

Board Meeting - Public Session

Tuesday, December 11, 2018

Board Room - 7:30 PM

Corrie McBain
Chair
(Richmond Hill)

Juanita Nathan
Vice-Chair
(Markham)

Cynthia Cordova
(Georgina)

Anna DeBartolo
(Vaughan)

Linda Gilbert
(Newmarket)

Cindy Liang
(Richmond Hill)

Bill Liu
(Student Trustee)

Allen Lu
(Student Trustee)

Ron Lynn
(Markham)

Bob McRoberts
(Aurora and King)

David Sherman
(Markham and
Vaughan)

Dr. Elizabeth Sinclair
(Vaughan)

Allan Tam
(Markham)

Elizabeth Terrell-Tracey
(East Gwillimbury and
Whitchurch-Stouffville)

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Welcome to the York Region District School Board

All about Board Meetings

Board Meetings are usually held on the first Tuesday of each month at the Education Centre, 60 Wellington Street West, Aurora. The meeting schedule is available on the Board website.

Board Meetings are open to the public and begin at 7:30 p.m. Agenda packages and minutes from previous meetings are available on the Board website. A limited number of hard copy agenda packages are available at each meeting.

You may sign up to receive email notifications for Board, Advisory and Board Committee meeting agendas. Contact Corporate Secretariat and Trustee Services if you have questions or require support.

How can I address the Board?

Community members wishing to address the Board of Trustees should submit a written application to Chair's Committee. Chair's Committee will decide whether the matter should be heard at a Board Standing or other Committee meeting or referred to staff for follow-up. For additional information please refer to Section 4:01 of the Board's Operational By-Law or contact Lisa Reinhardt, Manager, Corporate Secretariat and Trustee Services, extension 2217.

When are Public Forums held?

In addition to the formal delegation process, the York Region District School Board hosts an informal Public Forum from 7:00 to 7:15 p.m. during the Board Standing Committee meeting. At this time, members of the community may speak to any appropriate public issue not already scheduled for consideration on the agenda.

Although it is not necessary to register prior to the meeting, you may call Corporate Secretariat and Trustee Services, extension 2327 to reserve a spot.

Other Board Committee meetings

Members of the public are welcome to attend and observe any of the following public Advisory and Board Committee meetings. Agenda packages are posted on the Board website prior to the meeting.

If you are planning to attend any Board, Advisory or Board Committee meeting, please contact Corporate Secretariat and Trustee Services, extension 2327, 2262, or 2217 to make arrangements.

Audit Committee meetings are scheduled as required; usually three times annually, beginning at 4:30 p.m. at the Education Centre – Aurora. For further information, please contact Finance Services, extension 2565.

Board Standing Committee meetings are usually held the third Tuesday of the month beginning at 7:00 p.m. at the Education Centre – Aurora. For further information, please contact Corporate Secretariat and Trustee Services, extension 2327.

Budget Committee meetings are scheduled as required, usually between February and June, beginning at 7:00 p.m. at the Education Centre – Aurora. For further information please contact Business Services, extension 2273.

Chair's Committee meetings are usually held on the Tuesday prior to the Board Meeting at the Education Centre – Aurora. For further information, please contact Corporate Secretariat and Trustee Services, extension 2262.

The **Equity and Inclusivity Advisory Committee** meets at least four times annually, usually on the second Thursday of the month, beginning at 7:00 p.m. at the Education Centre – Aurora. For further information, please contact Equity and Community Services, 905-884-2046, extension 272.

The **Joint Board Consortium** meets three times annually, usually on the first Wednesday of the month, beginning at 4:30 p.m., and is comprised of representatives from both the public and Catholic school boards in York Region. For further information, please contact Corporate Secretariat and Trustee Services, extension 2266.

The **Parent, Family and Community Engagement Advisory Committee** meets at least four times annually, usually on the second Tuesday of the month beginning at 7:00 p.m. at the Education Centre – Aurora. For further information please contact Equity and Community Services, 905-884-2046, extension 272.

