate disciplinary action shall be taken, up to and including termination of employment and/or contract where appropriate.

3.12 In the event of criminal misconduct, the Police shall be notified immediately.

3.13 A report of the number and classification of disclosures of information shall be provided to the Board on a monthly basis.

3.14 Annual budget provision will be made to support compliance with the policy.

4. RESPONSIBILITIES

4.1. Board of Trustees

4.1.1 To provide oversight accountability with respect to ensuring that all reported allegations of wrongdoing are investigated as expeditiously as possible.

4.1.2 To instigate and supervise the investigation of any alleged wrongdoing by the Director of Education.

4.2. Director of Education

4.2.1 To oversee compliance with the Whistleblowing policy and procedure.

4.2.2 To acquire external services as deemed necessary.

4.2.3 To report to the Board of Trustees on a monthly basis the number of reports received, investigations conducted and wrongdoings confirmed.

4.2.4 To assign the complaint to the appropriate reviewer while ensuring the integrity of the process and the privacy of the individuals involved.

4.2.5 To ensure that timelines outlined in the policy procedures are adhered to.

4.3. Chief Financial Officer and Treasurer

4.3.1 To ensure system awareness and compliance with this policy, including annual communication to staff through system memo, posting on the Board's website and staff training (including school administrators).

4.3.2 To ensure the management and maintenance of comprehensive operational procedures to guide and safeguard York Catholic District School Board assets in its day to day operations.

4.4. Superintendent of Human Resources

4.4.1 To ensure that proper protocol is followed when an investigation is confirmed regarding any employee wrongdoing, when assigned the case as the reviewer.

4.4.2 To work with all parties to ensure an effective resolution.

4.4.3 To review final reports and determine resolution(s), when required and in consultation with the Director of Education.

4.5. Administration

4.5.1. To implement and maintain operational procedures to guide and safeguard York Catholic District School Board assets in its day to day operations.

5. DEFINITIONS

5.1 Administration

For the purpose of this policy, Administration will include employees who have direct supervisory responsibility for a group of employees including, but not limited to:

(a) Senior Administration
(b) School Administration
(c) Senior Managers
(d) Managers
(e) Supervisors

5.2 Certified Ethics Reporting Service

An objective third party service offering a secure reporting tool and management system to support the Board's mandate to implement an ethics and compliance reporting (whistleblowing), policy and procedure. The certified ethics reporting service protects individuals' identities so they are more inclined to report alleged wrongdoing.

5.3 External Stakeholders

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

(a) All levels of Government
(b) Community Members
(c) Education partners/organizations
(d) Ministry of Education
(e) Media
(f) Vendor/Contractors

5.4 Internal Stakeholders

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

(a) Parents
(b) Parishes
(c) School Administrators
(d) Senior Administrators
(e) Staff (School, centrally assigned and/or Contract)
(f) Students
(g) Trustees

5.5 Reprisal

Any measure taken against an individual or employee that adversely affects his or her employment or appointment and includes, but is not limited to:

(a) Ending or threatening to end an individual or employee's employment or appointment;
(b) Disciplining or suspending or threatening to discipline or suspend an individual or employee;
(c) Imposing or threatening to impose a penalty related to employment or appointment of an individual or employee; or,
(d) Intimidating, coercing or harassing an individual or employee in relation to his or her employment or appointment.

5.6 Whistleblower

An individual, who reports that a person or organization is, or has been, engaged in an illicit or alleged illicit activity or identifies a broader systemic issue.

5.7 Wrongdoing

A wrongdoing may be classified collectively as illegal or inappropriate conduct, i.e.: a violation of a law, rule, regulation, the Board's policies and/or a direct threat to public interest. Wrongdoing can also include actions or practices engaged in by an individual or group of individuals which have a broader systemic impact. The list below is not exhaustive but is intended to provide guidance to individuals, who suspect wrongdoing, as to the kind of conduct which constitutes wrongdoing under this policy. Wrongdoing includes, but is not limited to:

(a) Criminal offences as defined in the Criminal Code of Canada;
(b) Fraud and Embezzlement;
(c) Misappropriation of funds, supplies, resources, or other assets;
(d) Any computer related activity involving the alteration, destruction, forgery, manipulation of data or unauthorized access for wrongdoing purposes, in violation of Board policies and procedures as it relates to financial matters; unauthorized access and/or copying of information;
(e) Irregular and/or improper accounting, internal controls, or auditing practices or conduct;
(f) Conflicts of interest (personal or otherwise) influencing the objectives and decision-making of one's duties;
(g) Time theft (i.e.: fraudulent act where an employee collects pay for time not actually worked);
(h) An actual or suspected violation or contravention of any federal or provincial law, regulations, Board policy or Board administrative procedure as they relate to the safeguarding of the Board’s assets as well as the Board’s fiduciary responsibility;
(i) Knowingly directing or counseling a person to commit a wrongdoing of illegal or inappropriate conduct;
(j) Substance abuse at workplace;
(k) Workplace health and safety concerns and instances of non-compliance with Occupational Health and Safety Act (OHSA).

6. CROSS REFERENCES

Criminal Code of Canada
Education Act
Municipal Freedom of Information and Protection of Privacy Act
Ontario Human Rights Code

YCDSB Policy 423 Conflict of Interest for Employees
YCDSB Policy 425 Workplace Harassment
YCDSB Policy 424 Disposition of Complaints

Approval by Board	**September 28, 2021**
	Date
Effective Date	**September 29, 2021**
	Date
Revision Dates	**September 28, 2021**
	Date
Review Date	**September 2025**
	Date

YORK CATHOLIC DISTRICT SCHOOL BOARD

PROCEDURE:

WHISTLEBLOWER

Addendum to Policy 614: Whistleblower

Effective: September 29, 2021

POLICY TITLE: ETHICS AND COMPLIANCE REPORTING

PURPOSE

The York Catholic District School Board is committed to safeguarding the public interest and trust in public education. All internal and external stakeholders for the York Catholic District School Board Community are expected to uphold the public trust and demonstrate integrity in all of their dealings.

This operational procedure supports that commitment by providing a framework for the disclosure and investigation of alleged wrongdoing by third party certified ethics reporting service as well as protection from reprisal or threat of reprisal for those who make disclosures of such information.

RATIONALE

This operational procedure applies to all internal and external stakeholders of the YCDSB Community. This operational procedure extends to all individuals or organizations engaged in education or other activities while in facilities or representing the York Catholic District School Board.

OPERATIONAL PROCEDURES

1. Reporting an Alleged Wrongdoing

1.1 Any individual who has knowledge of an occurrence of wrongdoing, or has reason to suspect that an alleged wrongdoing has occurred, must report immediately to the third party certified ethics reporting service.

The YCDSB has contracted IntegrityCounts (or Whistleblower Security Inc.) to provide the third party reporting service. Anyone who wishes to report can take one of the following steps: https://www.integritycounts.ca/org/ycdsb or call 1-866-921-6714.

1.2 The third party certified ethics reporting service will assess the nature of the report of the alleged wrongdoing and report it in writing to the appropriate authority for review and investigation, as required, based on the following criteria:

1.2.1 Where an Employee of the Board is suspected of the alleged wrongdoing, the reported information will be provided to the Director of Education.

1.2.2 Where a Trustee of the Board is suspected of the alleged wrongdoing, the reported information will be provided to the Director of Education and the Chair of the Board.

1.2.3 Where the Chair of the Board is suspected of the alleged wrongdoing, the reported information will be provided to the Director of Education and the Vice Chair of the Board.

1.2.4 Where the Director of Education is suspected of alleged wrongdoing, the reported information will be provided to the Chair of the Board, who will report it to the full Board of Trustees.

1.3 Where the Director of Education is suspected of alleged wrongdoing, the investigation will be conducted by a third party investigator and reported to the entire Board of Trustees.

1.4 An individual can report their concerns to the third party certified ethics reporting service via email, fax, mail, or phone.

1.5 The third party certified ethics reporting service shall collect all information from the reporting, creating a unique case file for each matter reported. The information will be assessed and forwarded as per the Board Policy.

1.6 In all cases not involving the Director, the Director will assess the nature of the report to determine if the complaint falls under the definition of wrongdoing. The Director may determine that an investigation may not proceed in the following circumstances:

(i) the matter would more appropriately be dealt with through another existing process to which it will be referred including but not limited to *Policy 424 Disposition of Complaints* and *Policy 425 Workplace Harassment;*

(ii) the matter is already being dealt with through an investigation being conducted by a law enforcement body.

(iii) the complaint expresses disagreement with a YCDSB policy or procedure (the reporting of wrongdoing process is not designed to be an avenue for addressing disagreements with a policy decision);

(iv) the complaint is already subject to litigation or court proceedings;

(v) the complaint is related to an employment or labour relations matter that should be dealt with through another procedure;

(vi) the complaint is frivolous, vexatious or made in bad faith;

(vii) there has been a one year or more delay between the time when the complainant became aware of the suspected wrongdoing and the time of disclosure;

(viii) there is insufficient information to proceed.

2. Investigation of Suspicions or Allegations of Wrongdoing

2.1 The Director of Education and/or the Chair/Vice Chair of the Board as appropriate, shall ensure that all instances of alleged wrongdoing shall be appropriately investigated and reported to the Board on a monthly basis regarding the nature of the complaints and actions taken with the complaints.

2.2 Investigations will be addressed in accordance with the appropriate Board policy.

2.3 The Director of Education, in consultation with the Board's forensic consultants and/or the Board's legal counsel, may solicit the services of internal staff and/or external resources as appropriate.

2.4 Employees are expected to fully cooperate with management and any others involved in the investigation and make all reasonable efforts to be available to assist during the course of the investigation.

2.5 All participants in an investigation of an alleged wrongdoing, including persons who make a disclosure, witnesses, and the persons alleged to be responsible for wrongdoing, shall keep the details and results of the investigation confidential, and shall not discuss the matter with anyone other than those conducting the investigation.

3. Duty to Protect

3.1 The identities of all participants in an investigation of wrongdoing, including persons who make a disclosure, witnesses, and the persons alleged to be responsible for wrongdoing will be protected and remain confidential unless it is a criminal matter and must be reported to the appropriate authorities.

3.2 A person who has reasonable grounds for believing he or she has suffered a reprisal is entitled to make a complaint to the Board of Trustees.

3.3 The Board shall implement the procedures to investigate complaints as outlined in the "Disposition of Complaints Policy".

3.4 An individual or employee who retaliates against someone who has reported in good faith is subject to discipline, up to and including termination of employment or vendor/contractor services.

3.5 In making a report, an individual or employee must be acting in good faith with reasonable grounds for believing that there is a grievous breach of a Board policy or federal or provincial law that relates to the safeguarding of the Board's assets as well as the Board's fiduciary responsibilities.

4. Duty to Report

4.1 Any act of wrongdoing that is detected or alleged must be reported immediately and investigated in accordance with this policy as expeditiously as possible.

5. Duty to Investigate

5.1 The identity of the informant shall remain confidential to those persons directly involved in applying this policy, unless the issue requires investigation by law enforcement, in which case members of the organization are subject to subpoena.

5.2 When wrongdoing is confirmed by the investigation, appropriate disciplinary action shall be taken, up to and including termination of employment and/or contract where appropriate.

5.3 In the event of criminal misconduct, the police shall be notified immediately.

6. Prohibition Against Interfering with an Investigation

6.1 Any person who willfully obstructs management or any others involved in an investigation of alleged wrongdoing is subject to disciplinary measures including suspension or termination.

6.2 No person shall destroy, alter, falsify, or conceal a document or other thing they know or ought to know is likely relevant to an investigation of alleged wrongdoing.

6.3 Any person who destroys, alters, falsifies, or conceals a document or other thing they know or ought to know is likely relevant to the investigation of alleged wrongdoing is subject to disciplinary measures, including suspension or termination.

7. **Prohibition Against Counseling Interference with an Investigation**
   7.1 Any individual who directs, counsels or causes in any manner any individual to obstruct management or any others involved in an investigation of alleged wrongdoing is subject to disciplinary measures, including suspension or termination.
   7.2 Any individual who directs, counsels or causes in any manner any individual to destroy, alter, falsify, or conceal a document or other thing they know or ought to know is likely relevant to an investigation of alleged wrongdoing is subject to disciplinary measures, including suspension or termination.

8. **Reporting of A Complaint from an Individual Who Believes That They Have Suffered or Are Suffering from Retaliation or Reprisal**
   8.1 An individual who feels that they are suffering reprisal resulting from making a complaint of alleged wrongdoing should contact the Director of Education.
   8.2 The Third Party Certified Ethics Reporting Service may also be contacted where the individual who feels that they have suffered reprisal is uncomfortable with reporting the matter through the process noted in 8.1.

9. **Investigating A Complaint from an Individual Who Believes That They Have Suffered from Retaliation or Reprisal**
   9.1 The complaint will be processed as per Board policies and procedures related to the disposition of complaints.

Whistleblower Process

Report made to the third party certified ethics reporting service

The Board Official reviewing the case determines whether or not the report falls within the gamut of the policy.

The report falls within the policy.

An investigation begins within ten (10) work days. The accused is informed of the allegation within this same time frame.

The investigation is completed within sixty (60) days and a determination of findings is communicated to the person accused of wrongdoing. If no wrongdoing is determined, the case is closed. If wrongdoing is determined, the Progressive Discipline policy is followed.

The report does not fall within the policy as determined in section1.6.

The report is redirected to the appropriate procedures outlined in another policy such as the Disposition of Complaints or Workplace Harassment Policy or the report is closed.

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Policy Review Committee

FROM: Administration

DATE: September 12, 2022

RE: Review of Board Policy 704 – Community Planning and Partnerships

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EXECUTIVE SUMMARY:

The purpose of this report is to provide the Policy Review Committee with proposed revisions to Board Policy 704 – Community Planning and Partnerships which is scheduled for a review and update.

BACKGROUND:

Board Policy 704 – Community Planning and Partnerships and the accompanying Procedures Policy, provide direction to staff when considering potential community partnerships, including co-built facilities, leases, licenses and joint-use agreements for the use of surplus and non-surplus property or the joint use of School or Board owned premises.

Board Policy 704 was last reviewed in October, 2020 and requires minor revisions to reflect updated references and current titles and responsibilities of senior administration regarding community planning and partnerships.

PROPOSED REVISIONS

The proposed revisions to Board Policy 704 include:

- Section 3.2 - updating wording to reference to the Board's Multi-Year Strategic Plan related to strategic commitments
- Section 3.9 - updating wording to clarify that eligible community partnerships shall be on a cost-recovery basis at a minimum
- Section 4 – Responsibilities
  - updating titles and responsibilities of senior administration with respect to community planning and partnerships
  - adding the Manager of Planning Services

RECOMMENDATION

THAT the Board approves the proposed revisions to Board Policy 704 – Community Planning and Partnerships.

Prepared by: Karyn McAlpine-Tran, Senior Planner, Planning Services
Submitted by: Tom Pechkovsky, Coordinating Manager, Planning & Operations
Endorsed by: Eugene Pivato, Associate Director of Education

YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
Policy Section **Facilities**	*Policy Number* **704**
Former Policy #	*Page* **1 of 5**
Original Approved Date	*Subsequent Approval Dates*
June 8, 2010	**June 8, 2010** **October 27, 2015**

POLICY TITLE: COMMUNITY PLANNING ANDPARTNERSHIPS SECTION A

1. PURPOSE

The purpose of this policy is to provide direction to staff when considering potential community partnerships, including co-built facilities, leases, licenses and joint-use agreements for the utilization of surplus and non-surplus property or the joint use of School or Board owned premises.

This policy, which recognizes and encourages opportunities with various levels of government and community agencies as potential community partners in order to share facilities, supports the Board's Mission, Vision and Strategic Commitments and is consistent with the legal framework outlined in the *Education Act*.

For further clarification this policy does not apply to the use of Board facilities as defined in Policy 703: Community Use of Schools or vendor contracts pertaining to specific school events and/or activities such as visitors to the school, co-curricular programs, Catholic School Council Fundraising partners or hot lunch providers.

2. POLICY STATEMENT

The York Catholic District School Board's primary responsibility is to support the achievement, well-being and safety of all students. Therefore, it is the policy of the Board to support community partnerships in keeping with guidelines and expectations of the Ministry of Education where such partnerships benefit the Board, the students and the community with the following intent:

2.1 To improve services and supports available to all students;

2.2 To reduce the facility operating costs of the Board; and,

2.3 To strengthen relationships between the Board, community partners and the public.

3. PARAMETERS

3.1 The application of this policy shall be consistent with the Ministry of Education's *Community Planning and Partnerships Guideline* for community partnerships.

3.2 The Board shall support community partnerships that align with the Board's Mission and Vision related to student achievement, well-being and safety

3.3 The Board shall have the sole discretion to identify, on an annual basis, schools suitable for community partnerships, as well as to determine the eligibility of all potential community partners based on board-determined criteria that is aligned with the *Education Act*, other relevant legislation and Ministry directives.

3.4 The Board shall develop and implement a Long Term Accommodation Plan (LTAP) that addresses the future facility needs of students.

3.5 When developing criteria regarding the eligibility of community partnerships, the Board shall consider the value of the partnership to students, specifically:

3.5.1 The health and safety of students,

3.5.2 Student achievement and well-being, and,

3.5.3 The appropriateness of the partnership within the school setting.

3.6 The Board shall provide public notification, in accordance with the Ministry of Education's *Community Planning and Partnership Guideline,* related to potential community partnerships and/or co-building opportunities.

3.7 The Board shall hold **at least** one meeting per year to discuss potential community planning and partnership opportunities with the various levels of government and community agencies as defined within the procedures, an addendum to this policy.

3.8 Subsequent staff-level meetings may be held to discuss supplementary information with relevant entities subject to the criteria defined in parameter 3.5.

3.9 All eligible community partnerships shall be on a cost-recovery basis.

4. RESPONSIBILITIES

4.1 Director of Education

4.1.1 To oversee compliance with the Community Planning and Partnerships policy, guidelines and procedures.

4.2 Senior Manager of Administrative Services

4.2.1 To oversee the ongoing implementation and administration of the Community Planning and Partnerships policy, guidelines and procedures.

4.3 Superintendents of Education and/or Senior ~~Mangers~~ Administration

4.3.1 To assist the Coordinating Manager Manager of Planning and Operations with the evaluation of potential community partnerships and/or co- build opportunities.

4.4 Manager of Planning Services

4.3.1 To assist the Coordinating Manager of Planning and Operations with the implementation and administration of the Community Planning and Partnerships policy, guidelines and procedures.

5. DEFINITIONS

5.1 Community Partnerships

For the purpose of this policy includes co-built facilities, leases, licenses and joint-use agreements for partners to utilize a Board facility or property.

5.2 Community Planning

A collaborative process involving multiple public agencies to review the use of public facilities in the delivery of public services.

5.3 Facility

School or other Board owned premises.

5.4 Non-Surplus Property

Any property still in use by a school district and not declared surplus by the Board.

5.5 School Boards

For the purpose of this policy, as per Ontario Regulation 444/98, School Boards refer to the York Region District School Board, the Conseuil solaire de district catholique Centre-Sud, and the Conseuil scholaire Viamonde.

5.6 Surplus Property

Property that the Board has adopted a resolution that the site or part of the property is not required for the purposes of the board (i.e. vacant school or site).

6. CROSS REFERENCES

YCDSB Policy 713 Pupil Accommodation Review of Schools
Education Act
Ministry of Education *Community Planning and Partnerships Guideline*
YCDSB Long Term Accommodation Plan (LTAP)
YCDSB Procedures for Community Planning and Partnerships

Approval by Board	**October 27, 2015** *Date*
Effective Date	**October 28, 2015** *Date*
Revision Date(s)	**October 27, 2015** *Date*
Review Date	**October 2020** *Date*

POLICY TITLE: COMMUNITY PLANNING AND PARTNERSHIPS

SECTION B: GUIDELINES

The *Board's procedures*, an addendum to this policy, support the application of the Ministry of Education's revised Community Planning and Partnerships Guideline and contain information related to the following components:

1. Identification of location(s) for potential community partnerships and/or co-build opportunities;

2. Community Planning and Partnership Notification Requirements;

3. Partnership Eligibility Criteria;

4. Partnership and Co-Build Proposal Review Process; and,

5. Fees and Agreement Requirement

PROCEDURE:
COMMUNITY PLANNING AND PARTNERSHIPS

Addendum to Policy 704: Community Planning and Partnerships

Effective: XXXX 2015

POLICY TITLE: COMMUNITY PLANNING AND PARTNERSHIPS

PURPOSE

The York Catholic District School Board recognizes and encourages opportunities to work with community partners in order to share facilities that support the Board's Mission, Vision and Strategic Commitments, and are consistent with the legal framework outlined in the *Education Act* regarding the use of surplus and non-surplus property or the joint use of School or Board owned premises.