The **Policy and By-Law Committee** usually meets on the first Tuesday of the month, beginning at 4:30 p.m. at the Education Centre – Aurora. For further information, please contact Corporate Secretariat and Trustee Services, extension 2217.

Property Management Committee meetings are usually held the third Tuesday of the month, beginning at 4:30 p.m. at the Education Centre – Aurora. For further information, please contact Planning and Property Development Services, extension 2424.

The **Special Education Advisory Committee** usually meets on the first Thursday of the month at 7:00 p.m. at the Education Centre – Aurora. For further information please contact Education and Community Services, extension 2027.

What about School Councils?

Each public school in York Region has a school council. For additional information on school councils, please contact the school principal. If you require further information, contact Principal, Inclusive School and Community Services Paul Woods, 905-884-2046, extension 238 or Coordinating Superintendent of Education, Equity and Community Services Cecil Roach, 905-884-2046, extension 260.

Do I have access to Board policies?

Yes, all Board policies are available for the public to access at any York Region school or on the Board website.

Questions about any Board policy or procedure should be raised with your principal. You may also contact Corporate Secretariat and Trustee Services, or email policy.committee@yrdsb.ca if you would like a copy of a particular policy or have any questions.

**YORK REGION DISTRICT SCHOOL BOARD
BOARD MEETING MINUTES - PUBLIC SESSION
NOVEMBER 7, 2018**

The Board Meeting - Public Session of the York Region District School Board was held in the Board Room of the Education Centre, Aurora at 7:43 p.m. on Wednesday, November 7, 2018 with Chair C. McBain presiding and the following members present; Trustees P. Adams-Luchowski, L. Aversa, L. Carruthers C. Chan, C. Cordova, A. DeBartolo, S. Geller, J. Nathan, A. Tam, M. Van Beek (via audio conference) and A. Yeung.

Also in Attendance: Student Trustees B. Liu and A. Lu

LAND ACKNOWLEDGMENT

Board Chair C. McBain provided remarks and an acknowledgement of thanks and appreciation to the First Peoples of the Williams Treaty First Nations, other Indigenous Peoples and the Chippewas of Georgina Island First Nation as the Board's closest community and partners in education.

CANADIAN NATIONAL ANTHEM

A video of Sir William Mulock Secondary School students singing the Canadian National Anthem was shared.

APPROVAL OF AGENDA

Board Chair C. McBain noted the following revisions to the agenda.

- An opportunity to address the content of the October 30, 2018 Chair's Committee meeting minutes will occur as part of the consideration of the Routine items.
- Request for Recount – Trustee in Wards 3 and 4 in the City of Vaughan and Response to Community Concerns will be added to the agenda.
- The Report from the Board Meeting – Private Session November 7, 2018 will be moved to the end of the agenda prior to adjournment.

(*)1. Moved by C. Cordova, seconded by J. Nathan:

That the agenda be approved as amended.

- Carried -

DECLARATION OF CONFLICT OF INTEREST

Board Chair C. McBain asked any trustee who has a direct personal interest or direct or indirect pecuniary interest in any matter being discussed by the Board to state their conflict and the nature thereof.

Trustee L. Aversa declared a conflict of interest on Agenda Item 15 (c), Request for Recount – Trustee in Wards 3 and 4 in the City of Vaughan due to a direct pecuniary interest.

DIRECTOR'S INFORMATION REPORT

Director of Education L. Sirisko highlighted the following activities throughout the Board.

“Consultation on Education Reform

As you know, the Ontario government has launched its consultation on education reform.

Parents, students, educators have been invited to provide the Ontario government with feedback on the education system.

The government is seeking feedback around a number of topics, including:

- *Student performance in science, technology, engineering and math (STEM)*
- *Job and life skills for students, such as financial literacy*
- *The Health and Physical Education curriculum*
- *Improving standardized testing*
- *The use of technology in the classroom; and*
- *a Parents' Bill of Rights*

There are three ways to submit feedback:

- *an online submission form*
- *an online survey; and*
- *telephone town halls.*

There has already been one town hall for York Region residents and a second is scheduled for November 13, 2018.