RATIONALE

These procedures, an addendum to Policy 704: *Community Planning and Partnerships*, provide direction to staff when considering community partnerships and support the application of the Ministry of Education's revised *Community Planning and Partnerships Guideline* in the following areas:

1. Identification of location(s) for potential community partnerships and/or co-build opportunities;
2. Community Partnership and Planning Notification Requirements;
3. Partnership Eligibility Criteria;
4. Partnership and Co-Build Proposal Review Process; and,
5. Fees and Agreement Requirements.

OPERATING PROCEDURES AND PROCESSES

1. Identification of Locations for Potential Community Partnerships and/or Co-Build Opportunities

1.1 On an annual basis, Administration will provide a list of potential locations available for community partnerships subject to the following **minimum** criteria:

- The school is operating at less than 60% capacity over a 2-year period.

OR

- The school has an excess of 200 available student places over a 2-year period.

1.2 On an annual basis, Administration will provide a list of potential locations available for co-build opportunities.

1.3 A location may be excluded from the potential list if it hosts a specialty program, is identified as or is under consideration for other Board programs or Board uses (i.e., administrative uses, training, etc.).

1.4 All locations identified as being suitable for a community partnership or co-build opportunity are subject to Board approval.

2. Community Planning and Partnership Notification Requirements

2.1 On an annual basis, the Board shall communicate to the agencies listed in 2.3 the Board's locations for potential community partnerships and/or co-build opportunities and the date of the public meeting via email and posted on the Board's website.

2.2 The Board shall hold an annual public meeting to present and discuss potential community partnerships and co-build opportunities.

2.3 The Notification List will include, but is not limited to, the following levels of government and community agencies:

- Existing Child Care Operators
- Archdiocese of Toronto
- Regional Municipality of York including:
  - Consolidated Municipal Service Manager(s)
  - Public Health Boards,
- Children's Mental Health Centres
- Local Municipalities within York Region
- Publicly funded colleges and universities
- School Boards
- Provincial Government
- Federal Government
- Local Health Integration Networks

3. Partnership Eligibility Criteria

3.1 Potential community partners will be invited to submit an application form that outlines the following:

- Organization/Company background and history
- Organization/Company Mission Statement
- Location requested
- Intended use of space
- Documentation demonstrating financial viability
- Description of how the proposed use will be a benefit to the students and school community

3.2 All eligible community partners must:

- Be respectful of the tenets of our Catholic faith
- Support the Board's Mission, Vision and Strategic Commitments
- Observe and uphold all Board policies and procedures
- Ensure the safety of students
- Not be a competing interest

3.3 Each application received will be reviewed by ~~the Senior Manager of Administrative Services~~ Manager of Planning Services to determine its completeness ~~consider its~~ and eligibility for a Community Partnership proposal or Co-Build proposal review and submitted for review (see Appendix A for process).

4. Community Partnership and Co-Build Proposal Review Process

4.1 Community Partnership Proposal Review

4.1.1 Applicants recommended for a Community Partnership Proposal Review shall be required to submit a detailed project proposal along with a designated application fee outlining the following:

- Space required (i.e., number of rooms, washrooms, etc.);
- Parking requirements;
- Renovations required;
- Hours of Operation;
- Number of users / clients / occupants
- Vulnerable Sector Screening (where applicable)
- Proof of Insurance

4.1.2 The ~~Senior Manager of Administrative Services~~ Community Planning and Partnerships Sub-Committee will review the community partnership proposal and seek feedback and approval ~~from the Community Planning and Partnerships Subcommittee and~~ from the Long-Term Accommodation Plan Committee, who will ~~prior to~~ make a recommendation to the Board. Should more than one proposal be received, they will be given priority in the same order as listed in 2.3.

4.1.3 All community partnership proposals shall be approved by the Board.

4.2 Co-Build Proposal Review

4.2.1 New schools, additions and significant renovations may be considered for community co-build partnership opportunities.

4.2.2 Projects available for co-building will be identified as part of the annual notification procedure outlined in Section 2: Community Planning and Partnership Notification Requirements.

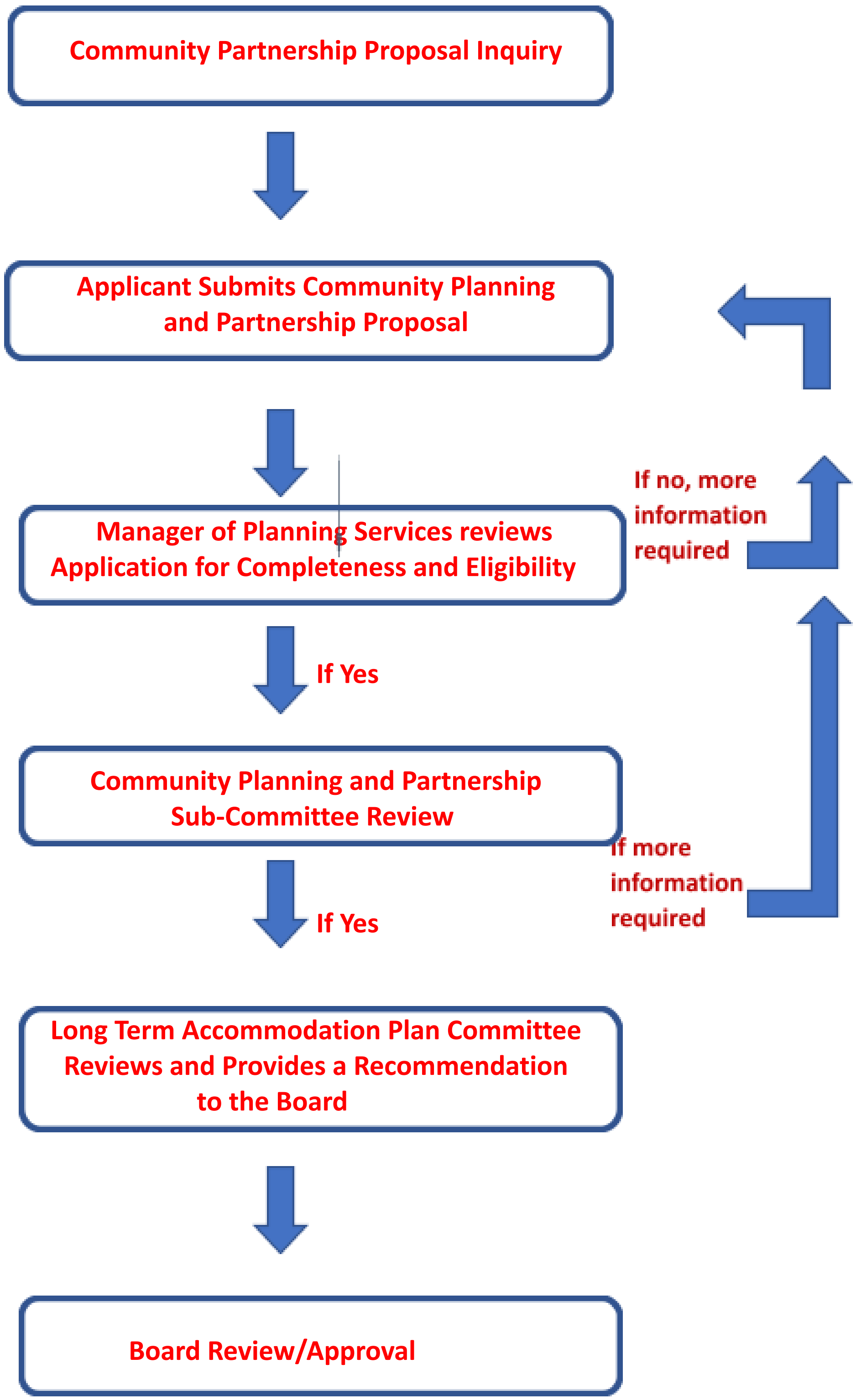
4.2.3 Appropriate co-building partners will be evaluated using the procedure outlined in Section 3: Partnership Eligibility Criteria.

5. Fees and Agreement Requirements

5.1 Community partnerships and co-build opportunities will be cost neutral to the Board at a minimum.

5.2 All community partners shall be required to enter into an appropriate agreement with the Board prior to taking possession of the space.

Appendix A
Community Partnership Proposal Review Process



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
Policy Section **Facilities**	*Policy Number* **705**
Former Policy # **512**	*Page* **1 of 6**
Original Approved Date	*Subsequent Approval Dates*
March 9, 2004	**June 8, 2010** **June 26, 2015** **June 21, 2016** **TBD**

POLICY TITLE: USE OF VIDEO SURVEILLANCE EQUIPMENT

SECTION A

1. PURPOSE

The York Catholic District School Board is committed to ensuring the safety of individuals as well as the security of equipment and property of the board within the scope of services provided to students, staff and community members by monitoring internal and external facility security. As such, the Board approves the installation and use of video surveillance systems in schools and on Board premises. The purpose of this policy is to provide direction and guidelines to staff regarding the use of such systems.

2. OBJECTIVE

It is the policy of the York Catholic District School Board to employ video surveillance systems in schools and facilities owned by the Board for the protection of students, staff and community members or in assisting in the detection and deterrence of criminal activity and vandalism. The Board shall operate these systems in compliance with relevant legislation and the guidelines of this policy.

3. PARAMETERS

3.1 Surveillance activities involving the collection, retention, use, disclosure and disposal of personal information in the form of video surveillance shall be in compliance with *Municipal Freedom of Information and Protection of Privacy* legislation.

3.2 The use and security of video surveillance equipment as well as compliance with the policy, guidelines and procedures shall be reviewed on an annual basis.

3.3 Video surveillance equipment shall be installed in such a manner that it monitors only the spaces requiring video surveillance as determined by the board.

3.4 Monitoring of locations where students, staff or authorized visitors have an expectation of privacy will be prohibited (e.g., change rooms, washrooms).

3.5 Access to the school-based video surveillance ~~equipment~~ software, hard drives, and recorded information shall be restricted to authorized individuals only (e.g., Principal, Vice Principal(s), Superintendents, maintenance personnel or service personnel as approved by the ~~Senior Manager of Facilities and Maintenance Services)~~**Superintendent of Facilities Services and Plant**. These individuals may provide shared access with authorized agencies such as York Regional Police, Catholic Children's Aid Society or Children's Aid Society.

3.6 The retention period for the storage of recorded video surveillance information shall be:
3.6.1 Sixty (60) calendar days for information not viewed for law enforcement, school or public safety purposes; or,
3.6.2 One (1) year for information viewed by or disclosed to authorized agencies.

3.7 Video surveillance notification signs shall be prominently displayed at sites where there is video surveillance equipment.

3.8 Any breach of security or misuse of video surveillance equipment will be investigated in accordance with the Board's *Privacy Breach Protocol.*

4. RESPONSIBILITIES

4.1 Director of Education

4.1.1 To oversee compliance with the Use of Surveillance Equipment policy and guidelines.
4.1.2 To report to the Board, the results of any investigation related to a confirmed breach of security.

4.2 Superintendent of Facilities Services and Plant
~~**Senior Manager of Facilities and Maintenance Services**~~

4.2.1 To oversee the installation and life cycle management of the authorized video surveillance system.
4.2.2 To ensure that an evaluation of the use and security of video surveillance equipment as well as compliance with the policy, guidelines and procedures is conducted on an annual basis.
4.2.3 To investigate all breaches of security with respect to the use, deliberate misuse or negligent use of video surveillance equipment.
4.2.4 To incorporate training for employees, where applicable and appropriate, into orientation programs of the Board as necessary.
4.2.5 To support School Administration with requests from any other person(s) or agency that does not have authorized permission to review recorded information and to notify the appropriate Superintendent of such requests.
4.2.6 To act on system failure or malfunction in a timely manner.
4.2.7 To manage the retention periods for the storage of information as follows:
4.2.7.1 For information that has not been viewed for law enforcement, school or public safety purposes every sixty (60) calendar days; and,
4.2.7.2 For information that has been viewed by or disclosed to authorized agencies (e.g. law enforcement, Courts of Law, Children's Aid Society) or for school/public safety purposes one (1) year from the

date of viewing or until such time as it is no longer needed for legal purposes, whichever is longer.

4.3 Privacy Manager

4.3.1 To be responsible for the privacy obligations outlined in the *Municipal Freedom of Information and Privacy Protection Act* relating to the employment of video surveillance systems.

4.4 Principal

4.4.1 To oversee the day-to-day operation of the video surveillance system in accordance with the policy, guidelines, and direction or guidance of Board personnel.

4.4.2 To authorize permission for the viewing of recorded information if requested by authorized agencies.

4.4.3 To consult with the ~~Senior Manager of Facilities and Maintenance Services~~ the school superintendent and the Superintendent of Facilities Services and Plant when a request from any other person(s) or agency that does not have authorized permission to review recorded information is received.

4.4.4 To advise the appropriate Superintendent if a request has been made to view recorded information.

4.4.5 To report system failure or malfunction as soon as possible.

4.5 Superintendents

4.5.1 To support Principals with the implementation of the *Use of Video Surveillance Equipment* policy and guidelines.

4.5.2 To respond to Principals upon receipt of any requests to view recorded information from any other person(s) or agency that does not have authorized permission to review recorded information.

5. DEFINITIONS

5.1 Authorized Agency

An organization who has legislative jurisdiction for the request of recorded video surveillance information including, but not limited to, York Regional Police or Children's Aid Society.

5.2 Personal Information

Recorded information about an identifiable individual as defined by the *Municipal Freedom of Information and Privacy Protection Act* and which may include, but is not limited to, the individual's gender, age, height, weight, race, colour, national or ethnic origin.

5.3 Reception Equipment

The equipment or device used to receive or record the personal information collected through a video surveillance system, including a camera or video monitor or any other video, audio, physical or other mechanical, electronic or digital device.

5.4 Record

Any record of information as defined by the *Municipal Freedom of Information and Privacy Protection Act*, including but not limited to information however recorded, whether in printed form, on film, by electronic means or otherwise, including but not limited to:

5.4.1 Correspondence, a memorandum, a book, a plan, a map, a drawing, a diagram, a pictorial or graphic work, a photograph, a film, a microfilm, a sound recording, a videotape, a machine readable record, any other documentary material, regardless of physical form or characteristics, and any copy thereof; and,

5.4.2 Subject to the regulations, any record that is capable of being produced from a machine readable record under the control of an institution by means of computer hardware and software or any other information storage equipment and technical expertise normally used by the institution.

5.5 Storage Device

A videotape, computer disk or drive, CD ROM, computer chip or other device used to store the recorded data or visual, audio or other images captured by a video surveillance system.

5.6 Video Surveillance System

A video, physical or other mechanical, electronic or digital surveillance system or device that enables continuous recording, observing or monitoring of information in spaces requiring video surveillance as determined by the Board. The term video surveillance system may include an audio device, thermal imaging technology or any other component associated with capturing the image of an individual. Board installed video surveillance systems are not connected to municipal or provincial networks.

6. CROSS REFERENCES

Information and Privacy Commissioner of Ontario: *Guidelines for Using Video Surveillance, October 2015*

Municipal Freedom of Information and Protection of Privacy Act

YCDSB Policy 109 Records and Information Management
YCDSB Policy 112 Privacy and Freedom of Information
YCDSB *Privacy Breach Protocol*

Approval by Board	**June 21, 2016** *Date*
Effective Date	**June 22, 2016** *Date*
Revision Dates	**June 21, 2016** *Date*
Review Date	**June 2021** *Date*

POLICY TITLE: USE OF VIDEO SURVEILLANCE EQUIPMENT

SECTION B: GUIDELINES

1. General

Video security surveillance systems are a resource used by the York Catholic District School Board for the protection of students, staff and community members or in assisting in the detection and deterrence of criminal activity and vandalism and to monitor internal and external facility security.

1.1 In the event of a reported or observed incident, the review of recorded information by authorized personnel, including the Principal, Vice Principal(s), Superintendent, maintenance personnel or service personnel as required, may be used to assist in the investigation of the incident.

1.2 The board shall maintain control of and responsibility for the video surveillance system at all times.

1.3 Any agreements between the board and service providers shall state that the records dealt with or created while delivering a video surveillance program are under the board's control and subject to the *Municipal Freedom of Information and Protection of Privacy Act.*

1.4 When dealing with privacy issues that may arise in the context of video surveillance, staff are to consult with the YCDSB Privacy Officer and/or legal counsel as is appropriate.

2. Collection of Personal Information Using a Video Surveillance System

2.1 In accordance with *the Municipal Freedom of Information and Protection of Privacy Act* video surveillance systems can be operated to collect personal information about identifiable individuals.

3. The Design, Installation and Operation of Video Surveillance Equipment

In designing, installing and operating a video surveillance system, the Board will consider the following:

3.1 Staff will endeavour to ensure that the proposed design and operation of the video surveillance system minimizes privacy breaches.

3.2 Reception equipment such as video cameras, audio or other devices will be installed in areas where video surveillance is a necessary and viable detection or deterrence strategy. The video surveillance reception equipment will operate 24 hours/seven days a week.

3.3 The equipment should be installed in such a way that it only monitors those spaces that have been identified by the Board in consultation with the school community as requiring video surveillance.

3.4 Written signs, prominently displayed at the entrances, exterior walls and/or the interior of buildings having video surveillance systems, shall inform students, staff and the public that video surveillance is in effect.

4. Access, Use, Disclosure, Retention, Security and Disposal of Video Surveillance Records

Any information obtained by way of video surveillance systems may only be used for the purposes of the stated rationale and objectives set out to protect student, staff and public safety or to detect and deter criminal activity and vandalism. Since video surveillance systems create a record by recording personal information, each school/facility having a system will implement the following procedures:

4.1 All surveillance videos that are requested or are archived for investigative purposes shall be quarantined and secured on an electronic medium that is protected and encrypted by controlled access for a specified period of time in accordance to a retention period determined by the Board. Each video shall be dated, labelled and tracked by an electronic audit record created by ~~Principals at the School level and~~ authorized personnel in the Facilities Department at the Board level.

4.2 Procedures on the use and retention of recorded information include:

4.2.1 Only authorized personnel including the principal or designate, may review recorded information. Circumstances, which would warrant review, will normally be limited to an incident that has been reported and/or observed, or to investigate a potential crime.

4.2.2 The retention period for information that has not been viewed for law enforcement, school or public safety purposes shall be sixty (60) calendar days. Recorded information that has not been used within this timeframe is to be routinely erased in a manner in which it cannot be reconstructed or retrieved.

4.2.3 When recorded information has been viewed by or disclosed to authorized agencies (e.g. law enforcement, Courts of Law, Children's Aid Society) or for school/public safety purposes, the retention period shall be one (1) year from the date of viewing or until such time as it is no longer needed for legal purposes, whichever period is longer.

4.3 Storage devices must be securely disposed of in such a way that the personal information cannot be reconstructed or retrieved. Disposal methods include shredding or magnetically erasing the personal information.

4.4 An individual whose personal information has been collected by a video surveillance system has a right of access to his or her personal information. Access may be granted in whole or in part, unless an exemption applies under the *Act.* Access to an individual's own personal information in these circumstances may also depend upon whether any exempt information can be reasonably severed from the record.

5. Training

5.1 Where appropriate, the policy, guidelines and procedures will be incorporated into training and orientation programs of the Board.

6. Evaluating the Use of a Video Surveillance System

6.1 An evaluation of the use and security of video surveillance equipment as well as compliance with the policy, guidelines and procedures shall be conducted on an annual basis by authorized personnel from the Facilities Department under the supervision of the **Superintendent of Facilities Services and Plant.** ~~Senior Manager of Facilities and Maintenance Services~~.

	YORK CATHOLIC DISTRICT SCHOOL BOARD	
	BOARD POLICY	
	Policy Section	*Policy Number*
	Governance	**108**
	Former Policy #	*Page*
		1 of 5
	Original Approved Date	*Subsequent Approval Dates*
	March 30, 2016	**TBD**

POLICY TITLE: SCHOOL ~~ARCHIVES~~ ARTIFACTS AND MEMORABILIA

SECTION A

1. PURPOSE

York Catholic District School Board believes that ~~archives~~ artifacts and memorabilia are an essential part of a Catholic School's institutional historical narrative and, as such, have a unique value and status within our school board. Memorabilia, artifacts and archives are significant historical imprints and cultural information resources for the school itself, as well as for the York Catholic District School Board. As such, all artifacts deserve to be ethically collected, properly maintained and ~~carefully~~ preserved in each school within our board. This Policy is intended to make these collections available to students, faculty, staff and the school community. The archives support students, alumni, and the school community, celebrating their past and present within our York Catholic District School Board.