More information about dates and times of the town halls, as well as information about the online form and survey, can be found on the Government's website.

Ontario Human Rights Commission Action

Staying on the topic of education reform, we have received word that the Ontario Human Rights Commission (OHRC) is challenging the provincial government on its rolling back of the Health and Physical Education curriculum.

The Ontario Human Rights Commission has filed a notice of intervention with the Human Rights Tribunal of Ontario in the case of AB versus Ministry of Education. The OHRC's argument is that the interim curriculum discriminates based on sex, sexual orientation, gender identity and gender expression.

The OHRC is intervening to protect the rights of girls and LGBTQ+ students, who are among Ontario's most vulnerable and at-risk people.

The OHRC is concerned that the interim curriculum is discriminatory because it fails to reflect and adequately address the needs of LGBTQ + students and their families, and eliminates key information about consent, which places students at greater risk of sexual violence.

We will continue to monitor this case as it progresses.

Legalization of Cannabis Resources

Another matter impacting the safety of students, and staff, is the legalization of cannabis. As you know, cannabis was legalized across Canada on October 17, 2018.

In the lead up to this date, staff in the Caring and Safe Schools and Curriculum departments created and distributed several resources to help support administrators.

These include:

- a fact sheet containing links to various resources for educators and parents;*
- a script that administrators can use for the morning announcements; and*
- a newsletter insert for parents.*

These resources will help ensure our staff, families and students are informed about the facts of cannabis legalization.

Also helping to raise awareness around the legalization of cannabis, is Member of Parliament and Minister of Border Security and Organized Crime Reduction, the Honourable Bill Blair, who paid a visit to my office to discuss cannabis legalization.

I shared with him the Board's resources as well as concerns and the potential impacts to staff and students.

We had a good dialogue and Mr. Blair was very appreciative of the work that we have put into developing the supporting resources.

Amendments to Trustee Honoraria

In other provincial news, Minister of Education Lisa Thompson has been in touch with Boards across the province in regard to Trustee Honoraria. Minister Thompson has informed Boards that the provincial government has made amendments to Ontario Regulation 357/06, Honoraria for Board Members.

In a communication that was sent last month, Minister Thompson advised that the increases to trustee honoraria announced in April by the previous government will not proceed.

As a result, Ontario Regulation 357/06 has been amended to maintain the honoraria base amount limit of \$5,900 for district school board trustees. Chairs and vice-chairs will still be entitled to additional amounts under the regulation.

This amendment will impact trustees for the term of office beginning on December 1, 2018.

Specialist High Skills Major Program Funding

We also received updated information from the Ministry of Education about funding for the Specialist High Skills Major (SHSM) programs.

The total projected funding for the Board will be just over \$2,000,000.

The SHSM is a Ministry of Education approved specialized program that allows students, in Grades 11 or 12, to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school.

It also assists in their transition after graduation to apprenticeship training, college, university or the workplace.

Nearly all of our high schools offer SHSM programs in various sectors including arts and culture, business, sport, health and wellness, transportation, hospitality and tourism, construction and more.

The Ministry tracks the credit achievement rates of SHSM students and non-SHSM students. We will be provided with the final achievement rates by the Ministry.

Copyright Survey

Finally, one of our schools has been chosen to take part in a province-wide survey around copyright.

Woodbridge College will be a part of the “Onsite Survey”, a survey that has been approved by the Ministry of Education and will be overseen by the Copyright Consortium Committee of the Council of Ministers of Education, Canada.

The Copyright Consortium Committee works with school boards to promote awareness among educators of the rights and responsibilities when using copyright-protected works.

The survey will take place for a one-week period between January and March 2019. The purpose of the survey is to collect information on printing and copying at a random sampling of elementary schools and school board offices in all provinces and territories.

We look forward to receiving more information about the survey as it becomes available.”

SPECIAL ANNOUNCEMENTS

Board Chair C. McBain made the following remarks.

“At the York Region District School Board, we are fortunate to have a wealth of diversity in our schools; a diversity that we celebrate with various events and celebrations throughout the year.”

At this time, Trustees Nathan and DeBartolo spoke to the diversity that the Board is celebrating in the month of November.

Hindu Heritage Month

Trustee J. Nathan addressed Hindu Heritage Month.

“Ontario is home to a large and vibrant Hindu community.

The first Hindu immigrants arrived in Canada at the beginning of the 20th Century. Since then, Hindu Canadians have made significant contributions in many fields such as science, education, medicine, law, politics, business, culture and sports.

Three significant festivals occur at this time of year. These festivals include Navratri, Diwali and the Durga Puja.

“Deepawali” or “Diwali” is the biggest of all celebratory festivals that members of the Hindu community celebrate. It falls in either October or November each year, depending on the cycle of the moon. This year, Diwali is celebrated in November.

Many of our staff and students celebrate these events in their schools, classrooms and homes. Hindu Heritage Month is an opportunity for us all to celebrate and educate future generations about Hindu Canadians and their contributions to society both here in York Region and in Canada.

On behalf of the York Region District School Board, I am happy to proclaim November as Hindu Heritage Month.”

Albanian Heritage Month

Trustee A. DeBartolo continued by making the following remarks.

“November is a significant month for the Albanian community.

Each year, people of Albanian origin celebrate the Albanian Declaration of Independence, which declared Albania an independent sovereign nation in November 1912.

In November, Albania also commemorates Liberation Day, which is the day that Albania was liberated from Nazi Germany forces after the Albanian resistance in 1944.

Ontario is home to more than 28,000 Albanian Canadians.

The first Albanians arrived in Canada at the beginning of the 20th Century, following internal upheaval. Few Albanians immigrated to Canada after WWII due to the establishment of the communist regime which banned Albanians from traveling abroad.

A large number of migrants arrived in Canada following the collapse of the communist regime in the early 1990s.

Since that time, the Albanian-Canadian community has made and continues to make significant contributions to the growth and prosperity of the province of Ontario.

On behalf of the York Region District School Board, I am happy to proclaim the month of November as Albanian Heritage Month.”

Board Chair C. McBain concluded.

“We are extremely fortunate to have students, staff and community members of Hindu and Albanian heritage living in York Region.

These individuals and communities have contributed to the diversity that has helped to enrich our schools and workplaces.

Thank you to Trustees Nathan and DeBartolo for recognizing these communities tonight.”

STUDENT TRUSTEE REPORT

At this time Student Trustees B. Liu and A. Lu made the following remarks.

“Madame Chair, Madame Director, Fellow Trustees, Staff, Ladies and Gentlemen,

” Good evening fellow trustees, staff, and members of the public.

The month of October has been a busy one and Bill and I are proud to share what we have accomplished to date.

Starting with the York Region Presidents’ Council, we have held our first General Assembly and Presidents’ Council meetings this past month at Richmond Hill High School. Representatives from more than 15 secondary school student councils’ were present and shared best practices and success stories, and problem-solved together to address areas of concern at their schools. It was an incredibly productive meeting as we were able to cover topics about reaching out to students with google classroom, generating interest in school events, and developing new spirit events. This meeting was very beneficial to the cohesion of the student councils across the Board.

This month, I also attended the Ontario Student Trustees’ Association Fall General Meeting in Toronto. It was an amazing experience to reconnect with the other Student Trustees from across the province, and even meeting one from British Columbia. I attended numerous workshops including ones to help with the formulation of initiatives, communicate with the York Region Presidents’ Council, and tips on helping to advocate for student voice in the review of Board policies. Aside from just discussing ideas Allen and I had for our term, we received a lot of good and constructive feedback that will definitely help us in our role as Student Trustees.

On that note, we would like to make our final statements for this report addressed to the outgoing Board of Trustees. We would like to thank each and every single one of you for the work you have done for the Board over the past four years and wish you the best of luck in your future endeavours.”