The purpose of this policy is also to provide schools within our board with parameters relating to the collection, cataloging and preservation of artifacts which illustrate and pertain to the historical development of the Catholic school ~~or which pertain in whole or in part to the activities of the school since its inception~~ since its' establishment within our board. In addition, this Policy sets parameters stipulating which works of memorabilia, artifacts and archives are added, maintained within, or removed from the York Catholic District School Board.

2. POLICY STATEMENT

York Catholic District School Board is committed to the efficient management of its archives and the preservation of its institutional memory. It is the policy of the York Catholic District School Board to preserve the rich history of each school through the collection, cataloging and maintenance of memorabilia, artifacts and archives related to the school's namesake, as well as monumental school events and/or activities that depict the culture of the individual school community.

3. PARAMETERS

CRITERIA FOR ACQUISITION

~~3.1 Artifacts collected for archival purposes shall become permanent property of the York Catholic District School Board with appropriate acknowledgement for the donation of any artifact(s) to the school.~~ ~~(Moved to 3.6 below).~~

3.1 The Principal, in consultation with Staff and Catholic School Council, shall evaluate the relevance of artifacts for inclusion in the school's archives.

3.2 The display and/or reproduction of any archival artifacts shall be subject to the approval of the Principal and will adhere to relevant legislation within the Municipal Freedom of Information and Privacy of Information Act.

3.3 The selection of artifact(s) will be based on the following criteria:
- 3.3.1 Historical merit and cultural value to the individual school;
- 3.3.2 Relevance to the Gospel Values and Catholic Virtues reflected in the board's Mission;
- 3.3.3 Relevance to the collections, of past and/or present, of the school's namesake and to the academic mission of the York Catholic School Board;
- 3.3.4 Condition of the artifact.

3.4 The scope of each school's archival collection may include, but is not limited to:
- 3.4.1 Religious Artifacts related to the namesake of the school;
- 3.4.2 Commemorative plaques, letters and/or certificates (Board, Municipal, Provincial and/or Federal) presented at the time of the school's Solemn Blessing and Official Opening or for recognition of school accomplishments/achievements;
- 3.4.3 Commemorative plaques denoting annual student awards/recognition;
- 3.4.4 Yearbooks, agendas, school newsletters;
- 3.4.5 Staff photographs, school event photographs;
- 3.4.6 Grade 8 Graduate composites;
- 3.4.7 School banners, mascot, pennants;
- 3.4.8 School event photographs, programs, newspapers, audio, video publications; or,
- 3.4.9 Other memorabilia which has a significant meaning to the school and has been approved for inclusion by the Principal as it relates to the school's origin, development, organization or activities;
- 3.4.10 Time capsules.

~~3.6 The location for the storage of school archival artifacts and the complete list of items shall be recorded (i.e. digital and/or written) in the School Management Plan.~~ (moved to 3.7 below).

~~3.7 A dedicated space for the storage of archival artifacts shall be:~~
- ~~3.6.1 Determined by the Principal in consultation with the school staff; and,~~
- ~~3.62 Considered in the design of new schools.~~ (moved to 3.11)

3.5 Donations of artifacts deemed to be of an archival nature specific to the history of a school or received as a gift through school fundraising shall be accepted in accordance with Board policies and procedures.

3.6 Artifacts collected for archival purposes shall become permanent property of the York Catholic District School Board with appropriate acknowledgement for the donation of any artifact(s) to the school.

REGISTRATION OF ARCHIVES

3.7 The location for the storage of school archival artifacts and the complete list of items shall be recorded (i.e. digital and/or written) in the School Management Plan.

3.8 The registration of the artifacts in the School Management Plan shall include:
- 3.8.1 The year of origin of the individual item within archival collection;

3.8.2 A description of the historical, cultural and/or religious significance of the individual item to the York Catholic school;
3.8.3 Condition status of the individual item within the archival collection.

PRESERVATION OF ARTIFACTS AND MEMORABILIA

3.9 The display and/or reproduction of any archival artifacts shall be subject to the approval of the Principal and will adhere to relevant legislation within the *Municipal Freedom of Information and Privacy of Information Act.*

3.10 The York Catholic School Board shall provide adequate and appropriate conditions for the dedicated space, storage, protection, and preservation of archival material.

3.11 A dedicated space for the storage of archival artifacts shall be:
3.11.1 Determined by the Principal in consultation with school staff; and,
3.11.2 Considered in the design of new schools.
3.12 Access to archival artifacts shall be upon the approval of the Principal.
3.13 Artifacts, memorabilia, and archives shall be stored; where are practical
3.13.1 In a temperature regulated area with appropriate heat/fire detection and suppression system;
3.13.2 In a secured display case which shall contain significant items, and only be accessible to authorized personnel;
3.13.3 In an area with an unobstructed view which is accessible and visible to school staff, students, and the school community.

DEACCESSIONING OF ARTIFACTS AND MEMORABILIA

3.14 The deaccession and removal of artifacts and memorabilia shall be approved by the school Superintendent and will take into consideration:
3.14.1 The condition of the archival item;
3.14.2 The historical, cultural, and religious relevance of the archival item to the individual school;
3.15 All proposals for deaccession and removal of artifacts and memorabilia shall be submitted to the school Superintendent and disclosed within the School Management Plan.
3.16 Items will be donated to the Board's central archives, a) in the event of a school closure, or b) if the school is unable to store the item due to the lack of space.
3.17 All artifacts and memorabilia which are damaged and/or in poor condition shall be:
3.17.1 Removed from the archival collection at the discretion of the principal and Catholic School Council;
3.17.2 Photographed and submitted within the School Management Plan for inventory processing.
3.18 ~~The principal shall designate a repository location for artifacts, memorabilia and archives which have been permanently removed from the archival collection within the school.~~
3.18 All artifacts and memorabilia which are permanently removed from the archival collection in the York Catholic School are deemed private property of the York Catholic District School Board and shall ~~not~~ be ~~removed from the school premises unless authorized by personnel.~~ donated to the central archive.
3.19 Upon request from the Director of Education, school administrators will provide the YCDSB with artificacts and memorabilia on a temporary basis in order to participate in special occasions such as theme events or board anniversaries.

4. RESPONSIBILITIES

4.1 Director of Education

4.1.1 To oversee compliance with the School Archives policy.

4.2 Superintendent of Education: School Leadership

4.2.1 To support Principals with the implementation of the School Archives policy.

4.3 Senior Administration responsible for the construction of new Schools

4.3.1 To consult with the Principal and approved Architect to ensure that a dedicated space for the storage of archival artifacts is incorporated into a new school's architectural design.

4.4 Principal

4.4.1 To define, in consultation with Staff and Catholic School Council, the artifacts that will be preserved and maintained as school archives.

4.4.2 To consider the establishment of a school-based Archives Committee to assist with the collection and cataloguing of archival artifacts.

4.4.3 To determine which archival artifacts should be displayed or removed on an ongoing basis (i.e., commemorative plaques, Grade 8 Graduate composites, pennants, banners) and which should be stored until needed for display at significant milestone events pertinent to the school (i.e., Solemn School Blessing and Official Opening, School Anniversaries).

4.4.4 To identify the location for the storage of school archival artifacts and include the complete list of inventoried items in the School Management Plan.

4.4.5 To provide adequate and appropriate conditions for the storage, protection and preservation of archival artifacts.

4.4.6 To ensure all archival artifacts are clearly labeled in order to minimize the risk of damage, loss and/or disposal.

4.4.7 To define who will take responsibility for the collection, display, storage and inventory catalogue of the school's archival collection.

4.4 Staff

4.5.1 To support the establishment and maintenance of school archives.

4.5 Students

4.6.1 To demonstrate respect for all archival artifacts on display at the school.

5. DEFINITIONS

5.1 Acquisition

The act of gaining possession of artifacts and memorabilia to add to the historical and/or cultural archival collection of the school and York Catholic School Board.

5.2 Archives

The assembly and maintenance of a defined artifact or artifacts with enduring value relevant to the historical development of the school by a person or persons under the direction and guidance of the Principal.

5.3 Artifacts

Refers to physical items (e.g., photographs, certificates, plaques, banners, newspapers, newsletters) as well as electronic artifacts (e.g., videos, electronic montages) that have specific and significant relevance to the historical development of the school.

5.4 Deaccessioning

The act of permanently removing and/or disposing of an item from a collection within a school and York Catholic School Board when it is no longer deemed appropriate.

5.5 Memorabilia
Refers to historical items (e.g., photographs, certificates, plaques, banners, newspapers, newsletters) as well as electronic artifacts (e.g., videos, electronic montages) that provide recollection and remembrance to the school and York Catholic School Board.

CROSS REFERENCES

Municipal Freedom of Information and Privacy Information Act

Approval by Board	**March 29, 2016**
	Date
Effective Date	**March 30, 2016**
	Date
Revision Date	
	Date
Review Date	**March 2021**
	Date

	YORK CATHOLIC DISTRICT SCHOOL BOARD	
	BOARD POLICY	
	Policy Section	*Policy Number*
	Governance	**TBD**
	Former Policy #	*Page*
		1 of 5
	Original Approved Date	*Subsequent Approval Dates*
	March 30, 2016	**TBD**

POLICY TITLE: CENTRAL SCHOOL BOARD ARCHIVAL COLLECTION

SECTION A

1. PURPOSE

York Catholic District School Board is committed to the effective preservation of its institutional memory through the establishment of an archives collection. The archives maintain artifacts and memorabilia illustrating the historical and/or cultural relevance of the York Catholic School Board and Catholic education in York Region. As such, all artifacts deserve to be ethically collected, maintained, and properly preserved at the York Catholic District School Board.

The purpose of this policy is to provide the York Catholic School Board with parameters relating to the acquisition, cataloguing and preservation of artifacts which pertain to the historical development and institutional evolution of the York Catholic District School Board since its establishment. This Policy sets out the principles and guidelines in stipulating which works of artifacts and memorabilia are added, maintained within, or removed from the archival collection of the York Catholic District School Board.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board to preserve the rich history of its institution through the collection, cataloguing and maintenance of artifacts relating to the York Catholic District School Board, as well as document monumental events and/or activities which illustrate the culture and religious values of the Catholic school community.

3. PARAMETERS - CRITERIA FOR ACQUISITION

3.1 The Coordinating Manager of Planning and Operations shall evaluate the relevance of the artifacts for inclusion in the school board's archives.

3.2 The selection and acceptance of artifact(s) shall be based on the following criteria:
- 3.2.1 Historical merit and cultural value to the York Catholic District School Board;
- 3.2.2 Relevance to the Catholic values reflected in the school board's Mission statement;
- 3.2.3 Relevance to the collections, past and/or present, of the York Catholic School

Board;
3.2.4 Condition of the artifact and memorabilia.

3.3 The scope of the York Catholic District School Board's archival collection may include, but is not limited to:
3.3.1 Religious Artifacts related to the York Catholic District School Board;
3.3.2 Commemorative plaques, letters and/or certificates from external agencies (Municipal/Provincial/Federal);
3.3.3 Commemorative plaques denoting annual awards/recognition;
3.3.4 Board Agendas and minutes;
3.3.5 Curricula, textbooks, yearbooks;
3.3.6 Maps, plans and architectural records;
3.3.7 School board event photographs, staff and trustee photographs, programs, newspapers, audio, video publications or;
3.3.8 Other memorabilia which has significant meaning to the school board and has been approved for inclusion by the Coordinating Manager of Planning and Operations as it relates to the school board's origin, development, organization, or activities.
3.3.9 Artifacts and memorabilia from schools that have closed;
3.3.10 Artifacts and memorabilia received from schools that reflect the cultural and educational history of the board.

3.4 Donations of artifacts deemed to be of an archival nature specific to the history of the school board or received as a gift through fundraising shall be accepted in accordance with board policies and procedures.

3.5 Artifacts collected for archival purposes shall become permanent property of the York Catholic District School Board with appropriate acknowledgement for the donation of any artifact(s) to the school board.

4. PARAMETERS - REGISTRATION OF ARCHIVES

4.1 The location for the storage and preservation of school board artifacts and memorabilia and the complete list of items shall be documented (i.e.: digital and/or written) in Records Inventory Management.

4.2 The registration of the artifacts and memorabilia shall include:
4.2.1 Serial registration number of the item;
4.2.2 The year of origin;
4.2.3 A description of the historical, cultural and/or significance of the individual item to the York Catholic District School Board;
4.2.4 Condition status of the individual item;
4.2.5 Retention or deaccession status of the item within the archival collection.

5. PARAMETERS - PRESERVATION OF ARTIFACTS AND MEMORABILIA

5.1 The display and/or reproduction of any archival artifacts shall be subject to the approval of the Coordinating Manager of Planning and Operations and will adhere to relevant legislation within the *Municipal Freedom of Information* and *Privacy of Information Act.*

5.2 The York Catholic District School Board shall provide adequate and appropriate conditions for the dedicated space, storage, protection, and preservation of archival material.

5.2.1 A dedicated space for the storage of archival artifacts shall be determined by the Coordinating Manager of Planning and Operations.

5.3 Access to archival artifacts shall be upon the approval of the Coordinating Manager of Planning and Operations and/or authorized personnel

5.4 Artifacts, memorabilia, and archives should be stored:
5.4.1 In a temperature regulated area with appropriate heat/fire detection and suppression system;
5.4.2 In a secured display case which shall only be accessible to authorized personnel.
5.4.3 In a designated area with an unobstructed view which is visible to staff and visitors at the York Catholic District School Board, CEC.

6. PARAMETERS - DEACCESSIONING OF ARTIFACTS AND MEMORABILIA

6.1 The deaccessioning and/or removal of artifacts and memorabilia upon the approval of the Director taking into consideration:
6.1.1 The condition of the archival item;
6.1.2 The historical, cultural, and religious relevance of the archival item to the York Catholic District School Board;
6.1.3 The availability of space for the storage and preservation of the archival item.

6.2 All proposals for deaccession and/or removal of artifacts and memorabilia shall be submitted and disclosed within Records Inventory Management.

6.3 All artifacts and memorabilia which are damaged and/or in poor condition shall be:
6.3.1 Removed from the archival collection at the discretion of the Coordinating Manager of Planning and Operations;
6.3.2 Photographed and submitted within Records Inventory Management for inventory processing.

6.4 The Coordinating Manager of Planning and Operations shall designate a repository location for artifacts, memorabilia, and archives which have been permanently removed from the archival collection within the York Catholic District School Board.
6.4.1 All artifacts and memorabilia which are permanently removed from the archival collection are deemed private property of the York Catholic District School Board and shall not be removed from the premises unless authorized by the Coordinating Manager of Planning and Operations.

7. RESPONSIBILITIES

7.1 Director of Education
7.1.1 To oversee compliance with the School Board's Archival Collection Policy.
7.1.2 To ensure that funding is available for the maintenance and preservation of the archives collection.

7.2 Superintendent of Facilities Services and Plant
7.2.1 To ensure that the location provided for the archives in the York Catholic District School Board will allow for proper preservation of the archival collection (i.e.: temperature regulated, heat/fire detection, suppression system)

7.3 Coordinating Manager of Planning and Operations
7.3.1 Managing the archive collections including:

7.3.1 Identifying a location for the storage and preservation of the archival collection;
7.3.2 Overseeing the physical acquisition and deaccessioning procedures;
7.3.3 Maintaining acquisitions documentation with Records Inventory Management;
7.3.4 Monitoring storage, preservation, access, and handling of artefacts;
7.3.5 Designating a repository location for artifacts permanently removed from the archival collection;
7.3.6 Collecting and/or receiving artifacts and determining their suitability for acquisition;
7.3.7 Ensuring all archival artifacts are clearly labeled in order to minimize the risk of damage, loss and/or disposal.

7.4 Principals

7.4.1 Shall provide staff with knowledge of archival collection.
7.4.2 Ensure that school artifacts and memorabilia of relevance to the York Catholic District School Board are vetted through the Coordinating Manager of Planning and Operations and maintained or disposed of appropriately.
7.4.3 Shall catalogue the acquisition and deaccessioning of school artifacts and memorabilia in the School Management plan, including those transferred to the YCDSB.
7.4.4 Ensure awareness of the importance of the preservation of archival records and material culture.

7.5 Staff

7.5.1 To support the establishment and preservation of the archival collection.

8. DEFINITIONS

8.1 Acquisitions

The act of gaining possession of artifacts and memorabilia to add to the historical and/or cultural archival collection of the school and York Catholic District School Board.

8.2 Archives

The assembly and maintenance of a defined artifact(s) with enduring value relevant to the historical development of the school by a person or persons under the direction and guidance of the Coordinating Manager of Planning and Operations.

8.3 Artifact

Refers to physical items (e.g., photographs, certificates, plaques, banners, newspapers, newsletters) as well as electronic artifacts (e.g., videos, electronic montages) that have specific and significant relevance to the historical development of the York Catholic District School Board.

8.4 Deaccessioning

The act of permanently removing and/or disposing of an item from the archival collection when it is no longer deemed appropriate.

8.5 Memorabilia

Refers to historical items (e.g., photographs, certificates, plaques, banners, newspapers, newsletters) as well as electronic artifacts (e.g., videos, electronic montages) that provide recollection and remembrance to the school and the York Catholic School Board.

CROSS REFERENCES

Policy 108 School Archives
Municipal Freedom of Information and Privacy Information Act

Approval by Board	**March 29, 2016**
	Date
Effective Date	**March 30, 2016**
	Date
Revision Date	
	Date
Review Date	**March 2021**
	Date

YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
Policy Section **Students/Admissions**	*Policy Number* **211**
Former Policy #	*Page* **1 of 6**
Original Approved Date	*Subsequent Approval Dates*
July 6, 2010	**July 6, 2010** **October 28, 2014** **TBD**

POLICY TITLE: **INDIGENOUS STUDENT ~~FIRST NATION, MÉTIS AND INUIT~~ SELF-IDENTIFICATION**

SECTION A

1. PURPOSE

The York Catholic District School Board strives to fulfill the implementation of the Truth and Reconciliation Calls to Action and raise awareness of Indigenous history, perspectives and contributions in a holistic and integrated approach.

The York Catholic District School Board strives to strengthen students' sense of identity, foster positive self-image, and engage community members and organizations in an ongoing dialogue as members of a faith filled Catholic community.

The York Catholic District School Board recognizes and respects:

1.1 The strengths, values and teachings of ~~the~~ Indigenous ~~First Nation, Métis and Inuit~~ ~~(FNMI)~~ Peoples.

1.2 The many contributions of ~~First Nation, Métis and Inuit~~ Indigenous Peoples toward nation building, and

1.3 The differences in values, cultures, languages, approaches to learning and experiences between ~~First Nation, Métis and Inuit~~ Indigenous Peoples and non-~~First Nation, Métis and Inuit~~ Indigenous students/learners.

The purpose of this policy is to provide direction to staff and the community with respect to the process of self-identification ~~process~~ for the purposes of enhancing the ~~student~~ achievement and well-being of Indigenous students. ~~program development and cross-cultural understanding~~ and supporting effective, respectful working relationships and partnerships with Indigenous parents and the Indigenous community.

2. OBJECTIVE

It is the policy of the York Catholic District School Board to provide all ~~First Nation, Métis and Inuit~~ Indigenous students and/or their Parents/Guardians an opportunity to voluntarily and confidentially self-identify ~~as a means of collecting relevant information so that programs and strategies supporting the needs of First Nation, Métis and Inuit students can be provided.~~ for the purpose of supporting student achievement and well-being, and providing strategies that support the needs of Indigenous students.

3. PARAMETERS

3.1 The collection of information with respect to ~~First Nation, Métis and Inuit~~ self-identification shall be offered to all registered and new families of the Board to ensure voluntary identification.

3.2 Personal information collected from self-identification ~~shall be kept confidential.~~ will be maintained in accordance with the York Catholic District School Board Policy 112 Privacy and Freedom of Information and will be compliant with the Freedom of Information and Protection of Privacy Act, for the purpose of supporting student achievement and well-being.

3.3 Staff shall endeavour to develop partnerships with Indigenous ~~First Nation, Métis and Inuit~~ parents and their communities to develop and provide appropriate programs for all learners, in order to appreciate and learn from the richness of Indigenous ~~First Nation, Métis and Inuit~~ cultures, perspectives and knowledge.

3.4 Partnerships with Indigenous ~~First Nation, Métis and Inuit~~ Peoples shall focus on increasing an appreciation and awareness among both staff and non-Indigenous ~~First Nation, Métis and Inuit~~ students of the richness and diversity of ~~First Nation, Métis and Inuit~~ Indigenous cultures, languages, beliefs and customs, and how these have contributed to the fabric of Canadian society.

3.5 Traditional beliefs and customs of Indigenous ~~First Nation, Métis and Inuit~~ students shall be respected within schools of the Board, according to the *Ontario Human Rights Code* that recognizes the dignity and worth of every person in Ontario and provides for equal rights and opportunities, and freedom from discrimination, including status and non-status Indigenous ~~First Nations, Métis and Inuit~~ Peoples.

4. RESPONSIBILITIES

4.1 Director of Education: Leading Learning

4.1.1 To oversee compliance with the Indigenous ~~First Nations, Métis and Inuit~~ Self-Identification policy.

4.2 Superintendent of Education: Curriculum and Assessment

4.2.1 To provide leadership to staff and the Indigenous ~~First Nation, Métis and Inuit~~ communities in establishing partnerships and providing appropriate programs for Indigenous ~~First Nation, Métis and Inuit~~ students.

4.2.2 To ensure that all York Catholic District School Board students are provided with culturally responsive programming that will help build a better understanding and awareness of the contributions, understandings and perspectives of Indigenous people.

4.3 **Principals**

4.3.1 To facilitate the collection of Indigenous Self-Identification information and ensure the information is entered into the student management system (Maplewood).

4.3.2 To know who the Indigenous students in their schools are in order to be able to provide them with opportunities specifically available for them. These opportunities may include:

4.3.2.1 Sharing information regarding postsecondary pathways, bursaries and scholarships;

4.3.2.2 Leadership development opportunities;

4.3.2.3 Access to cultural-services in the community.

5. DEFINITIONS

5.1 First Nation

The term "First Nation" ~~replaces Indian in reference to communities of people identified as "Bands" an~~ is used across Canada to describe the Indigenous Peoples ~~of Canada~~ who are not Métis or Inuit. There are three categories that apply to ~~Indians~~ Indigenous people in Canada: Status ~~Indians~~, Non-Status ~~Indians~~, and Treaty. ~~Indians~~. ~~Indian~~ Status is an individual's legal status as First Nation ~~an Indian~~ as defined by the *Indian Act*. Non-Status ~~Indians~~ are people who consider themselves First Nations ~~Indians or members of a First Nation~~, but are not entitled to be registered under the *Indian Act*. Treaty ~~Indians~~ belong to a First Nation whose ancestors signed a treaty with the Crown, and as a result are entitled to treaty benefits (Assembly of First Nations).

5.2 Indigenous

Indigenous refers to the original Peoples of North America and their descendants.

5.3 Inuit

Inuit are the original northern Peoples. ~~formerly classified as Eskimo.~~ They generally inhabit the northern circumpolar regions of Canada, USA, Greenland and Russia. The 4 Inuit land claim regions of Canada are Nunavut, Nunavik (Northern Quebec), Nunatsiavut (Labrador) and Inuvialuit (Northwest Territories).

5.4 Métis

Métis refers to distinctive peoples of mixed ancestry who developed their own customs, practices, traditions and recognizable group identities, separate from their Indian, Inuit and European ancestors. The term "Métis" does not refer to all individuals of mixed ~~Aboriginal~~ Indigenous and European ancestry.

6. **CROSS REFERENCES**

Ontario First Nation, Métis *and Inuit Education Policy Framework*

Policy 613 Equity & Inclusive Education

7. **RELATED FORMS**

S35 Indigenous Self-Identification

Approval by Board	**July 6, 2010** *Date*
Effective Date	**July 6, 2010** *Date*
Revision Dates	**October 28, 2014** *Date*
Review Date	**October 2019** *Date*

Form # S35
October 2014
Revised TBD

YORK CATHOLIC DISTRICT SCHOOL BOARD

INDIGENOUS STUDENT SELF-IDENTIFICATION

~~… And today we are grateful for the part that the native peoples play, not only in the multicultural fabric of Canadian society, but in the life of the Catholic Church…And through her action, the Church desires to assist all people "to bring forward from their own living tradition original expressions of Christian life, celebration and thought". (Pope John Paul II).~~

Student # ________-________-________	
OEN ____________________________	
Date ____________________________	

This place is *a house for all*, open and inclusive, just as the Church should be, for it is the family of the children of God, where hospitality and welcome, typical values of the Indigenous culture, are essential. A home where everyone should feel welcome, regardless of past experiences and personal life stories.

MEETING WITH INDIGENOUS PEOPLES AND MEMBERS OF THE PARISH COMMUNITY OF SACRED HEART

ADDRESS OF HIS HOLINESS, Pope Francis

Sacred Heart Church at Edmonton
Monday, 25 July 2022

Student's Legal Name – Last Name, First Name and Middle Name(s) (Please print)			**Name Commonly Used in School**
School Name			**Grade**
Home Address **Apt. #** **Street #, Street Name**			**Town/City**
Postal Code	**P.O. Box/RR #**	**Phone #** ( )	**Date of Birth (YYYY MM DD)**
First Nations, Metis, or Inuit Ancestry: I consider my child to be of First Nations Metis or Inuit ancestry. The categories that apply to my child are checked below. ____ **First Nation** ____ **Metis** ____ **Inuit** ____ **Other**			**Parent/Guardian Last Name, First Name** (Please print) ______________________ **Parent/Guardian Signature:** ______________________ **Date:**______________________

Please return completed First Nation, Métis and Inuit Self-Identification Form to the Principal of your child's home school.

<u>Notice of Collection of Personal Information:</u>
Personal information is collected pursuant to Ministry of Education's document - *Ontario First Nation, Métis and Inuit Policy Framework Document*, and Policy 211 Indigenous Student ~~Peoples First Nation, *Métis* and Inuit~~ and Self-Identification, for the purpose of enhancing student achievement and wellbeing, program development and cross-cultural understanding**. Contact the school Principal for more information.**

<u>Office Use Only</u> Please retain 5 years post retirement from school in the students' OSR file.

APPENDIX 8
Revised May 2021

REPORT TO BOARD MEMO
(For Internal Staff use only)

York Catholic District School Board

REPORT

Report To: Policy Review Committee

From: Administration

Date: September 13, 2022

Report: Truth and Reconciliation Policy

Executive Summary

This report is intended to provide information to the Policy Review Committee related to the development of a new Truth and Reconciliation policy document that will outline the board's commitment to the Truth and Reconciliation Commission's Calls to Action #63 and #64, relating to the role of Education.

In adopting the following as a foundational statement of the Board's commitment to Truth and Reconciliation, the York Catholic District School Board: "shall take effective measures, in consultation and cooperation with the Indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among Indigenous peoples and all other segments of society." (United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), Article 15)

Background Information

In developing a Truth and Reconciliation policy, the Board acknowledges the important role that Indigenous communities play today and is committed to providing a safe and equitable educational environment where all students have the opportunity to succeed personally and academically, regardless of background, identity or personal circumstance.

The purpose of this policy is to outline the York Catholic District School Board's commitment to embedding and operationalizing the Truth and Reconciliation Commission of Canada: Calls to Action including how the Board will further develop the self-identification process as well as programs and curriculum intended to educate students focused on increasing an appreciation and awareness among both staff and non-Indigenous students of the richness and diversity of First Nation, Métis and Inuit cultures, languages, beliefs and customs.

Summary

The York Catholic District School Board recognizes that uninterrupted existing structures replicate or perpetuate colonial and discriminatory structures, processes and decision making, negatively affecting Indigenous rights.

This new policy allows the Board to formally recognize the impact that colonization and residential schools have had on First Nations, Métis and Inuit families and experiences within the education system both past and present. The Truth and Reconciliation policy will delineate the Board's commitment to and the role and responsibilities of all stakeholders, including trustees, the director, senior administration, teachers, and staff, in supporting Calls to Action #63 and #64.

Prepared and Submitted by: Lou Paonessa, Principal of Indigenous Education
Submitted to: Policy Steering Committee / Policy Review Committee
Endorsed by: Domenic Scuglia, Director of Education

YORK CATHOLIC DISTRICT SCHOOL BOARD		
	BOARD POLICY	
	Policy Section	*Policy Number*
	Human Resources	**423**
	Former Policy #	*Page*
		1 of 9
	Original Approved Date	*Subsequent Approval Dates*
	May 10, 2005	**May 6, 2008** **September 22, 2009** **June 20, 2017** **March 23, 2021**

POLICY TITLE: CONFLICT OF INTEREST FOR EMPLOYEES

SECTION A

1. PURPOSE

The York Catholic District School Board expects, consistent with the teachings of Jesus Christ, that employees will at all times conduct themselves with personal integrity, ethics, honesty, impartiality and diligence in the performance of their duties. This policy is intended to establish parameters and guidelines for employees regarding possible Conflict of Interest situations.

The York Catholic District School Board recognizes that a high standard is expected of a public body where the employment, contractual, and purchasing requirements may vary widely, and are spread throughout many departments and schools. It is essential that employees maintain, and are perceived to maintain, the highest standard of public trust and integrity.

2. OBJECTIVE

It is the policy of the York Catholic District School Board that employees shall, as far as practicable, avoid placing themselves in Conflict of Interest situations, whether real or perceived. Employees shall also take proactive steps to mitigate any potential Conflict of Interest. Where a potential Conflict of Interest cannot be adequately mitigated, the employee shall refrain from any Board activity where the Conflict of Interest is engaged. The employees shall take all reasonable steps to avoid the exercise of any influence on Board decisions in which they have a Private Interest, at any and all times and places, regardless of whether engaged in or on or about Board business.

This Policy does not apply to Trustees of the Board, who are subject to Policy 118, the “Trustee Code of Conduct.”

3. PARAMETERS

3.1 Employees must be aware of the need to avoid situations which might result in an actual or apparent Conflict of Interest and be scrupulous in their compliance with the requirements of this Policy. The obligations under this Policy are an employee's own individual responsibility.

3.2 This Policy shall be interpreted as supplementary to the provisions of Ontario Regulation 437/97 "Professional Misconduct" made under the *Ontario College of Teachers Act, 1996*, S.O. 1996, c. 12.

3.3 Any employee of the Board who contravenes this Policy may be subject to disciplinary action, up to and including termination of employment, where appropriate.

3.4 Employees shall take proactive, reasonable steps to avoid Conflicts of Interest. Employees shall avoid placing themselves in a situation which could give rise to a Conflict of Interest, or which could reasonably be perceived as placing them in a Conflict of Interest.

3.5 This Policy cannot list every possible situation in which a Conflict of Interest might arise. It is the expectation of the Board that all employees will be vigilant in identifying situations which might give rise to a Conflict of Interest. If an employee has a question or is unclear whether they have a Conflict of Interest, they are encouraged to discuss the situation with their immediate supervisor or manager.

3.6 Where an employee has a Conflict of Interest, they must refrain from participating in any Board activity in which the interest is engaged.

3.7 Employees shall disclose all Conflicts of Interests in accordance with the following:

3.7.1 Employees shall notify their immediate supervisor in writing immediately upon becoming aware of any actual, potential or perceived Conflict of Interest. The employee shall provide full disclosure of the circumstances and nature of the Pecuniary Interest or Private Interest that gives rise to the Conflict of Interest.

3.7.2 The employee's immediate supervisor shall consider the disclosure of the interest, and the nature and circumstances of the interest. The employee's immediate supervisor shall maintain a written record of all disclosures of Conflicts of Interest.

3.7.3 Where appropriate, the immediate supervisor may recommend measures to mitigate a Conflict of Interest. Appropriate circumstances for mitigating the impact of a Conflict of Interest include situations where an employee may be able to faithfully and impartially carry out their duties despite the Conflict of Interest, so long as the employee fully discloses the nature of the interest, and there are reasonable grounds to believe there will be no impairment of the employee's duties or the Board's interests.

3.7.4 The employee shall comply with any directions given by their immediate supervisor in respect of the Conflict of Interest.

3.7.5 Where there is any doubt about whether a Conflict of Interest exists, the Director of Education shall be the final determinant, whose decision is final and not subject to review.

3.8 GENERAL DUTIES OF EMPLOYEES

Without limiting the generality of this Policy, employees shall comply with the following specific obligations:

3.8.1 Without limiting parameter 3.10 below, employees shall not participate in any hiring or staffing process of the Board in which a potential candidate for the position(s) has a family or personal relationship with the employee, more particularly described in 3.10.1., or any business or other association. The employee may provide an employment reference, where appropriate.

3.8.2 Employees shall not give preferential treatment to immediate or extended family, relatives, persons with whom an employee has had a significant social relationship, or to organizations in which they or their relatives or friends have an interest, financial or otherwise.

3.8.3 Employees shall not promote the sale of personal products or services to students, staff members or others.

3.8.4 Employees shall not use or attempt to use, directly or indirectly, their position with the Board to purchase goods or services for their personal use from any supplier to the Board at a discount or on the same or similar terms to the Board (with the exception of offers made to Board staff through purchase plans or arrangements that are available to all Board employees).

3.8.5 Without limiting parameter 3.9 below, employees shall not accept a fee, gift, personal or economic benefit, either directly or through another person, from any person who has done, is doing, or might be reasonably expected at some time to do business with the Board. This section shall not apply to incidental gifts, holiday or other gifts, customary hospitality or other benefits of nominal value which an employee may receive from time to time.

3.8.6 Employees shall not use or allow others to use Board property of any kind for anything other than officially-approved activities.

3.8.7 Employees shall not use their position and/or knowledge with the Board to assist private entities or persons in their dealings with the Board where this would result in preferential treatment to any person.

Employees shall not engage in any outside work or undertaking, whether voluntary or for payment, which would interfere with the performance of their duties to the Board, occur during the employee's normal working hours, or would otherwise constitute full time employment.

3.8.8 Employees shall not use or release confidential information held by the Board where the release of the information may be prejudicial to the Board, potentially infringe on the privacy of others, or may result in a benefit or advantage to another person or entity. This includes information related to students of the

Board, personnel matters, matters under negotiation, litigation or potential litigation or any other confidential information to which they have access only by virtue of their employment.

3.9 GIFTS AND HOSPITALITY

Moderate gifts and hospitality are an accepted courtesy of a business relationship. However, employees must avoid placing themselves in a position where they might be influenced or perceived to be influenced in making a business decision as a consequence of accepting such gifts or hospitality.

Employees shall comply with the following provisions related to Gifts and Hospitality:

3.9.1 Employees may only accept and retain gifts or hospitality of less than $100 fair market value, or any number of gifts or amount of hospitality from any one source with a total value of $300 in a period of 12-months.

3.9.2 An employee may only accept gifts or hospitality from another in the course of a professional or business relationship in the following circumstances:

a. The gift or hospitality is received as an incident of protocol or social obligation, and the employee believes that the donor is not making an attempt to obligate the employee to exercise their official duties in any manner, or attempt to influence a decision.

b. The gift is a nominal token, memento or souvenir received as an incident of protocol or social obligation at a function which the employee attends.

c. The hospitality is in the form of entrance fees, food and beverages at banquets, receptions, conferences, or similar events if,

i. attendance serves a legitimate purpose of the Board and is related to the normal business of the Board,

ii. the person extending the invitation or a representative of the organization is in attendance, and

iii. the value is reasonable in the circumstances and invitations are infrequent.

d. Gifts of nominal value, inexpensive advertising or promotional materials, or holiday gifts.

3.9.3 Where it would be extraordinarily impolite or otherwise socially inappropriate to refuse a gift of considerable value, including gifts from school communities and Catholic School Councils, the employee may accept the gift on behalf of the Board. Such gifts may not be taken for the employee’s home use or enjoyment and shall be provided to the Board at the employee’s regular place of employment. The employee must report the gift in accordance with parameter 3.9.5 below.

3.9.4 Senior management, managers and supervisors, school administrators and those performing managerial or supervisory duties shall not accept honoraria or payments of any kind while performing instructional or informational duties while on Board time. They may however receive a small token of appreciation for sharing their talents.

3.9.5 An employee who has received gifts or hospitality in excess of the values specific in Section 3.9.1 shall report the hospitality or gift in writing by email to the Superintendent of Human Resources using the Reporting of Gifts Form in Appendix “A” to this Policy. Their immediate supervisor should be notified and copied in the email.

3.9.6 For this purpose of section 3.9.5, Superintendents and the Associate Director must notify the Director of Education; and the Director of Education must notify the Chair of the Board; Middle Management Employees must notify their immediate supervisor and their Superintendent; and School Administrators must notify their Superintendent.

3.10 STAFFING AND HIRING

Employees play an essential role in ensuring that the Board’s hiring practices are free from bias, impropriety, and Conflicts of Interest. Employees shall comply with the following provisions on matters arising under hiring and supervisory responsibilities:

3.10.1 Employees shall not participate in, influence, or attempt to influence the outcome of the appointment, hiring, promotion, supervision, or evaluation of a person with whom the employee has, or has had, any of the following relationship:

a. A member of the employee’s immediate or extended family, whether related by blood, adoption, marriage, or common-law marriage;

b. Any relationship of an intimate or emotional nature in the preceding five (5) years;

c. Any student-supervisor relationship;

d. Any person with whom the employee has or has had a Significant Social Relationship in the preceding five (5) years; or

e. Any other past or present relationship that may give rise to a reasonable apprehension of bias, discrimination, nepotism, or cronyism.

3.10.2 Where an employee becomes aware of a Conflict of Interest in relation to a staffing or hiring matter, the employee shall disclose the interest in writing in accordance with the following:

a. Employees shall notify their immediate supervisor in writing immediately upon becoming aware of any actual, potential or perceived Conflict of Interest in a staffing or hiring matter. The employee shall provide full disclosure of the circumstances and nature of the Conflict of Interest.

b. Where a Conflict of Interest relating to a hiring process is identified, the written disclosure shall also be provided to the Superintendent of

Human Resources for records retention purposes. The written disclosure shall be provided to the Superintendent of Human Resources in advance of the completion of the respective staffing process.

c. Once a Conflict of Interest is identified, the employee shall refrain from taking part in any discussion or decision-making in relation to the staffing process.

d. The employee shall refrain from participating in, influencing, or attempting to influence, directly or indirectly, the outcome of the hiring of a person to whom the employee has a relationship.

4. RESPONSIBILITIES

4.1 Director of Education

4.1.1 To oversee compliance of the Conflict of Interest for Employees policy.

4.2 Superintendent of Human Resources and International Education

4.2.1 To ensure that all employees are aware of the policy.
4.2.2 To ensure leadership in the implementation of this policy.
4.2.3 To retain all Reporting of Gifts Forms as well as all other declarations of Conflict of Interest.

4.3 Senior Administration

4.3.1 To support principals, managers and supervisors in the implementation of this policy.

4.4 School Administrators/Department Managers/Supervisors

4.4.1 To follow practices that promote adherence to the expectations of this policy.

4.5 All Employees

4.5.1 To be aware of this Policy and to adhere to its expectations in the course of their employment.

5. DEFINITIONS

5.1 Conflict of Interest

Generally speaking, a conflict of interest is a situation in which an individual has multiple competing interests or loyalties which are not compatible. In such situations, there is a risk that the individual will not perform their public duties impartially and in the best interests of the Board.

For the purpose of administering this Policy, “Conflict of Interest” shall mean a situation where a Pecuniary Interest or Private Interest of an employee has the potential to affect the exercise of the Employee’s official duties, or the Employee’s ability to exercise skill and good judgement in the performance of their duties.

In addition, the Pecuniary Interests and Private Interests of a parent, spouse, or any child of the employee, if known to the Employee, shall be deemed to be the interest of the employee.

A Conflict of Interest must be assessed from the perspective of an objective, reasonable third-party, who is informed of all the circumstances and views the matter realistically and practically. The subjective views of an Employee, or whether an employee is of the opinion they are able to carry out their duties impartially, is not to be a determining factor in whether a Conflict of Interest exists.

Employees shall take guidance from answering the following question:

> "Do I, or a family member, business entity, or other association, stand to personally or financially gain or lose from the exercise of my official duties?"

5.2 Pecuniary Interest

A financial interest of an employee of or related to money which can result from a direct monetary benefit, the increase or decrease in the value of an asset, or the avoidance of a loss.

For the purpose of this Policy, the Pecuniary Interests of any business or commercial entity, association, or club of which the employee has any ownership interest or membership in shall also be deemed to be the Pecuniary Interest of the Employee.

5.3 Private Interest

A non-financial interest that may influence or be influenced by personal or family relationships. A Private Interest may result in favouritism towards a person or group of people as a result of one's personal connections or relationships.

5.4 Significant Social Relationship

An emotional association, personal relationship or strong friendship that is not defined by blood relation or legal bond that is sufficiently close that objectivity is or may be perceived to be impaired.

5.5 Employee

An individual employed by the Board in a casual, temporary or permanent, position including but not limited to senior management, middle management and school administrators.