In response to a trustee question, Student Trustee A. Lu outlined attendance rates at York Region Presidents’ Council meetings and identified opportunities to leverage technology to minimize barriers to student participation.

RECOGNITION OF TRUSTEES

At this time Chair of the Board C. McBain made the following remarks.

“It is my great honour today to recognize our outgoing trustees for the many contributions that they have made to public education in York Region.

Trustee Ada Yeung

Trustee Ada Yeung was first elected as Trustee for the 2010-2014 Term of Office. Following the provincial election in the spring of 2018, the Board was left with a vacancy in Markham Wards 2, 3 and 6.

We were thrilled when Trustee Yeung came forward to express her interest in filling this vacancy. As a former trustee, Trustee Yeung brought to the role a wealth of experience and enthusiasm.

She had served on many committees, including the Policy and By-Law, Audit, Property Management, Chair's, Negotiations Advisory and Trustee Code of Conduct Committees. She also served on the Markham Theatre Board.

Despite an almost four-year 'hiatus,' Trustee Yeung has been very capably supporting families in the Markham area since June. The Board thanks Trustee Yeung for stepping forward when the community needed her and for completing the 2014-2018 Term of Office.

We wish you all the best in the future Trustee Yeung.

Linda Aversa

It is my honour to recognize outgoing Trustee Linda Aversa.

Trustee Aversa was elected in 2014 to represent Vaughan Wards 3 and 4. Over the last four years, she has worked to support and advance public education in York Region.

Her commitment to public education has been demonstrated through the number of committees she has served on during her term as trustee.

Some of these committees include:

- Policy and By-Law Committee;*
- Property Management Committee (Committee Chair in 2015);*
- Special Education Advisory Committee (Committee Chair in 2017 and 2018);*
- Student Discipline Committee;*
- Trustee Code of Conduct Inquiries Alternates;*
- Director of Education Performance Review Committee; and*
- Ontario Public School Boards' Association Alternate Board of Directors' Member.*

Trustee Aversa also chose to serve on a number of optional committees, including Accessibility for Ontarians with Disabilities Act; Celebrating Student Success; Program Planning Committee and the Staff Awards Committee.

We will miss Trustee Aversa and we will continue to value the contributions that she has made to the York Region District School Board.

Carol Chan

Trustee Carol Chan has been the Richmond Hill Trustee for Wards 3, 5 and 6 for the past eight years. During this time, she has been a passionate advocate for inclusivity and equity in youth.

Her commitment to the students of York Region is demonstrated through the numerous committees on which she has served over the years.

Some of these committees include:

- Chair's Committee;*
- Equity and Inclusivity Advisory Committee;*
- Ad Hoc Trustee Governance Advisory Committee;*
- Parent, Family and Community Engagement Advisory Committee;*
- Policy and By-Law Committee (Committee Chair in 2013 and 2017);*
- Property Management Committee (Committee Chair in 2018);*
- Special Education Advisory Committee;*
- Trustee Code of Conduct Inquiries Alternates; and*
- Director of Education Performance Review Committee.*

Trustee Chan has also served as an alternate on the Ontario Public School Boards' Association Board of Directors and Program Planning Committee.

In her community, Trustee Chan has been heavily involved in organizing the Asian Heritage Month Celebration.

On behalf of the Board of Trustees, I would like to thank Trustee Chan for all her work to support student success in York Region.

I wish Trustee Chan all the best in her future endeavours.

Susan Geller

Trustee Susan Geller has been a school board trustee since 2006 for the Markham and Vaughan areas.

Throughout her 12 years as a trustee, Trustee Geller has used her experience as a chartered accountant to support the educational community of York Region.

She has served on several committees including:

- *Audit Committee;*
- *Property Management Committee;*
- *Policy and By-Law Committee;*
- *Special Education Advisory Committee;*
- *Program Planning; and*
- *York Region Learning Connections Board of Directors.*

While serving on these committees, Trustee Geller drew upon her knowledge of budgets, legislation, funding, policies and allocation of resources in order to benefit all learners.