5.6 Gifts and Hospitality

Anything received by an employee for which they do not pay fair market value, and, without limiting the generality of the foregoing, shall include hard goods, gifts of cash, gift cards, bonds, securities, personal loans, airline tickets, use of a vacation property or costly entertainment.

6. APPENDICES

Appendix A - Reporting of Gifts over $100.00

7. REFERENCE DOCUMENTS

Education Act
Policy/Program Memorandum No 165 (PPM) - Teacher Hiring Practices

YCDSB Policy 115 Perquisites
YCDSB Policy 404 Teacher Recruitment and Selection
YCDSB Policy 412 Progressive Discipline
YCDSB Policy 606 Catholic School Councils
YCDSB Policy 612 Tutoring for Fee Services
YCDSB Policy 801 Use of Board Funds for Recognition or Acknowledgement
YCDSB Policy 802 Purchase, Lease and Rental of Goods & Services

Approval by Board	**March 23, 2021**
	Date
Effective Date	**March 24, 2021**
	Date
Revision Dates	**March 23, 2021**
	Date
Review Date	**March 2025**
	Date

APPENDIX A
Revised March 2021

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORTING OF GIFTS OVER $100.00

In accordance with Board Policy #423
(Conflict of Interest for Employees)

Employee's Name:			
Date Gift Received:			
Originator of Gift:			
Gift (Provide Details):			
Approximate Value of Gift:			
Reason for Gift:			
Disposition of Gift:			
In what way, if any, is the originator involved or working with the York Catholic District School Board?			
Date:			
Employee's Title:			
Employee's Signature:			

Form to be forwarded to the office of: a) Immediate Supervisor/Superintendent
b) Superintendent of Human Resources

YORK CATHOLIC DISTRICT SCHOOL BOARD	
BOARD POLICY	
Policy Section	*Policy Number*
Human Resources	**423**
Former Policy #	*Page*
	1 of 10
Original Approved Date	*Subsequent Approval Dates*
May 10, 2005	**May 6, 2008** **September 22, 2009** **June 20, 2017** **March 23, 2021**

POLICY TITLE: CONFLICT OF INTEREST FOR EMPLOYEES

SECTION A

1. PURPOSE

The York Catholic District School Board expects, consistent with the teachings of Jesus Christ, that employees will at all times conduct themselves with personal integrity, ethics, honesty, impartiality and diligence in the performance of their duties. This policy is intended to establish parameters and guidelines for employees regarding possible conflict of interest situations.

The York Catholic District School Board recognizes that a high standard is expected of a public body where the employment, contractual, and purchasing requirements may vary widely, and are spread throughout many departments and schools. It is essential that employees maintain, and are perceived to maintain, the highest standard of public trust and integrity.

2. OBJECTIVE

It is the policy of the York Catholic District School Board that employees shall, as far as practicable, avoid placing themselves in conflict of interest situations, whether real or perceived. The employees shall take all reasonable steps to avoid the exercise of any influence on Board decisions in which they have a personal interest, at any and all times and places, regardless of whether engaged in or on or about Board business.

3. PARAMETERS

3.1 Employees must be aware of the need to avoid situations which might result in an actual or apparent conflict of interest and scrupulous in their compliance with the requirements of this policy and guidelines.

3.2 Employees in doubt concerning the propriety of any action concerning the Board shall disclose a possible conflict of interest to their immediate supervisor for determination.

3.3 Employees shall not release to unauthorized persons information related to personnel matters, matters under negotiation, litigation or potential litigation or any other confidential information to which they have access only by virtue of their employment, where the release of the information may be prejudicial to the Board or potentially infringe on the privacy of others.

3.4 The Director of Education shall be the final determinant in deciding whether a situation may be a perceived or real ‘conflict of interest’.

3.5 Any employee of the Board who contravenes the Conflict of Interest for Employees may be subject to disciplinary action, up to and including termination of employment, where appropriate.

4. RESPONSIBILITIES

4.1 Director of Education

4.1.1. To oversee compliance of the Conflict of Interest for Employees policy.

4.2 Superintendent of Human Resources and International Education

4.2.1 To ensure that all employees are aware of the policy.

4.2.2 To ensure leadership in the implementation of this policy.

4.3 Senior Administration

4.3.1 To support principals, managers and supervisors in the implementation of this policy.

4.4 School Administrators / Department Managers / Supervisors

4.4.1 To follow practices that promote adherence to the expectations of this policy.

4.5 Employee Responsibilities

4.5.1 To notify their immediate supervisor in writing of possible conflict of interest.

4.5.2 To not give preferential treatment to immediate or extended family, relatives, personal friends or to organizations in which they or their relatives or friends have an interest, financial or otherwise.

4.5.3 To not promote the sale of personal products or services to students, staff members or others.

4.5.4 To not use or attempt to use, directly or indirectly, their position with the Board to purchase goods or services for their personal use from any supplier to the Board at a discount or on the same or similar terms to the Board (with the exception of offers made to Board staff through purchase plans or arrangements that are available to all Board employees).

4.5.5 To not accept a fee, gift, personal or economic benefit, either directly or through another person, from any person who has done, is doing, or might be reasonably expected at some time to do business with the Board (with the exception of incidental gifts, customary hospitality or other benefits of nominal value).

4.5.6 To not use or allow others to use property of any kind for anything other than officially approved activities.

4.5.7 To not make use of their position and/or knowledge with the Board to assist private entities or persons in their dealing with the Board where this would result in preferential treatment to any person.

4.5.8 To not engage in any outside work or undertaking, whether voluntary or for payment, that:

i) interferes with the performance of his/her duties for the Board,

ii) occurs during the individual’s normal working hours, or

iii) would otherwise constitute full time employment.

4.5.9 To ensure that no employee shall participate in, influence, or attempt to influence the outcome of, the hiring of a person with whom the employee has a relationship as per Section C - 3.2: Staffing.

5. DEFINITIONS

5.1 Conflict of Interest

5.1.1 A situation in which an employee, whether for himself/herself or for some other person(s) attempts to promote a private or personal interest which results or could appear to result in:

i) An interference with the mission, vision and beliefs of the Board
ii) A gain or an advantage by virtue of his/her position in the York Catholic District School Board.

OR

5.1.2 A situation in which the personal or private interests of an employee (or the employee's family or close business associates) conflict with the interests of the Board or when there is a reasonable basis for the perception of such conflict.

OR

5.1.3 A situation in which access to, or quality of service rendered by, an employee is affected by any form of privilege, favouritism or special arrangement between an employee and another party, including a student or the student's family.

5.2 Employee

For the purposes of this policy, an employee is an individual employed by the Board in a casual, temporary or permanent, position including but not limited to senior management, middle management and school administrators.

5.3 Personal Interest

Personal interests are non-financial interests that may influence or be influenced by personal or family relationships. Personal interests may result in favouritism towards a person or group of people as a result of one's person connections or relationships.

6. APPENDICES

Appendix A - Reporting of Gifts over $100.00

7. REFERENCE DOCUMENTS

Education Act
Policy/Program Memorandum No 165 (PPM) - Teacher Hiring Practices

YCDSB Policy 115	Perquisites
YCDSB Policy 404	Teacher Recruitment and Selection
YCDSB Policy 412	Progressive Discipline
YCDSB Policy 606	Catholic School Councils
YCDSB Policy 612	Tutoring for Fee Services
YCDSB Policy 801	Use of Board Funds for Recognition or Acknowledgement
YCDSB Policy 802	Purchase, Lease and Rental of Goods & Services

Approval by Board	**March 23, 2021**
	Date
Effective Date	**March 24, 2021**
	Date
Revision Dates	**March 23, 2021**
	Date
Review Date	**March 2025**
	Date

POLICY TITLE: CONFLICT OF INTEREST FOR EMPLOYEES

SECTION B: HOSPITALITY AND GIFTS GUIDELINES

In order to fully implement Board Policy 423 (*Conflict of Interest for Employees*), the following guidelines are to be followed.

Moderate hospitality is an accepted courtesy of a business relationship. However, the recipients should not allow themselves to reach a position whereby they might be influenced in making a business decision as a consequence of accepting such hospitality. The following paragraphs are intended to offer employees clarification on specific matters arising under the area of gifts and hospitality.

If there is any question about the application of these guidelines, employees should raise the issue with their immediate supervisor for determination.

1. Accepting Gifts

Although the exchange of common courtesies (such as the occasional gift or meal of nominal value less than $100.00), is recognized as acceptable business practice, there is a danger in offering or accepting gratuities or favours that could be mistaken for improper payment.

1.1 Employees should not use their position for improper gain, nor under any circumstances accept gifts of cash, gift cards, bonds, securities, personal loans, airline tickets, use of a vacation property or costly entertainment (i.e., in excess of $100.00).

1.2 Employees should be cognisant of the cumulative effect that may result from a pattern of accepting multiple gifts over a period of time. Such a pattern runs the danger of becoming an actual or perceived improper payment.

2. Conditions for Accepting Gifts

An employee may accept the hospitality of a gift from another in the course of the professional relationship, if:

2.1 An employee believes that the donor is not trying to obligate them, or improperly influence a decision;
2.2 It is “normal business practice” for the purposes of courtesy and good business relations; and,
2.3 Acceptance is legal and consistent with generally accepted ethical standards.

3. Examples of Acceptable Gifts

Examples of acceptable gifts from suppliers/vendors include:

3.1 Holiday gifts, such as fruit baskets or candy
3.2 Inexpensive advertising and promotional materials (e.g. give-aways, such as pens or key chains)
3.3 Inexpensive awards to recognize service and accomplishments in civic, charitable, educational or religious organizations (such as nominal gift certificates to book stores)

4. **Gifts of Considerable Value**
Where it would be extraordinarily impolite or otherwise inappropriate to refuse a gift of obvious value, including receiving of gifts from school communities and Catholic School Councils, the gift may be accepted on behalf of the Board. As noted under Reporting Gifts, report the gift. Such gifts may not be taken for the employee's home use or enjoyment. Employees might ask themselves if public knowledge of the gift would cause personal embarrassment or embarrassment to the Board. If there is still uncertainty regarding what is considered an appropriate gift to give or receive, this should be discussed with the Supervisory Officer, Associate Director or Director of Education, as appropriate.

5. **Honoraria**
Senior management, managers and supervisors, school administrators and those performing managerial or supervisory duties are not allowed to receive honoraria, payments of any kind, while performing instructional or informational duties while on Board time. They may however receive a small token of appreciation such as a gift certificate, plant etc. for sharing their talents.

6. **Reporting of Gifts**
Employees herein must report/notify, by e-mail, of any gifts received over $100.00, including meals. Superintendents and the Associate Director must notify the Director of Education; and the Director of Education must notify the Chair of the Board; Middle Management employees must notify their immediate supervisor and their Superintendent; School Administrators must notify their Superintendent.
   6.1 Employees herein must complete the form, Reporting of Gifts and forward the completed form to the office of the Superintendent of Human Resources, for retention purposes. (See Appendix A)

7. **Solicitation of Gifts, etc.**
Employees may not solicit gifts, donations, benefits, services or other favours that are for personal gain or advantage under any circumstances.

8. **Definitions**
   8.1 **Ethical Standards**
   The standards, including those required by regulatory bodies, that are expected to guide employees in the execution of their professional duties which are consistent with Catholic values, morality, integrity, and promote public trust.

   8.2 **Gift/Benefit**
   A gift or benefit is considered to be anything of value received as the result of a business relationship for which the recipient does not pay fair market value. Gifts or benefit refers to items both tangible and intangible such as hard goods, entertainment, trips, financial instruments and services other than hospitality offered directly or indirectly to an employee of the Board.

   8.3 **Gifts of Considerable Value**
   Any gift, benefit or hospitality whose value exceeds $100.00.

   8.4 **Hospitality**
   The offering of meals, refreshments, entertainment, and transportation.

POLICY TITLE: CONFLICT OF INTEREST FOR EMPLOYEES

SECTION C: STAFFING

In order to fully implement Board Policy 423 (*Conflict of Interest for Employees*), the following requirements are to be followed. These requirements are intended to ensure that the York Catholic District School Board's staffing processes (recruitment, selection, promotion, layoff, and recall) are free from any bias, impropriety, and/or conflict of interest.

The York Catholic District School Board recognizes the value of maintaining a workforce that is inclusive and representative of the diverse communities we serve and is committed to a fair, objective, and transparent staffing process which is free from any bias, discrimination, nepotism and cronyism.

Disclosure by staff of potential, perceived, apparent and actual conflicts of interest relating to their participation in the staffing of a position is intended to protect the integrity of all staffing processes.

The following offer employees clarification on specific matters arising under hiring and supervisory responsibilities at the York Catholic District School.

If there is any question about the application of these requirements employees are expected to should raise the issue in an expeditious manner with their immediate supervisor for determination.

1. Application of "Section C" of Board Policy 423 (Conflict of Interest for Employees)
This section of the policy applies to all employees of the York Catholic District School Board in a leadership and/or supervisory role and/or involved in staffing of Board positions (recruitment, selection, promotion, layoff, and recall).

2. Definitions

2.1 **Conflict of Interest Related to Staffing**
Examples include, but are not limited to:

(i) Participating in, or influencing, or attempting to influence the outcome of the appointment, hiring, promotion, supervision, or evaluation of a person with whom the employee has, or has had, a relationship as defined under Section 3.2 below;

(ii) Acceptance by an employee of a gift from any of the following persons or entities if a reasonable person might conclude that the gift could influence or potentially influence the employee when performing hiring duties and supervisory responsibilities for the Board:
   a) a person, group, or entity has dealings with the School Board;
   b) a person, group, or entity to whom the employee provides services in the course of his or her duties to the School Board; and/or
   c) a person, group, or entity that seeks to do business with the school board.

(iii) An employee who is offered a gift in the circumstances provided in 3.1(ii) above shall, in writing, notify his or her Supervisor.

2.2 **Relationship**
Refers to any relationship of the employee to persons of her/his immediate family whether related by blood, adoption, marriage, or common-law relationship, and any relationship of an intimate and/or financial nature during the preceding five (5) years, any student-supervisor relationship, or any other past or present relationship that

may give rise to a reasonable apprehension of bias, discrimination, nepotism and cronyism.

Applicants who have immediate family members employed by the Board cannot be disadvantaged in any way for being considered for employment opportunities.

2.3 **Supervisor**
The person to whom an employee directly reports.

3. Procedures for Disclosure and Management of Conflicts of Interest in Staffing
All employees have an obligation to disclose in writing to their supervisor as soon as the employee becomes aware that a conflict of interest exists relating to a staffing matter.

3.1 Disclosure

(i) The employee must report/notify, by email to their immediate supervisor, as soon as the employee becomes aware that a conflict of interest related to a staffing process exists. The notification shall include the nature and extent of the conflict of interest.

Exempt/middle management/non union employees must notify their immediate supervisor and their Superintendent.

School Administrators must notify their Area Superintendent.

Superintendents and the Associate Director must notify the Director of Education.

The Director of Education must notify the Chair and Vice Chair of the Board.

If the person to whom the disclosure is made also has a conflict of interest, the disclosure should be made in writing to the person at the next highest level of authority.

(ii) A conflict of interest involving an employee may also be reported to a supervisor by any other person. A report to a Supervisor about the existence of a potential, apparent or actual conflict of interest shall be made in writing via electronic mail.

(iii) Where a conflict of interest relating to the hiring process is identified, the written notification of the conflict of interest, as well as a written statement of the resolution applied, shall be emailed to the Superintendent of Human Resources, for record retention purposes. This shall be done in advance of the respective staffing process being completed.

3.2 Management of Conflicts of Interest

(i) Once disclosed, the employee must refrain from taking part in any discussion or decision-making in relation to the staffing process, and immediately withdraw from any meeting or process when the matter is being discussed until a decision has been reached by the supervisor or Director of Education or designate regarding the appropriate course of action.

(ii) No employee shall participate in, or influence, or attempt to influence directly or indirectly, the outcome of, the hiring of a person with whom the employee has a relationship as defined in 3.2 above. Where the person with whom the employee has the relationship is one of multiple applicants or candidates in a competitive hiring or other staffing process, the employee shall not participate in, or influence, or attempt to influence directly or indirectly, the outcome of, any aspect of that hiring or other staffing processes.

(iii) No family and/or relatives as defined in 3.2 above, are permitted to work together in a supervisory relationship, either in a subordinate or supervisory role to each other. It is the responsibility of employees to declare a conflict to their supervisor when a family relationship develops that places them in a supervisory relationship.

(iv) In situations where conflict or potential conflict involves transfer of a family member or relative as defined in 3.2 above, and, where the supervisor or manager feels the concern has sufficient validity, the family member or relative will not be transferred. The Director of Education must approve any exceptions and only under extenuating circumstances.

APPENDIX A

Revised March 2021

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORTING OF GIFTS OVER $100.00

In accordance with Board Policy #423
(Conflict of Interest for Employees)

Employee's Name:			
Date Gift Received:			
Originator of Gift:			
Gift (Provide Details):			
Approximate Value of Gift:			
Reason for Gift:			
Disposition of Gift:			
In what way, if any, is the originator involved or working with the York Catholic District School Board?			
Date:			
Employee's Title:			
Employee's Signature:			

Form to be forwarded to the office of: a) Immediate Supervisor/Superintendent
b) Superintendent of Human Resources

YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
Policy Section **Facilities**	*Policy Number* **701**
Former Policy # **611**	*Page* **1 of 12**
Original Approved Date	*Subsequent Approval Dates*
September 25th, 2001	**April 6th, 2010** **October 29, 2013** **September 26, 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. OBJECTIVE

It is the policy of the York Catholic District School Board to provide a safe and secure workplace 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

4.2.6 To ensure the implementation and management of this policy and procedures at the school level.

4.2.7 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.

4.2.8 To review and communicate the guidelines regarding school access to the staff, students, Catholic School Council and parent community annually.

4.2.9 To ensure that all entrances to school premises are clearly posted with appropriate signage.

4.2.10 To maintain and situate for easy reference an up-to-date Emergency Preparedness Plan.

4.4 School Staff

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

4.2.12 To report suspicious or unauthorized persons to the Principal / designate / supervisor as soon as possible.

4.2.13 To ensure visibility throughout the school and the school grounds.

4.2.14 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 Parent(s)/Guardian(s)

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

This ~~M~~means 24 hours per day, seven days a week.

6. CROSS REFERENCES

Education Act 305 (4)
Ontario Regulation 474 /00 - Access to School Premises
Provincial Offences Act

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

Approval by Board	**September 26, 2017** Date
Effective Date	**September 27, 2017** Date
Revision Dates	**September 26, 2017** Date
Review Date	**September 2020** Date

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 for safety reasons and 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.

TRESPASS TO PROPERTY ACT R.S.O. 1990 c.T.21

Relevant Sections

s.1 (1) Lays out the definitions for "occupier" and "premises" under this Act
"occupier" – (b) is ~~of special significance to the schools~~ in physical possession of premises or an occupier can be an individual who has responsibility for and control over the condition of the premises or the activities there carried on ~~out there~~ or has control over the individual allowed to enter the premises.

Such a definition includes Principals and their designate as occupiers.
"premises" – is defined as lands and structures and (a) to (d) further expands on the definition to include things such as vehicles, portable structures, etc.

(2) This section states that school boards have all the rights and duties of an occupier with respect to its school sites as defined in the Education Act.

s.2 (1) Any one who without legal authority and who,

(a) without the ~~definitely stated~~ express permission of the occupier, the proof of which rests ~~up~~on the defendant,
(i) enters on premises when entry is prohibited by this Act, or ~~partakes~~ engages in an activity on premises when the activity is prohibited by this Act; or

(b) does not leave the premises immediately after directed to do so by the occupier of the premises or ~~an individual~~ a person authorized by the occupier is guilty of an offence and ~~a~~ on conviction is liable to a fine of not more than $10,000 ~~$2,000~~.

(2) This section delineates a defense that applies to anyone charged under 2(1) in respect to premises that are land, that reasonably believed that they had title to or interest in the land that entitled them to do the activity complained of.

s.3 (1) Entry on premises may be prohibited by notice to that effect and entry is prohibited without any notice on premises if the conditions in S.3 (1) (a) and (b) are met.

(2) ~~There is an implied permission for the lawful use and approach of the door of a building on a premise.~~ There is a presumption that access for lawful purposes to the door of a building on premises by a means apparently provided and used for the purpose of access is not prohibited.

(3) Where notice is given that certain activities are permitted, all other activities and entry for the purpose of those other activities is prohibited. As well any additional notice that entry or a particular activity under this Act unless the driver is convicted of the offence or, at the time the offence was committed, the motor vehicle was in possession of someone other than the driver without the driver's consent.

s.12 (1) ~~If an individual~~ Where a person is convicted of an offence under s.2, and a person has ~~caused another individual to~~ suffered damage caused by the person convicted ~~as the result of~~ during the commission of the offence, the court ~~must~~ shall at the request of the prosecution and with the consent of the individual who suffered the damage, determine the damages and ~~must~~ shall make a judgment for damages against the ~~individual~~ person convicted in favour of the ~~individual~~ person who suffered the damages ~~but no judgment can be for an amount in excess of $1,000.~~

(2) ~~If a private prosecutor is used in a prosecution under s.2 and the defendant is convicted, and unless the court finds that the private prosecutor was not necessary to the occupier,~~ Where a prosecution under s. 2 is conducted by a private prosecutor, and the defendant is convicted, unless the court is of the opinion that the prosecution was not necessary for the protection of the occupier or the occupier's interests, the court ~~must~~ shall determine the actual costs, reasonably incurred in conducting the prosecution and despite s.6 of the Provincial Offenses Act ~~must~~ shall order those costs to be paid by the defendant to the prosecutor.

(3) A judgment for damages under s.12 (1) or the awarding of costs under s.12 (2) ~~must~~ shall be in addition to any fine that is imposed under this Act.

(4) ~~If an individual receives a judgment for damages under s.12 (1), their right to bring a civil action, arising from the same set of facts, for damages against the person convicted is eliminated.~~ A judgment for damages under s. 12 (1) extinguishes the right of the person in whose favour the judgment is made to bring a civil action for damages against the person convicted arising out of the same facts.

(5) A failure to request or a refusal to grant a judgment for damages under s.12 (1) does not affect the right to bring a civil action for damages arising out of the same ~~set of~~ facts.

(6) The judgment for damages under s.12 (1), and the award of costs under s.12 (2) may be filed in the Small Claims Court and shall be deemed to be a judgment or order of that court for the purposes of enforcement.

York Catholic District School Board

N O T I C E

<u>FOR THE SAFETY OF OUR SCHOOL COMMUNITY</u>

- ALL VISITORS ARE WELCOME AND MUST REPORT TO THE MAIN OFFICE
- THIS IS PRIVATE PROPERTY
- TRESPASSERS WILL BE PROSECUTED
- VIDEO SURVEILLANCE IS IN USE
- SAFE SCHOOLS POLICY IS STRICTLY ENFORCED
- ALL PETS ARE PROHIBITED FROM SCHOOL PROPERTY
- SMOKING IS PROHIBITED ON SCHOOL PROPERTY

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York Catholic District School Board

N O T I C E

<u>FOR THE SAFETY OF OUR SCHOOL COMMUNITY</u>

- ALL VISITORS ARE WELCOME AND MUST REPORT TO THE MAIN OFFICE
- VISITORS MUST USE THE INTERCOM BUZZER SYSTEM FOR ACCESS TO THE SCHOOL DURING SCHOOL HOURS
- THIS IS PRIVATE PROPERTY
- TRESPASSERS WILL BE PROSECUTED
- VIDEO SURVEILLANCE IS IN USE
- SAFE SCHOOLS POLICY IS STRICTLY ENFORCED
- ALL PETS ARE PROHIBITED FROM SCHOOL PROPERTY

- UNAUTHORIZED VEHICLES WILL BE TAGGED AND/OR TOWED AT OWNER'S EXPENSE
- SMOKING IS PROHIBITED ON SCHOOL PROPERTY

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YORK CATHOLIC DISTRICT SCHOOL BOARD

PROCEDURES:

ELEMENTARY ADMINISTRATIVE LOCKED DOOR PROTOCOL

Addendum to Policy 701: Access to School and Board Premises

Effective: November 18, 2013

VIDEO / INTERCOM ACCESS SYSTEM - LOCKED DOORS PROTOCOLS

Responsibility: Superintendent of Education: Safe and Caring Schools
Superintendent of Facilities

PURPOSE:

This protocol is designed in conjunction with the YCDSB Access to School Premises Policy 701, and outlines the administration, operation and maintenance of the Video / Intercom access systems and the locked perimeter door systems within all elementary school facilities of the York Catholic District School Board.

SYSTEM OVERVIEW:

1. In the interest of safety and to support a welcoming learning environment for our students and staff, the York Catholic District School Board will implement this Safe Welcome Protocol.

2. Each elementary school main entrance will be equipped with a Video/Intercom access system. This system will allow school staff to identify and provide access to visitors. In addition, schools with portables will be equipped with an electronic entry system to facilitate easy access to the main building for students and staff. These measures and the training that will be required will support our current safety practices for our students, staff and school community.

3. ~~The main entrance doors of each elementary school are to be locked 15 minutes after the morning entry bell and are to remain locked for the duration of the school day. All perimeter doors are to be locked and secured during school hours, though one other door may be left unlocked until 15 minutes before the morning bell to facilitate the entry of staff.~~
   The main entrance doors of each elementary school are to be opened 30 minutes before the morning entry bell and locked 15 minutes prior to the morning entry bell. Staff are to use the main entrance doors.

4. After the doors are locked, all visitors to the school will only be able to gain entry via the Video / Intercom access system. Where local school needs require an alternative, any adjustment to this protocol is to be determined by the school principal, subject to the approval of the school superintendent. (This also applies to Before and After School Programs.)

5. The Video/Intercom access system software will be installed in the school's main office and be administered and operated by the school secretaries and office support workers, and the school principals and vice-principals.

IMPLEMENTATION PROCESS:

School controlled access is a total culture change for students, staff, parents and community. The following process of communication should be followed:

1. The board will issue a letter through the elementary schools to inform each school community of the new process.

2. Principals will communicate the protocol with <u>all</u> staff and childcare operators, where applicable.

3. Each elementary school will be required to identify their own site specific needs and develop a plan to address and support student and staff safety while providing a positive “welcoming” climate.

CUSTOMER SERVICE:

1. Each school will post the signage as provided by the board or as deemed necessary by the school principal, with the approval of the school superintendent.

2. All schools will post signage to welcome visitors and assist in directing them to the office for assistance.
    a) Visitors will be required to wait in the office to meet with their child or a teacher.
    b) When a visitor needs to meet with a teacher in a location other than the main office, the visitor shall be issued a Visitor Badge.
    c) Should any staff member notice a visitor without a badge or identification in the building, the staff member shall greet the visitor, identify themselves as a staff member, and direct the visitor back to the office. The staff member shall then notify the office.

3. A standard welcoming script, developed by the Communications Department, will be issued to all school office personnel.

RESPONSIBILITIES:

1. Plant Services is responsible for:
    a) Installation of the 2-way Video / Intercom access and communication system at the school main entrance, consisting of exterior Door Station, interior office Master Station, electronic door release and system software.
    b) Training and support of the Video / Intercom access system that will use the Video / Intercom access system.

c) Installation of proximity access card system in schools with portables.

2. Facilities and Maintenance Services is responsible for:
   a) Managing the Video / Intercom access system service maintenance contract.
   b) Facility and Maintenance Services will have central control and emergency backup of the proximity access card system (portable access system) for all sites.

3. School Administrators are responsible for:
   a) Determining the specific needs of the school as they relate to the school access systems, in consultation with the school superintendent.
   b) In schools with portables, coordinating a plan and protocol with the appropriate staff for the use and control of access cards in the school.
   c) Coordinating the access system and delegating responsibilities for the system to appropriate office staff, including programming cards and system operation schedules.
   d) Ensuring that school-specific adjustments to these guidelines are embedded in the School Safety Plan and are reviewed on an annual basis.
   e) Furnish Occasional Teachers/Support Staff/E.C.E.'s/Secretaries,/Custodians with an access card where needed, to be signed out and returned to the main office at the end of each day.
   f) Maintain ongoing communication on locked door procedures with vice-principals and teachers-in-charge.
   g) Maintain regular communication with the school community.

4. Office staff are responsible for:
   a) Welcoming visitors, providing access to the building using the Video/Intercom Access system, and ensuring sign-in at the main office.

5. Custodians are responsible for:
   a. Following all required procedures related to the locking of doors.
   b. Unlocking the main entrance doors in the morning and locking them 15 minutes after the morning bell.
   c. Unlock the main entrance doors in the afternoon at the dismissal bell, and lock them again when the school is to be closed for the day, or on direction from the principal.

6. All Staff are responsible for:
   a. Reinforcing with students the procedures for safe entry to the school, especially in schools with portables.
   b. Immediately reporting to the office any non-staff member in the school not wearing a visitor's badge.
   c. Following all board and school related protocols and being vigilant in the monitoring and reporting of safety concerns to school administrators.

7. Occasional Teachers/Support Staff/E.C.E.'s are responsible for:

a) Familiarizing themselves with the school safety procedures by reading the guidelines for Occasional Teachers provided by the school and taking part in board inservices.
b) Ensuring that all swipe cards in elementary schools with portables are returned to the office at the end of the day (or following any alternate school protocol).

8. Parents are responsible for:
    a) Supporting the Board and School Safe & Welcoming Protocol and to cooperate with school staff and administration in keeping all schools safe.

9. Students are responsible for:
    a) Following the rules regarding locked doors and to never allow anyone entry into the building.

SPECIFIC REQUIREMENTS:

1. Main Entrance Doors:
    a) Will remain unlocked until 15 minutes after the morning entry bell.
    b) Will remain locked during school hours.

2. It is recognized that some activities will occur both within and outside the hours of an instructional day. During these times, it is up to the principal to determine when doors are to be locked or unlocked. These events may include, but are not limited to:
    a) After school Book Fairs that are open to the public.
    b) Concerts.
    c) Daytime Parent-Teacher interviews.
    d) School Masses.

3. Schools with portables:
    a) Portables are considered part of the school building.
    b) Portable doors must be locked and secured at all times.
    c) A proximity access card system will be installed at each school to allow for access to the school building, i.e., emergency situations, washrooms, gym, library, etc. during the regular school day.
    d) All staff who require access to the portables will be issued an access card on a sign-out basis. Each staff member is responsible for his or her card.
    e) Three access cards (each to be kept on a visible lanyard) will be programmed for each portable to allow students access to the main building. The school administration will be responsible for the distribution, monitoring and management of access cards for each school.
    f) The principal, in consultation with staff, will determine procedures for access by students into the school. At least one access card must remain in the portable with the teacher at all times.

4. Recess, Lunch and Breaks:

a) For students in Grades 1-8, one exterior door to the school yard will be designated for school access during recess and lunch breaks. Each school (Principal in consultation with Staff) will develop a procedure for access to and monitoring of this door.

b) For Kindergarten students, the Principal in consultation with Staff, will develop a procedure for access to and monitoring of the Kindergarten yard.

c) A best practice is to have students visit washrooms <u>prior to outdoor routine.</u>

5. Schools with Child Care and Before & After School Programs:

   a) Interior doors connecting Child Care Centres to the school building must be kept locked at all times.

   b) Where interior doors connect the child care centre to the main school building, the Child Care operators **must** have a key to these connecting doors.

   c) Access for Before & After School Programs to the school will be through the main entrance or through an alternate door as determined by the principal in consultation with the Child Care Operator.

6. Procedures for Lockdown / Fire Alarm / Emergency Evacuations:

   In the event of a Lockdown, one member of the office staff is to release the locked main doors using the electronic switch found in the office safe refuge room, in order to allow police / fire or medical personnel access to the building. At the end of the lockdown, the switch is to be reset to lock the main doors.

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO:	Policy Review Committee
FROM:	Administration
DATE:	September 12, 2022
RE:	Review of Board Policy 713 – Pupil Accommodation Review of Schools

EXECUTIVE SUMMARY:

The purpose of this report is to provide the Policy Review Committee with an update on the status of Board Policy 713 – Pupil Accommodation Review of Schools, which is scheduled for a review and update.

BACKGROUND:

Pupil accommodation reviews are governed by a prescribed Ministry of Education process and set of timelines which a Board approved Policy 713 follows.

YCDSB Policy 713 - Pupil Accommodation Review of Schools, outlines the process the Board follows when completing a pupil accommodation review or a modified pupil accommodation review of one or more schools. Policy 713 was last reviewed in October 2020 and updated in October 2015 to align with the Ministry of Education's Pupil Accommodation Review Guideline (PARG).

In 2017, the Ministry of Education placed a moratorium on school closures and in 2018 the Ministry released a revised version of the PARG. The revised PARG includes a series of changes to the pupil accommodation review process and requires the use of ministry-approved templates. The 2018 PARG was to take effect in fall, 2018, coinciding with the release of the templates. To date, the Ministry has not provided school boards with the required templates due to the moratorium on school closures.

ANALYSIS

Section 3.10 of YCDSB Policy 101 - Meta Policy: Policy Management and Governance requires policies to be reviewed and updated at a minimum of once every four years.

The Ministry of Education has not indicated when school boards can anticipate receiving the 2018 PARG templates or if/when the moratorium on school closures will be lifted. In absence of this information and to ensure proper alignment with the requirements of the 2018 PARG and templates, Administration recommends postponing the update of Policy 713 for two years or until such time as when the Ministry of Education releases the PARG templates, and the updated guideline comes into effect.

SUMMARY

The Ministry of Education has not provided school boards with the ministry-approved templates for the 2018 PARG or lifted the moratorium on school closures. In an effort to ensure alignment with these documents, Administration recommends postponing the review of Policy 713.

Board staff will continue to monitor the status of the moratorium and 2018 PARG templates and will update the Committee with new information as required.

RECOMMENDATION

THAT the Board authorizes Administration to postpone a review of Policy 713 for two years, or until such a time as the Ministry of Education provides the 2018 PARG templates and the updated guideline comes into effect.

Prepared by: Karyn McAlpine-Tran, Senior Planner, Planning Services; Joachim Tsui, Manager, Planning Services
Submitted by: Tom Pechkovsky, Coordinating Manager, Planning & Operations
Endorsed by:

YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
Policy Section **Facilities**	*Policy Number* **713**
Former Policy #	*Page* **1 of 20**
Original Approved Date	*Subsequent Approval Dates*
June 17th, 2008	**October 27, 2015**

POLICY TITLE: PUPIL ACCOMMODATION REVIEW OF SCHOOLS

SECTION A

1. PURPOSE

This Policy outlines the process York Catholic District School Board (the Board) will undertake to complete a pupil accommodation review or a modified pupil accommodation review of a school or schools.

The Board recognizes its responsibility to provide effective and appropriate accommodation in support of student achievement and well-being for all students of the Board while utilizing the resources entrusted to it in an efficient and accountable manner. Furthermore, it is the responsibility of the Board to approve the most appropriate pupil accommodation arrangements for the delivery of its elementary and secondary programs aligned with the Board's Mission, Vision and Strategic Commitments.

There may be times when the Board of Trustees must consider undertaking pupil accommodation reviews that may lead to school consolidations and closures. Wherever practical, pupil accommodation reviews will include a school or schools to facilitate the development of viable solutions for pupil accommodation.

The Board welcomes the opportunity for the public and affected school communities to be heard with respect to pupil accommodation reviews. The Board shall share relevant information with those affected by the *Pupil Accommodation Review* process.

2. POLICY STATEMENT

A pupil accommodation review of a school or schools shall only occur in the context of the Board's long-term capital and accommodation planning process and only after the necessary assessment of the options for the school(s) in accordance with that process. Therefore, it is the policy of the York Catholic District School Board that reviews of pupil accommodation conform with Board policy made pursuant to the *Community Planning and Partnership Guideline* issued by the Ministry of Education.

This Policy and its related guidelines are established by the Board in accordance with the Ministry of Education's *Pupil Accommodation Review Guideline*, 2015 (the "**PARG**") and applies to schools of the Board offering elementary and/or secondary programs.

The Board of Trustees will make the final decision regarding any pupil accommodation review.

3. PARAMETERS

The following parameters align with the Board's Mission, Vision and Strategic Commitments for student achievement and well-being, and support the Board's financial viability and sustainability. These parameters apply to all pupil accommodation reviews conducted pursuant to this Policy. All decisions under this policy will take into account the Board's *Long-Term Accommodation Plan* and comply with the following parameters:

3.1 The ***Pupil Accommodation Review*** process shall consist of the following:

- 3.1.1 Preparation and submission of an Initial Staff Report (Report 1);
- 3.1.2 Preparation and submission of the School Information Profile(s);
- 3.1.3 Approval of the Board of Trustees to undertake an pupil accommodation review process or a modified pupil accommodation review process as defined in parameter 3.4;
- 3.1.4 Establishment of the Pupil Accommodation Review Committee (PARC), including its Terms of Reference;
- 3.1.5 Consultation with Local Municipal Governments and Community Partners;
- 3.1.6 Pupil Accommodation Review Public Meetings;
- 3.1.7 Preparation and submission of a Final Staff Report with Community Consultation (Report 2);
- 3.1.8 Public Delegations to the Board of Trustees;
- 3.1.9 Preparation and submission of a Final Staff Report with Public Delegations Addendum (Report 3);
- 3.1.10 Decision by the Board of Trustees; and,
- 3.1.11 Establishment of a Transition Committee.

3.2 Schools shall be subject to a pupil accommodation review only once in a five (5) year period, unless special circumstances as determined by the Board necessitate a review, such as a significant change in enrolment.

3.3 A ***Modified Pupil Accommodation Review*** process may be approved and initiated by the Board where **two (2) or more** of the following factors are present:

- 3.3.1 Distance to the nearest available accommodation is 5 kilometers or less;
- 3.3.2 Utilization rate of the facility is equal or below 50%;
- 3.3.3 Number of students enrolled at the school is 126 or fewer;
- 3.3.4 When the Board is planning the relocation of a program (in any school year or over a number of school years), in which the enrolment constitutes more than or equal to fifty percent (50%) of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of schools years);
- 3.3.5 There are no more than three (3) schools subject to the pupil accommodation review process; or,
- 3.3.6 The entire student population (and boundary) of a school that is subject to a pupil accommodation review process can be accommodated in another

school.

3.4 The ***Modified Pupil Accommodation Review*** process consists of the following steps:

3.4.1 Preparation and submission of an Initial Staff Report (Report 1);
3.4.2 Preparation and submission of the School Information Profile(s);
3.4.3 Approval by the Board of Trustees to undertake a modified pupil accommodation review process;
3.4.4 Consultation with Local Municipal Governments and Community Partners;

3.4.5 One Pupil Accommodation Review Public Meeting;
3.4.6 Preparation and submission of a Final Staff Report with Community Consultation (Report 2);
3.4.7 Public Delegations to the Board of Trustees;
3.4.8 Preparation and submission of a Final Staff Report with Public Delegations Addendum (Report 3);
3.4.9 Decision by the Board of Trustees; and,
3.4.10 Establishment of a Transition Committee.

3.5 **EXEMPTIONS**

3.5.1 The Board of Trustees is **not** obligated to undertake a *Pupil Accommodation Review* in any of the following circumstances:

3.5.1.1 Where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary, as identified by the Board;

3.5.1.2 Where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary **and** the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified by the Board;

3.5.1.3 When a lease for the school is terminated;

3.5.1.4 When the Board is planning the relocation of grades or programs, (in any school year orover a number of school years in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);

3.5.1.5 When the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;

3.5.1.6 Where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or,

3.5.1.7 Where there are no students enrolled at the school at any time throughout the school year.

3.5.2 Board staff shall ensure that school communities are informed about proposed accommodation plans for students before a decision is made by the Board of Trustees to consolidate, close or move a school or students in accordance with an exemption to the *Pupil Accommodation Review* process.

3.5.3 Board staff shall prepare a report to the Board of Trustees setting out the circumstances supporting the exemption to the *Pupil Accommodation Review* process in respect of the school or schools under consideration for such exemption.

3.5.4 Where an exemption under 3.5.1 results in the consolidation, closure or relocation of a school Board staff shall, no fewer than five (5) business days after the Board of Trustees make a decision that such exemption applies, provide written notice to the following:

3.5.4.1 Each of the affected single and upper-tier municipalities through the Clerks' Departments (or equivalent);

3.5.4.2 Other community partners that expressed an interest prior to the exemption (as defined above);

3.5.4.3 The coterminous school boards in the areas of the affected school(s) through the Director of Education; and,

3.5.4.4 The Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division, unless the Ministry of Education has informed the Board to direct such notice to a different office.

3.6 The Board shall develop and implement a transition plan following any Board decision to consolidate, close or move a school or students, or pursuant to an exemption to the *Pupil Accommodation Review* process.

3.7 This Policy must be applied in conjunction with related Guidelines and Schedules. The Guidelines and any Schedules may be amended from time to time in accordance with the PARG and this Policy. In all cases, any minimum timelines set out in the PARG will be followed by the Board.

3.8 A copy of this Policy, Guidelines and Schedules, together with the *Pupil Accommodation Review Guidelines* and Administrative Review of *Pupil Accommodation Review Process* issued by the Minister of Education shall be available to the public at the Board office, and posted on the Board's website.