Trustee Geller combined her professional expertise with her quest for financial transparency in order to build relationships with the constituents of York Region.

She has consistently advocated for an effective education system that improves student achievement while keeping parents engaged and informed.

On behalf of the Board of Trustees, I thank Trustee Geller for her years of service and commitment to the students and parents of the York Region District School Board.

Martin Van Beek

It is my pleasure to recognize Trustee Martin Van Beek for his years of service as a trustee of the York Region District School Board.

Trustee Van Beek was first elected to the role of Trustee for Newmarket in 2003. For 15 years he has served in various capacities on the Board.

In 2007, Trustee Van Beek was elected Chair of the Budget Committee. The following year, he assumed the position of Vice-Chair of the Board.

In addition to these leadership roles, Trustee Van Beek has served on many committees. Some of these include:

- *Audit Committee (Committee Chair in 2015);*
- *Negotiations Advisory Committee (Committee Chair in 2008);*
- *Parent Engagement Advisory Committee;*
- *Chair's Committee;*
- *Property Management Committee;*
- *Policy and By-Law Committee;*
- *Special Education Advisory Committee;*
- *Student Discipline Committee; and*
- *Supervised Alternative Learning.*

He has also served on several optional committees, such as Safe Schools; Program Planning; Regional Safe and Supportive Schools and Student Success Steering Committees.

I would like to thank Trustee Van Beek for his service and his dedication to the students of York Region over the past 15 years.

Peter Adams-Luchowski

Trustee Peter Adams-Luchowski has served as a York Region School Board trustee for 12 years, first representing Richmond Hill in 2006 and Aurora and King since 2012.

Over this time, Trustee Adams-Luchowski has served on many committees. Some of these committees include:

- *Accessibility for Ontarians with Disabilities Act;*
- *Policy and By-Law Committee;*
- *Student Discipline Committee;*
- *Property Management Committee;*
- *Program Planning Committee;*
- *Parent, Family and Community Engagement Advisory Committee;*
- *Supervised Alternative Learning;*
- *Audit Committee;*
- *Ontario Public School Boards' Association Alternate Board of Directors Member;*
and
- *First Nations Liaison Committee.*

In addition to his committee work, Trustee Adams-Luchowski has been active in his community. A strong supporter of workplace-related education streams, such as Specialist High Skills Majors, Co-op and the Ontario Youth Apprenticeship Program, he has employed and continues to employ graduates of our schools as co-op students.

Trustee Adams-Luchowski has leveraged his extensive committee and community experience to make valuable contributions to the development of the Board's long-term strategies and plans. In 2013, the Ontario Public School Boards' Association recognized Trustee Adams-Luchowski's contribution to public education with an Outstanding Service Award.

Trustee Adams-Luchowski has always strived to put the needs of students before all other considerations or competing priorities. He has consistently brought a student-first lens to all of his committee work and decision-making.

For this, the Board thanks you for your commitment to the success and well-being of York Region District School Board students and we wish you all the best in the future.

Loralea Carruthers

As the trustee representative for East Gwillimbury and Whitchurch-Stouffville since 2003, Trustee Loralea Carruthers has had a profound impact on education both within her community and across the province.

Over her 15 years in office, Trustee Carruthers has served on countless Board committees and has worked as vice-president of the Ontario Public School Boards' Association, where she was the association's spokesperson to the Ministry of Education. As vice-president, Trustee Carruthers represented all public school boards in the 2008 salary negotiations.

During Trustee Carruthers' time in office, she worked to ensure that two new elementary schools opened in East Gwillimbury and Whitchurch-Stouffville to serve the needs of local students and families.

In 2016-2017, as our Board underwent a transition of leadership, Trustee Carruthers was elected Board Chair. It is in this role that Trustee Carruthers has truly left her mark. Under her leadership, the Board tackled difficult issues head on around equity, inclusivity and governance.

With Trustee Carruthers leading the way, the Board worked hard to mend relationships both internally and externally, and to open the lines of communication with the broader community. In her role as Chair, Trustee Carruthers was called upon to publicly represent the Board and to articulate the Board's position in some challenging circumstances, which she did with an enormous amount of professionalism and expertise.

New practices were put into place to honour the various faith groups and social identities within our Board, including greater consultation and collection of public input, the recognition of heritage months at public Board meetings and public flag raisings. These practices are directly attributable to Trustee Carruthers and her drive for positive change.

It was while Trustee Carruthers was Chair, that the Board was honoured with a Human Rights Award from the National Council of Canadian Muslims. This recognition speaks to Trustee Carruthers' leadership and vision.

The Board thanks Trustee Carruthers for her many years of service and her deep commitment to providing safe and respectful learning and working environments for all York Region students, families and staff.

We wish her all the best as she begins her new role with the Town of East Gwillimbury as a town councillor."

Outgoing Trustees Recognition Director's Remarks

Director of Education L. Sirisko made the following remarks.

“On behalf of the York Region District School Board, I would like to express our appreciation to the outgoing trustees for their work over the years to support the students of York Region.

York Region District School Board is one of the highest performing school boards in the province. It is because of our trustees' commitment to student achievement and well-being that our students, and staff, are able to achieve the results that they do.

On a personal note, it has been a pleasure to work with the many dedicated trustees who make up this Board.

I joined the York Region District School Board in January and I would like to thank the outgoing trustees who welcomed me.

I thank you for placing your confidence in me, sharing your wisdom with me and providing your strategic guidance. A lot has been accomplished since January and I am proud of the progress that we have made together over the last ten months.

My colleagues and I will continue to value your contributions to the students, families and staff of the York Region District School Board.

All the best to each of you.”

ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION REPORT

Trustee C. Cordova highlighted items from the Ontario Public School Boards' Association (OPSBA). She noted a revised Good Governance Guide should be available for the OPSBA Public Education Symposium taking place January 24 to 26, 2019. She noted the Good Governance for School Boards: Trustee Professional Development Program is still available on the Ontario Education Service Corporation website.

She provided insight into the Ministry's review of Education Development Charges (EDC).

The next Board of Directors meeting is scheduled for December 7-8, 2018 which will be attended by Trustee C. Cordova and Board Chair C. McBain.

APPROVAL OF THE OCTOBER 2, 2018 BOARD MEETING MINUTES

(*)2. Moved by A. Yeung, seconded by L. Carruthers:

That the minutes of the October 2, 2018 Board meeting be approved as written.

- Carried -

ROUTINE RECOMMENDATIONS AND MINUTES OF BOARD COMMITTEES

As outlined in the October 30, 2018 Chair's Committee meeting minutes, two requests for trustee participation in professional development opportunities outside of Ontario were reviewed by Chair's Committee. A concern was raised around process. Additional discussion will occur under Agenda Item 15(b), Trustee Conference Requests.

(*)3. Moved by A. DeBartolo, seconded by P. Adams-Luchowski:

That the Board adopt the following routine recommendations (*) in accordance with Board procedure.

SPECIAL AUDIT COMMITTEE MEETING MINUTES, SEPTEMBER 24, 2018

That the York Region District School Board receive the minutes from the September 24, 2018 Special Audit Committee meeting.

AUDIT COMMITTEE MEETING MINUTES, SEPTEMBER 24, 2018

That the York Region District School Board receive the minutes and approve the recommendations from the September 24, 2018 Audit Committee meeting as follows.

1) Approval of Agenda

That the agenda be approved as written.

2) Approval of the Minutes

That the minutes of the June 7, 2018 Audit Committee – Public Session be approved as written.

POLICY AND BY-LAW COMMITTEE MEETING MINUTES, OCTOBER 2, 2018

That the York Region District School Board receive the minutes and approve the recommendations from the October 2, 2018 Policy and By-Law Committee meeting as follows.

1) Approval of Agenda

That the agenda be approved as written.