4. RESPONSIBILITIES

4.1 Board of Trustees

4.1.1 To approve recommendations in accordance with the Ministry of Education's *Pupil Accommodation Review Guideline (PARG)* and all other relevant Board policies or procedures.

4.2 Director of Education

4.2.1 To oversee compliance with the Pupil Accommodation Review policy and guidelines.

4.3 Senior Administration overseeing Long Term Accommodation Planning

4.3.1 To oversee the ongoing implementation and management of the Pupil Accommodation Review policy and guidelines.

4.4 Superintendents of Education and/or Senior Managers

4.4.1 To assist the Senior Manager of Administrative Services with the implementation of the Pupil Accommodation Review policy and guidelines as required or requested.

4.5 Principals

4.5.1 To assist with the verification of information contained within the School Information Profile (SIP).

5. DEFINITIONS

5.1 Business Day

A calendar day that is not a weekend or statutory holiday. It also does not include calendar days that fall within the Board's Christmas, spring, and summer break. For schools with a year-round calendar, any break that is five (5) calendar days or longer is not a business day.

5.2 Community Partner

For the purpose of this policy an external individual(s) or organization who expresses an interest to the Board as part of the Community Planning and Partnership process.

5.3 Consultation

The sharing of relevant information, as well as, providing the opportunity for municipalities and other community partners, the public and affected school communities to seek clarification and/or give feedback for consideration.

5.4 Facility Condition Index (FCI)

A building condition as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.

5.5 Final Staff Report with Community Consultation (Report 2)

A report drafted by Board staff to the Board of Trustees with respect to a *Pupil Accommodation Review* process or a *Modified Pupil Accommodation Review* process that also incorporates information obtained during community consultations. This Final Staff Report may, or may not, include the same option(s) as contained in the Initial Staff Report related to a pupil accommodation review process.

5.6 Final Staff Report with Public Delegations Addendum (Report 3)

The Final Staff Report drafted by Board staff that also incorporates information obtained from public delegations (and any staff response to such information) as an addendum.

5.7 Initial Staff Report (Report 1)

A report drafted by Board staff containing option(s) and identifying a preferred option with a recommendation to Trustees with respect to a school or schools that should be subject to a pupil accommodation review process or a modified pupil accommodation review process.

5.8 On-The-Ground Capacity (OTG)

The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

5.9 Public Delegation

A presentation by an individual or a group of individuals to the Board of Trustees at a meeting of the Board, made in accordance with Board policies and procedures in respect to public delegations, which permits the individual or group of individuals to have their concerns heard directly by the Board of Trustees.

5.10 Pupil Accommodation Review

A process described in Board Policy and related Guidelines undertaken by the Board to determine the future of a school or group of schools.

5.11 Pupil Accommodation Review Committee (PARC)
An advisory committee established by the Board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the Board and the affected school communities.

5.12 Pupil Accommodation Review Public Meeting
An open meeting held by Board staff to gather broader community feedback on a pupil accommodation review.

5.13 Pupil Accommodation Review Committee (PARC) Working Meeting
A meeting of PPARC members to discuss a pupil accommodation review, including the gathering of feedback from the affected school communities of a pupil accommodation review.

5.14 School Information Profile (SIP)
An orientation document with point-in-time data for each of the schools considered for a pupil accommodation review.

6. CROSS REFERENCES

YCDSB Policy 101	Meta Policy
YCDSB Policy 106	Delegations to the Board and Input to Agenda Items
YCDSB Policy 704	Community Planning and Partnerships
YCDSB Policy 706	Alternative Accommodation Arrangements
Ministry of Education	*Community Planning and Partnerships Guideline (CPPG)*
Ministry of Education	*Pupil Accommodation Review Guideline (PARG)*
Ministry of Education	*Administrative Review of the Pupil Accommodation Review Process*

YCDSB *Long Term Accommodation Plan*
YCDSB *Multi-Year Strategic Plan*

Approval by Board	**October 27, 2015**
	Date
Effective Date	**October 28, 2015**
	Date
Revision Date(s)	**October 27, 2015**
	Date
Review Date	**October 2020**
	Date

PUPIL ACCOMMODATION REVIEW OF SCHOOLS
SECTION B: GUIDELINES

These guidelines are designed in conjunction with Policy 713: *Pupil Accommodation Review* and are aligned with Policy 704: *Community Planning and Partnerships.* They are consistent with the legal framework outlined in the *Education Act* regarding pupil accommodation arrangements for the delivery of its elementary and secondary programs that support student achievement and well-being, and ensure the effective stewardship of the Board's resources.

The Board of Trustees may consolidate or close schools in accordance with policies established by the Board. These Guidelines are made in compliance with the Ministry of Education's *Pupil Accommodation Review Guideline* [the *PARG*] (2015).

A copy of YCDSB Policy 713 and these Guidelines, together with the *PARG* and *Administrative Review of Pupil Accommodation Review Process* issued by the Minister of Education, are available to the public at the board office and are posted on the Board's website.

These Guidelines incorporate the following Appendices:

Appendix A- Pupil Accommodation Review Timeline and Checklist
Appendix B- Modified Pupil Accommodation Review Timeline and Checklist
Appendix C- Template for School Information Profile
Appendix D- Template for Terms of Reference of the Pupil Accommodation Review Committee

These Guidelines and related Appendices may be amended from time to time, so long as such amendments are made in accordance with the PARG and YCDSB Policy 713.

These Guidelines provide direction to staff when considering a pupil accommodation review and support the application of the Ministry of Education's *Pupil Accommodation Review Guideline* as defined in the following areas:

Part A: Pupil Accommodation Review Guidelines and Processes (Appendix A)
Part B: Modified Pupil Accommodation Review Guidelines and Processes (Appendix B)

PART A: PUPIL ACCOMMODATION REVIEW GUIDELINES AND PROCESSES

1. Initial Staff Report (Report 1)

Board staff will prepare and submit to the Board of Trustees an Initial Staff Report and a School Information Profile (*SIP*) for each school that may be subject to review.

1.1 The Initial Staff Report will identify accommodation issue(s) and will contain:
- 1.1.1 One or more options to address the accommodation issue(s) with supporting rationale;
- 1.1.2 A recommended option if more than one option is presented;
- 1.1.3 Proposed timelines for implementation of each option; and,
- 1.1.4 Information about actions taken by Board staff prior to recommending a pupil accommodation review process and supporting rationale as to any actions taken or not taken.

1.2 The option(s) included in the Initial Staff Report must address the following:
- 1.2.1 A summary of accommodation issue(s) for the school(s) under review;
- 1.2.2 Where students would be accommodated;
- 1.2.3 If proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;

1.2.4 Identify any program changes as a result of the proposed option;
1.2.5 How student transportation would be affected if changes take place;
1.2.6 If new capital investment is required as a result of the pupil accommodation review, how the Board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available;
1.2.7 Any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space; and,
1.2.8 A timeline for implementation.

1.3 The Initial Staff Report and School Information Profiles will be available to the public at the schools subject to the pupil accommodation review and on the Board's website following the decision to proceed with a pupil accommodation review by the Board of Trustees.

2. School Information Profile (SIP) (Appendix C)

2.1 Board staff is required to develop SIPs as orientation documents to help the Pupil Accommodation Review Committee (*PARC*) and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.

2.2 For comparison purposes a SIP will be completed at the same point-in-time by Board staff for each of the schools considered for review.

2.3 Contains data requirements and required criteria to be considered.

2.4 Additional items that reflect local circumstances and priorities which may help to further understand the school(s) considered for review may be introduced.

3. Pupil Accommodation Review Committee (PARC)

Following consideration of the Initial Staff Report and approval to proceed, but prior to the first Pupil Accommodation Review Public Meeting, the Board will establish a Pupil Accommodation Review Committee (*PARC*) that represents the school(s) under review. The PARC provides feedback to the Board on behalf of the affected school communities and acts as an official conduit for information shared between the Board and the school communities.

3.1 The members of the PARC will be:
3.1.1 At least one parent/guardian representative from each school under review and one alternate parent/guardian, chosen by the school community; and,
3.1.2 Such other persons as appointed by the Director of Education of the Board.

3.2 The Director of Education will appoint the Chair of the PARC. The Board will provide the PARC with Terms of Reference that describe the following:
3.2.1 Mandate of the PARC
3.2.2 Membership of the PARC
3.2.3 Role and Responsibilities of the PARC
3.2.4 Meetings of the PARC

3.3 A template for the Terms of Reference is set out in Appendix D.

3.4 The Board will invite PARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the PARC.

3.5 Board staff from various areas of responsibility, such as School Superintendents, School Principal(s), and Finance, Facilities, Transportation and Planning staff members may be assigned to act as resources to the PARC.

4. Consultation with Local Municipal Governments and Community Partners

4.1 Within five (5) business days of the decision of the Board of Trustees to conduct a pupil accommodation review, Board staff will provide written notice of the decision and include an invitation for a meeting to discuss and comment on the option(s) in the Initial Staff Report to the following, to be held before the Final Pupil accommodation review Public Meeting:

4.1.1 Affected single and upper-tier municipalities through the Clerks' Departments (or equivalent); and,

4.1.1 Community partners.

4.2 The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response, if any, on the recommended option(s) in the Initial Staff Report before the Final Pupil Accommodation Review Public Meeting.

4.3 Board staff will document their efforts to meet with the affected single and upper-tier municipalities, as well as the community partners, as described above.

4.4 The Board will provide advance notice of when the Final Pupil Accommodation Review Public Meeting is scheduled to take place.

5. Notice to Co-Terminous School Board(s) and the Ministry of Education

Within five (5) business days of the Board of Trustees' decision to conduct a pupil accommodation review, Board staff will provide written notice of the decision to the following:

5.1 The Directors of Education for the coterminous boards; and,

5.2 The Ministry of Education, Office of the Assistant Deputy Minister of Financial Policy and Business Division, unless the Ministry of Education has informed the Board to direct such notice to a different office.

6. Pupil Accommodation Review Public Meetings

6.1 The Board will hold two (2) Pupil Accommodation Review Public Meetings to gather broader community feedback on the Initial Staff Report. The Board may, at its discretion, hold additional Pupil Accommodation Review Public Meetings. Board staff will facilitate the Pupil Accommodation Review Public Meetings.

6.2 For greater clarity, the Pupil Accommodation Review Public Meetings are not meetings of the Board of Trustees. In addition, PARC members may attend Pupil Accommodation Review Public Meetings, however, a Pupil Accommodation Review Public Meeting will continue if PARC members do not attend.

6.3 The Pupil Accommodation Review Public Meetings will be announced and advertised publicly by the Board through a range of communication methods.

6.4 First Pupil Accommodation Review Public Meeting

6.4.1 The First Pupil Accommodation Review Public Meeting will be held no fewer than thirty (30) business days after the Board of Trustees' decision to conduct a Pupil Accommodation Review.

6.4.2 At a minimum, the First Pupil Accommodation Review Public Meeting must include the following:

6.4.2.1 An overview of the PARC orientation session;

6.4.2.2 The Initial Staff Report with recommended option(s); and

6.4.2.3 A presentation of the SIPs.

6.5 Final Pupil accommodation review Public Meeting

6.5.1 The Final Pupil Accommodation Review Public Meeting will be held at least forty (40) business days from the date of the First Accommodation Review Public Meeting.

7. Final Staff Report with Community Consultation (Report 2)

7.1 Board staff will post the Final Staff Report on the Board's website no fewer than ten (10) business days from the Final Pupil Accommodation Review Public Meeting. The Interim Staff Report will be also available to the public.

7.2 In addition, the Final Staff Report will be submitted to the Board of Trustees.

7.3 The Final Staff Report will include all information provided in the Initial Staff Report as well as the following:

7.3.1 Modifications to proposed and preferred options, including proposed accommodation plans and implementation timelines, previously identified in the Initial Staff Report, if required;

7.3.2 PARC feedback;

7.3.3 Public feedback;

7.3.4 Information and feedback obtained from municipalities and other community partners; and,

7.3.5 A summary of Board staff's efforts to meet with the affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the Pupil Accommodation Review;

7.4 The Final Staff Report to the Board of Trustees will be available to the public a minimum of ten (10) business days prior to a meeting of the Board of Trustees to receive public delegations.

8. Public Delegations to the Board of Trustees

8.1 Members of the public will be given the opportunity to provide feedback on the Final Staff Report (Report 2) through public delegations to the Board of Trustees at a meeting of the Board of Trustees no fewer than ten (10) business days from the posting of the Final Staff Report (Report 2).

8.2 A meeting of the Board of Trustees to receive public delegations will be announced and advertised publicly by the Board through a range of communication methods and will be posted on the Board's website.

9. Final Staff Report with Public Delegations Addendum and Decision by the Board of Trustees (Report 3)

9.1 At the conclusion of the *Pupil Accommodation Review* process, and no fewer than ten (10) business days from the public delegations, Board staff will present the Final Staff Report, including information from the public delegations and any staff response to such information, to the Board of Trustees.

9.2 The Board of Trustees has the discretion to approve the recommendation(s) of the Final Staff Report as presented, modify the recommendation(s) of the Final Staff Report, or to approve a different outcome.

9.3 The Board of Trustees will make a decision regarding the Pupil Accommodation Review.

10. Transition Planning

10.1 The transition of students will be carried out in consultation with parents/guardians and staff. Following the decision to consolidate and/or close a school, the Board will establish a separate committee to address the transition for students and staff that will work in consultation with parents/guardians and staff.

10.2 Terms of Reference will be established for the Transition Planning Committee.

10.3 The Transition Planning Committee will determine whether a school closing ceremony is appropriate. If a school closing ceremony is recommended, the Committee will design the format and program in consultation with the Communications Department.

PART B: MODIFIED PUPIL ACCOMMODATION REVIEW GUIDELINESS AND PROCESSES

In the circumstances defined within this policy the Board of Trustees may undertake a Modified Pupil Accommodation Review process.

1. Initial Staff Report and SIP's (Report 1)

1.1 Board staff will prepare an Initial Staff Report. In addition to the components of the Initial Staff Report specified above, the Initial Staff Report will, based on the factors set out in this policy, identify the relevant factors considered and provide the rationale used to recommend the *Modified Pupil Accommodation Review* process be used for the identified school(s).

1.2 Board staff will also prepare SIPs for each of the schools that may be subject to the *Modified Pupil Accommodation Review*. Board staff will provide the Initial Staff Report and the SIPs to the Board of Trustees.

1.3 The decision to proceed with a *Modified Pupil Accommodation Review* will be at the sole discretion of the Board of Trustees. The Initial Staff Report will explain the rationale for exempting the school(s) from the standard *Pupil Accommodation Review* process, in accordance with this Policy.

2. Pupil Accommodation Review Committee (PARC)

2.1 The formation of a PARC is not required under the *Modified Pupil Accommodation Review* process.

3. Notice and Consultation Requirements

3.1 Following the decision of the Board of Trustees to proceed with a *Modified Pupil Accommodation Review,* the Initial Staff Report and SIPs will be made available to the public through a range of communication methods and will be posted on the Board's website.

3.2 Within five (5) business days of the decision of the Board of Trustees, Board staff will provide written notice of the decision and include an invitation for a meeting to discuss and comment on the option(s) in the Initial Staff Report to the following:

3.2.1 Affected single and upper-tier municipalities through the Clerks' Departments (or equivalent); and,

3.2.2 Community partners.

3.3 Within five (5) business days of the decision of the Board of Trustees, Board staff will provide written notice of the decision to:

3.3.1 The Directors of Education for the Co-Terminous Boards; and,

3.3.2 The Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division, unless the Ministry of Education has informed the Board to direct such notice to a different office.

3.4 Municipalities and community partners who were provided with notice must provide their responses, if any, before the Pupil Accommodation Review Public Meeting (or, if more than one Pupil Accommodation Review Public Meeting is convened, prior to the Final Pupil Accommodation Review Public Meeting).

4. Pupil Accommodation Review Public Meetings

4.1 Board staff will convene and facilitate a Pupil Accommodation Review Public Meeting no fewer than thirty (30) business days from the date on which the Board of Trustees decide to hold a Modified Pupil Accommodation Review. Board staff, at their discretion, may convene more than one Pupil Accommodation Review Public Meeting.

4.2 For greater clarity, the Pupil Accommodation Review Public Meeting is not a meeting of the Board of Trustees.

4.3 A Pupil Accommodation Review Public Meeting will be announced and advertised through a range of communication methods.

4.4 Board staff will record feedback from the community at the Pupil Accommodation Review Public Meeting.

5. Final Staff Report with Community Consultation (Report 2)

5.1 No fewer than ten (10) business days after the Pupil accommodation review Public Meeting, or, if more than one Pupil Accommodation Review Public Meeting is held, after the Final Pupil Accommodation Review Public Meeting, Board staff will submit the Final Staff Report to the Board of Trustees and will post the Final Staff Report on the Board's website.

5.2 The Final Staff Report will include all information provided in the Initial Staff Report as well as the following:

5.2.1 Modifications to the proposed and preferred options, including the proposed accommodation plans and implementation timelines in the Initial Staff Report, if required;

5.2.2 Feedback from any public consultations; and

5.2.3 Any relevant information obtained from municipalities and other community partners prior to and during the *Modified Pupil Accommodation Review.*

6. Public Delegations

6.1 Members of the public will be given the opportunity to provide feedback on the Final Staff Report through public delegations to the Board of Trustees at a meeting of the Board of Trustees no fewer than ten (10) business days after the Final Staff Report is publicly posted.

6.2 A meeting of the Board of Trustees to receive public delegations will be announced and advertised publicly by the Board through a range of communication methods. Delegations will be received in accordance with the Board's policy on public delegations. After the public delegations, Board staff will compile feedback from the public delegations.

7. Final Staff Report with Public Delegations Addendum and Decision by the Board of Trustees (Report 3)

7.1 Board staff will present the Final Staff Report, which will include an addendum of compiled feedback from the public delegations to the Board of Trustees and any staff response to such feedback, no fewer than ten (10) business days from the public delegations.

7.2 The final decision regarding the *Modified Pupil Accommodation Review* shall be made by the Board of Trustees. The Board of Trustees has the discretion to approve the recommendations in the Final Staff Report as presented, modify the recommendations, or approve a different outcome.

7.3 A Terms of Reference will be established for the Transition Planning Committee.

8. Transition Planning

8.1 The transition of students will be carried out in consultation with parents/guardians and staff. Following the decision to consolidate and/or close a school, the Board will establish a separate committee to address the transition for students and staff that will work in consultation with parents/guardians and staff.

8.2 Terms of Reference will be established for the Transition Planning Committee.

8.3 The Transition Planning Committee will determine whether a school closing ceremony is appropriate. If a closing ceremony is recommended, the Committee will design the format and program in consultation with the Communications Department.

APPENDIX A

"Standard" Pupil Accommodation Review (PAR) Flow Chart

(Including Ministry Timelines) Draft v2. 10/07/15

The York Catholic District School Board's (YCDSB) Multi-Year Strategic Plan 2014-2018 outlines the Board's priorities and direction for the future. There are four strategic commitments within the plan, one being the ***Effective Use of Our Resources.***

Our commitment to the *Effective Use of Our Resources was a guiding force, along with Ministry of Education expectations, in the development of the Board's **Long Term Accommodation Plan (LTAP) 2015-2020**.* The LTAP helps the board to target and identify sustainable solutions to address enrolment and demographic trends and financial pressures while continuing to offer the high standard of program excellence that our students deserve and that our parents expect now and into the future.

There are a number of accommodation initiatives in the LTAP including Accommodation Reviews which evaluates a school or schools where accommodation issues have been identified. There are two types of accommodation reviews: **"Standard"** ***Pupil Accommodation Review (PAR)*** and ***Modified Pupil Accommodation Review (MPAR).***

In its revised guideline for **Pupil Accommodation Reviews (PAR)**, the Ministry of Education sets out a very specific process and timeline that school boards must follow when assessing its long term accommodation needs. The flow chart below explains the steps the Board must follow if a standard Pupil Accommodation Review (PAR) is approved by the Board of Trustees.

"STANDARD" PUPIL ACCOMMODATION REVIEW (PAR) PROCESS

Minimum of 30 business days

STEP 1: Initial Staff Report

An **Initial Staff Report** outlining enrolment, program and accommodation issues with recommendations is presented to Board of Trustees along with **School Information Profiles** (SIP). Initial Staff Report and SIP posted on Board and school websites. **Trustees approve a Pupil Accommodation Review.**

Within 5 business days

STEP 2: Notification and ARC Establishment

Written notice given to the following:
-Municipalities/Community Partners
-Co-terminous school board Director of Education
-Ministry of Education

Board of Trustees calls for the formation of a Pupil Accommodation Review Committee (PARC) representing schools under review and to provide feedback on Initial Staff Report. The PARC is made up of: **at least one parent from each school under review and others as appointed by the Director of Education.**

PARC members hold an orientation meeting and at least one working meeting to review the Initial Staff Report prior to the first public meeting.

STEP 3: Public Notification

Parents and wider community are informed about the decision to establish a PARC and are invited to attend/participate in public meetings. Public meeting dates will be announced and advertised by the Board.

Minimum of 40 business days

STEP 4: Public Participation

A minimum of 2 public meetings with community members and parents occurs.

Learn how you can participate:
Attend a community meeting; follow us on Twitter, @YcdsbOurSchools and review information posted on our website at www.ycdsb.ca/par.

Minimum of 10 business days after final public meeting

STEP 5: Final Staff Report (Report 2)

After the final public meeting, board staff submits a **Final Staff Report** with feedback from the PARC, public consultation, municipalities/community partners to the Board of Trustees. The Final Staff Report is posted on the Board website at www.ycdsb.ca/par.

Minimum of 20 business days

STEP 6: Notice of Public Delegations

Notice of delegation dates will be announced and advertised by the Board. Members of the public will have opportunity to provide feedback on Final Staff Report through public delegations to the Board of Trustees.

Minimum of 10 business days

Public delegations to the Board of Trustees on the Final Staff Report are held.

Board staff compiles feedback from delegations and includes it in the **Final Staff Report (Report 3)** that is submitted to Board of Trustees who then makes a final decision regarding the pupil accommodation review.

Minimum of 10 business days

STEP 7: Board of Trustees Decision

✔ Yes	✖ No / Other
Director of Education instructs Board staff to implement approved recommendations.	Director of Education will determine next steps.
Transition Planning Committee is formed.	

Administrative Review Process

Once the Board of Trustees has made a final decision, a complainant has 30 calendar days to submit a petition to the Ministry of Education (MOE), if **the complainant believes the Board did not comply with its Pupil Accommodation Review Policy.**

For information on the Ministry's Administrative Review process, please visit their website: **http://www.edu.gov.on.ca/eng/policyfunding/adminReview.html**

APPENDIX B

Modified Pupil Accommodation Review (MPAR) Flow Chart

(Including Ministry Timelines) *Draft v2 10/07/15*

The York Catholic District School Board's (YCDSB) Multi-Year Strategic Plan 2014-2018 outlines the Board's priorities and direction for the future. There are **four** strategic commitments within the plan, one being the ***Effective Use of Our Resources.***

Our commitment to the *Effective Use of Our Resources was a guiding force, along with Ministry of Education expectations, in the development of the Board's* ***Long Term Accommodation Plan (LTAP) 2015-2020***. The LTAP helps the board to target and identify sustainable solutions to address enrolment and demographic trends and financial pressures while continuing to offer the high standard of program excellence that our students deserve and that our parents expect now and into the future.

There are a number of accommodation initiatives in the LTAP including Accommodation Reviews which evaluates a school or group of schools where accommodation issues have been identified. There are two types of accommodation reviews: **"Standard" *Pupil Accommodation Review (PAR)*** and ***Modified Pupil Accommodation Review* (MPAR)**. According to the Board's ***Pupil Accommodation Review Policy #713***, a modified accommodation review process may be approved where two (2) or more of the following factors are present:

1. *Distance to the nearest available accommodation is 5 kilometres or less;*
2. *Utilization rate of the facility is equal or below 50%;*
3. *Number of students enrolled at the school is 126 or fewer;*
4. *When the Board is planning the relocation of a program (in any school year or over a number of school years), in which the enrolment constitutes more than or equal to fifty percent (50%) of the school's enrolment;*
5. *There are no more than three (3) schools subject to the pupil accommodation review process; or,*
6. *The entire student population (and boundary) of a school that is subject to a pupil accommodation review process can be accommodated in another school.*

In its revised guideline for **Pupil Accommodation Reviews (PAR)**, the Ministry of Education sets out a very specific process and timeline that school boards must follow when assessing its long term accommodation needs. The flow chart below explains the steps the Board must follow if a modified Pupil Accommodation Review **(MPAR)** is approved by the Board of Trustees.

MODIFIED PUPIL ACCOMMODATION REVIEW (MPAR) PROCESS

Minimum of 30 business days

STEP 1: Initial Staff Report

An **Initial Staff Report** outlining enrolment, program and accommodation issues with recommendations is presented to Board of Trustees along with **School Information Profiles** (SIP). **Trustees approve a Modified Pupil Accommodation Review (MPAR)**

NOTE: The formation of a Pupil Accommodation Review Committee **is not** required under the MPAR process.

Within 5 business days

STEP 2: Notification and Consultation

The Initial Staff Report and SIP are posted on Board and school websites.

Written notice given to the following:
-Municipalities/Community Partners
-Co-terminous school board Director of Education
-Ministry of Education

Board staff arranges meeting with municipalities and community partners prior to the public meeting.

STEP 3: Notification of Public Meeting

Parents and wider community are informed about the approval of a MPAR and are invited to attend/participate in a public meeting. Public meeting date will be announced and advertised by the Board.
Learn how you can participate: Follow us on Twitter @YcdsbOurSchools. Visit website at www.ycdsb.ca/par.

STEP 4: Public Meeting and Participation

Public meeting is held.

Minimum of 10 business days after public meeting

STEP 5: Final Staff Report (Report 2)

After the public meeting, board staff submits a **Final Staff Report** that includes feedback from any public consultations, municipalities/community partners to the Board of Trustees. The Final Staff Report is posted on the Board website at www.ycdsb.ca/par.

Minimum of 20 business days

STEP 6: Notice of Public Delegations

Notice of delegation date(s) will be announced and advertised by the Board. Members of the public will have opportunity to provide feedback on the Final Staff Report through public delegations to the Board of Trustees.

Minimum of 10 business days

Public delegations to the Board of Trustees on the Final Staff Report are held.

Board staff compiles feedback from delegations and includes it in the **Final Staff Report (Report 3)** that is submitted to Board of Trustees who then makes a final decision regarding the modified pupil accommodation review.

Minimum of 10 business days

STEP 7: Board of Trustees Decision

✔ Yes	✖ No / Other
Director of Education instructs Board staff to implement approved recommendations.	Director of Education will determine next steps.

Transition Planning Committee is formed.

Administrative Review Process

Once the Board of Trustees has made a final decision, a complainant has 30 calendar days to submit a petition to the Ministry of Education (MOE), **if the complainant believes the Board did not comply with its Pupil Accommodation Review Policy.**

For information on the Ministry's Administrative Review process, please visit their website: **http://www.edu.gov.on.ca/eng/policyfunding/adminReview.html**

York Catholic District School Board

Template for School Information Profile (SIP)

The following are the minimum data requirements and factors that are to be included in the SIP:

Facility Profile:

1. School name and address.
2. Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions.
3. School attendance area (boundary) map.
4. Context map (or air photo) of the school indicating the existing land uses surrounding the school.
5. Planning map of the school with zoning, Official Plan or secondary plan land use designations.
6. Size of the school site (acres or hectares).
7. Building area (square feet or square metres).
8. Number of portable classrooms.
9. Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g., science lab, tech shop, gymnasium, etc.).
10. Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g., tracks, courts for basketball, tennis, etc.).
11. Ten-year history of major facility improvements (item and cost).
12. Projected five-year facility renewal needs of school (item and cost).
13. Current Facility Condition Index (FCI) with a definition of what the index represents.
14. A measure of proximity of the students to their existing school, and the average distance to the school for students.
15. Percentage of students that are and are not eligible for transportation under the school board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times).
16. School utility costs (totals, per square foot, and per student).
17. Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress.
18. Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e., barrier-free).
19. On-the-ground (OTG) capacity, and surplus/shortage of pupil places.

Instructional Profile:

1. Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school.
2. Describe the course and program offerings at the school.
3. Describe the specialized service offerings at the school (e.g., cooperative placements, guidance counseling, etc.).
4. Current grade configuration of the school (e.g., junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.).
5. Current grade organization of the school (e.g., number of combined grades, etc.).

6. Number of out of area students.
7. Utilization factor/classroom usage.
8. Summary of five previous years' enrolment and 10-year enrolment projection by grade and program.
9. Current extracurricular activities.

Other School Use Profile:

1. Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery.
2. Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery.
3. Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery.
4. Availability of before and after school programs or services (e.g., child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery.
5. Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.
6. Description of the school's suitability for facility partnerships.

York Catholic District School Board

Template for Terms of Reference of the Pupil Accommodation Review Committee

Background

The Board is responsible for fostering student achievement and well-being and ensuring effective stewardship of the Board's resources. In this regard, the Board is responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of elementary and secondary programs. The Board may from time to time be required to consider school consolidations and school closures by undertaking an accommodation review process that is consistent with the Board's Pupil Accommodation Review Policy and Operating Procedure. These are the terms of reference applicable to the Pupil Accommodation Review Committee ("**PARC**") established for the **[identify accommodation review]**.

Mandate

1. The PARC is an advisory committee established by the Board that represents the school(s) affected by a pupil accommodation review and which acts as the official conduit for information shared between the Board and the affected school communities.

2. The PARC provides feedback with respect to Staff Report(s) and the options set out therein and may also present alternative accommodation option(s), including rationale for the option(s), recognizing the principles outlined in the Background section. The overall goal of the PARC is to provide the local perspective of stakeholders impacted by the decision of the Board of Trustees, and to provide constructive feedback to the Director of Education regarding the Initial Staff Report, School Information Profile ("**SIP**"), options, and preferred option.

3. The final decision regarding the future of a school or a group of schools rests solely with the Board of Trustees.

4. This PARC is formed with respect to the following school(s):

   [Insert List of Schools]

Membership of the PARC

5. The members of the PARC will be:
   - 5.1 at least one parent / guardian representative from each school under review and one alternate parent/guardian, chosen by the school community; and
   - 5.2 such other persons as appointed by the Director of the Board.

6. Board staff from various areas of responsibility, such as School Superintendents, School Principal(s), and Finance, Facilities, Transportation and Planning staff members may be assigned to act as resources to the PARC.

Roles and Responsibilities of the PARC Members

7. The Chair of the PARC, appointed by the Director of Education, will facilitate the PARC process and will ensure it is consistent with the Board's Policy and Operating Procedure.

8. PARC members are expected to attend working meetings and participate in the process.
   8.1 PARC members are expected to attend an orientation session. At the orientation session, PARC members will learn about the mandate, roles and responsibilities and procedures of the PARC.

Roles and Responsibilities of Resources to the PARC.

9. Board Staff from various areas of responsibility will assist as required with answering questions, providing clarification and will document and compile feedback for inclusion in Staff Reports.

Roles and Responsibilities of the PARC

10. The PARC will be provided with copies of the Initial Staff Report and the SIPs for each school under review.

11. The PARC will review the SIP for each school under review.

    11.1 A SIP is an orientation document with point-in-time data for each of the schools under a pupil accommodation review. The SIP is intended to help the PARC and the school community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.
    11.2 The PARC may request clarification with respect to information provided in the SIP.
    11.3 It is not the role of the PARC to approve the SIP.

12. The PARC will review the information provided and accommodation options proposed in the Initial Staff Report and will seek clarification, ask questions and provide feedback as necessary.
    12.1 The Initial Staff Report is drafted by Board staff. It identifies accommodation issues, sets out one or more options to address accommodation issues, identifies a recommended option if more than one is proposed, and includes proposed timelines for implementation.
    12.2 The PARC will provide feedback with respect to the options in the Initial Staff Report prior to the first Accommodation Review Public Meeting.
    12.3 The PARC may provide alternative option(s) to those set out in the Initial Staff Report. The PARC must provide supporting rationale for the alternative option(s).
13. PARC members are not required to reach consensus with respect to the comments and feedback that will be provided to the Board of Trustees.

14. The comments, feedback, and any alternative option(s) will be collected and compiled by Board staff in the form of meeting notes. This information will be included in the Community Consultation Section of the Final Staff Report presented to the Board of Trustees.

Meetings of the PARC

15. The PARC will hold at least three (3) working meetings (not including the orientation meeting) to discuss the pupil accommodation review. The PARC may choose to hold additional working meetings as deemed necessary within the timelines established by the Pupil Accommodation Review Policy and Operating Procedure, at the discretion of the PARC Chair.

16. At working meetings the PARC will review the materials presented to it by Board staff, may solicit input from the affected school communities, and will provide feedback to Board staff.

17. PARC working meetings will be open to the public, however, the public may not participate in such meetings, unless specifically requested by the PARC to provide input from the affected school communities.

18. PARC working meetings will be deemed to be properly constituted even if all members are not in attendance. There is no quorum required for an PARC working meeting.

19. The PARC will be deemed to be properly constituted even if one or more members resign or do not attend working meetings of the PARC.

20. Meeting notes of PARC working meetings will be prepared.

21. PARC members may attend the Accommodation Review Public Meetings, held by Board staff.

22. PARC working meeting dates will be established by the Chair in consultation with the PARC.

[Insert Public Meeting Dates]

York Catholic District School Board

PROCEDURE:
Transition Process for School
Consolidation/Closure

Addendum to Policy 713: Pupil Accommodation Review of Schools

Effective: June 2016

PURPOSE

This procedure is designed in conjunction with YCDSB Policy 713 – *Pupil Accommodation Review of Schools* to facilitate the relocation and integration of students and staff after a pupil accommodation review decision related to a school consolidation/closure has been made by the Board of Trustees.

As per YCDSB Board Policy 713 - *Pupil Accommodation Review of Schools,* the following will apply to all transition processes for school accommodations:

The Board shall develop and implement a transition plan following any Board decision to consolidate, close or move a school or students, or pursuant to an exemption to the Pupil Accommodation Review process.

All schools affected by a pupil accommodation review decision for school consolidation/closure shall be represented on a transition committee under the leadership and guidance of the school Principals. Central level staff shall support the transition committee as defined in the responsibilities section of this procedure and communicate with the transition committee through the Principal.

RATIONALE

It is important that the integration of students and staff into their new school community is achieved in a way that is positive and supportive of the respective school communities. The transition process will be conducted through consultation with parents/guardians, school staff, board staff and senior administration.

TRANSITION COMMITTEE STRUCTURE

Principals of the schools affected by a school consolidation or school closure shall co-chair the Transition Committee.

1. When the Board of Trustees has made a decision for school consolidation and/or closure, Principals at **all** affected schools will select three (3) members, through a lottery process, from their school community to participate on the Transition Committee as follows:
   i. Catholic School Council Representative
   ii. Parent-at-large Representative*
   iii. Staff Representative

   * In situations where the affected school is a dual-track school (i.e.: English and French Immersion), representation on the Transition Committee should reflect both programs. In the event membership is in question, the Director of Education shall make the final decision.

2. The appropriate Superintendent of Education: School Leadership will serve as a member of the Transition Committee.

3. Area Trustee(s) may also serve as a member of the Transition Committee.

4. The meetings of the Transition Committee shall be communicated to and open to all members of the affected school communities.

5. All Transition Committee meeting minutes and/or reports of sub-committees shall be presented at the meetings of the respective Catholic School Council(s) and posted on the school's website.

6. Members of the Transition Committee will determine the need for the establishment of sub-committee(s) to accomplish specific tasks. All sub-committee work must be presented at a public meeting of the Transition Committee.

7. Board staff and senior administration will support school Principal(s) on an as needed basis to support the successful implementation of the transition process.

ROLES AND RESPONSIBILITIES

PRINCIPAL OF THE CONSOLIDATED/CLOSED SCHOOL

i. To assist with the identification, gathering and cataloguing of school artifacts and memorabilia (i.e.: Religious artifacts associated with the school and/or patron saint of the school; graduate composites; school plaques; pennants; yearbooks, etc.).

TRANSITION COMMITTEE
(Comprised of the members from each of the affected schools, the Superintendent of Education: School Leadership, the Area Trustee(s) and Co-Chaired by the school Principals.)

i. To assist in the development and delivery of orientation activities/events throughout the transition period for students, parents/guardians and staff in consultation with the Principal(s);
ii. To assist in the development and implementation of celebrations prior to the end of the year for closing school(s) in consultation with the Principal(s); and,
iii. To develop a plan to honour and display the items and artifacts representative of the consolidated/closed school in the new school community.

Transition Committee discussions may also include, but are not limited to the following topics:

i. Review current dress code procedures and develop resolutions that will support the integration of students into their new school environment;
ii. Receive and review information related to school day organization in the new school location (i.e. entrance and dismissal times; daily routines, etc.); and,
iii. Other topics based on specific identified needs and/or issues.

BOARD STAFF

Board staff will be responsible for the following items pertaining to a school consolidation/closure:

i. The completion of a "needs assessment" for all affected schools.
ii. The allocation and distribution of learning and physical resources (i.e. textbooks, library

resources, consumables, information technology, physical education and outdoor play equipment, furniture, etc.); shall be in accordance with *YCDSB Policies 603A and 606* (*School Fundraising and Catholic School Councils*) as follows:

1. All school assets purchased through fundraising or GSB, shall be distributed equitably based on a needs assessment completed by Board staff, in consultation with the appropriate School Superintendent(s) and Principals of affected schools.
    - 1.1 First, to the affected schools; and,
    - 1.2 Second, to other area schools.

iii. The allocation of financial resources including closure of school bank accounts, where required (i.e.: School General Account & Catholic School Council school fundraising, residual funds from hot lunch programs, etc.) shall be in accordance with *YCDSB Policies 603A, 606* (*School Funds, Catholic School Councils*) as follows:

1. Any funds and assets generated through fundraising activities organized by the school or assisted by the Catholic School Council are the property of the Board.
2. In the event of a school consolidation/closure:
    - 2.1 Any residual fundraising monies shall be proportionately distributed, based on student enrolment, to the affected schools; and,
    - 2.2 All school assets purchased through fundraising or GSB, shall be distributed equitably based on a needs assessment completed by Board staff, in consultation with the appropriate School Superintendent(s) and Principals of affected schools.
        - 2.2.1 First, to the affected schools; and,
        - 2.2.2 Second, to other area schools.

As well as, in accordance with *YCDSB Policy 803 School Generated Funds* as follows:

1. In the event of a school consolidation/closure any residual school generated funds shall be proportionately distributed, based on student enrolment, to the affected schools.

iv. The school reorganization (i.e. staffing; out of boundary registrations);

v. The development of transition plans for students with special education needs, if required, and in consultation with parents/guardians;

vi. The relocation of central and/or community programs (i.e. Special Education; SEPHYR, Early Years, A-OK programs, etc.);

vii. The communication of revisions to transportation (i.e.: communication of new school boundaries; identification of “walkers” and “riders”);

viii. The support of child care operators throughout the transition process ensuring that child care and before and after school programs are in place and communicated to Principals and parents/guardians prior to the completion of the transition process; and,

ix. The planning for and implementation of any necessary facilities planning and/or renovation construction if applicable.

TRANSITION COMMITTEE TERMS OF REFERENCE

The Transition Committee will develop and support the implementation of a transition plan for the successful integration of students, staff, parents/guardians and community partners into a new school setting or configuration.

MANDATE

1. To operate within the timelines of the Board of Trustees decision for school consolidation and/or closure;
2. To fulfill the roles and responsibilities as outlined in the Board's *Transition Process for School Consolidation/Closure* document;
3. To respect the established Terms of Reference as outlined herein;
4. To convene as a committee as often as required in consultation with the Principals of each affected school and other committee members; and,
5. To design the format and program, in consultation with the Communications Department, if a closing ceremony is recommended.

MEETING STRUCTURE

1. The Principals of the affected schools will be Co-Chairs of the Transition Committee.
2. The meetings of the Transition Committee shall be communicated to and open to all members of the affected school communities.
3. The agendas, minutes and/or reports of all Transition Committee and sub-committee meetings will be communicated to the respective Catholic School Councils and posted on the school's website.

COMMITTEE MEMBERSHIP

Principals at **all** affected schools will select three (3) members, through a lottery process, from their school community to participate on the Transition Committee as follows:
i. Catholic School Council Representative
ii. Parent-at-large Representative*
iii. Staff Representative

* In situations where the affected school is a dual-track school (i.e.: English and French Immersion), representation on the Transition Committee should reflect both programs. In the event membership is in question, the Director of Education shall make the final decision.

The appropriate Superintendent of Education: School Leadership will serve as a member of the Committee.

Area Trustee(s) may also serve as a member(s) of the Committee.

TERM OF MEMBERSHIP
The Transition Committee will remain in effect until the new school community is formed.

MEETINGS
As required through consultation with the Transition Committee membership.