2) Approval of Minutes of Previous Meeting

That the minutes of the September 12, 2018 Policy and By-Law Committee meeting be approved as amended.

3) Policy #412.0, Community Use of Schools

That in accordance with Board Policy #285.0, Board Policies, Procedures and Supporting Documents, Policy #412.0, Community Use of Schools, as amended, be forwarded to the November 7, 2018 Board meeting for final approval.

4) Policy and Procedure #211.0, Director of Education Performance Review

That in accordance with Board Policy #285.0, Board Policies, Procedures and Supporting Documents, Policy and Procedure #211.0, Director of Education Performance Review, as amended, be forwarded to the November 7, 2018 Board meeting for final approval.

5) Policy #242.0, Standards of Conduct

That in accordance with Board Policy #285.0, Board Policies, Procedures and Supporting Documents, Policy #242.0, Standards of Conduct, be forwarded to the November 7, 2018 Board meeting for final approval.

6) Policy #577.0, Staff Progressive Discipline

That in accordance with Board Policy #285.0, Board Policies, Procedures and Supporting Documents, Policy #577.0, Staff Progressive Discipline be forwarded to the November 7, 2018 Board meeting for final approval.

PROPERTY MANAGEMENT MEETING MINUTES, OCTOBER 16, 2018

That the York Region District School Board receive the minutes and approve the recommendations from the October 16, 2018 Property Management Committee meeting as follows.

1) Approval of Agenda

That the agenda be approved as written.

2) Approval of Minutes of Previous Meeting

That the minutes of the September 17, 2018 Property Management Committee meeting be approved as written.

3) Proposed Development Application, City of Markham

That the York Region District School Board approve the following recommendations, as outlined in the staff report dated October 16, 2018.

- 1) That the York Region District School Board will require a public elementary school site within the proposed development application 19TM-14006, City of Markham.
- 2) That the conditions of draft plan approval in Section F, Draft Plan Conditions be imposed upon the subject Draft Plan of Subdivision 19TM-14006, City of Markham.
- 3) That the Director of Planning for the City of Markham be advised of this action.

4) Proposed Development Application, City of Markham

That the York Region District School Board approve the following recommendations, as outlined in the staff report dated October 16, 2018.

- 1) That the York Region District School Board will not require a public elementary school site within the proposed development application OP/ZA 18 108856, City of Markham.
- 2) That the Director of Planning for the City of Markham be advised of this action.

5) Proposed Development Application, City of Vaughan

That the York Region District School Board approve the following recommendations, as outlined in the staff report dated October 16, 2018.

- 1) That the York Region District School Board will not require a public elementary school site within the proposed development application OP.18.005/Z.18.009/19T-18005, City of Vaughan.
- 2) That the Director of Planning for the City of Vaughan be advised of this action.

6) Draft Berczy Glen Secondary Plan, City of Markham

That the York Region District School Board approve the following recommendations, as outlined in the staff report dated October 16, 2018.

- 1) That the York Region District School Board will require two public elementary school sites of no less than six acres each and one secondary school site of no less than 16 acres within the Draft Berczy Glen Secondary Plan.
- 2) That the school sites be located as shown in Appendix C; Draft Berczy Glen Secondary Plan - Community Infrastructure, Service Facilities Plan, City of Markham.
- 3) That the Director of Planning for the City of Markham be advised of this action.

7) Proposed Development Application, Town of Georgina

That the York Region District School Board approve the following recommendations, as outlined in the staff report dated October 16, 2018.

- 1) That the York Region District School Board will require a public elementary school site within the proposed development application 19T-18G01, Town of Georgina.
- 2) That the conditions of draft plan approval in Section F, Draft Plan Conditions be imposed upon the subject draft plan of subdivision 19T-18G01, Town of Georgina.
- 3) That the Director of Planning for the Town of Georgina be advised of this action.

8) Proposed Development Application OP/ZA 17 182671, City of Markham

That the York Region District School Board approve the following recommendations, as outlined in the staff report dated October 16, 2018.

- 1) That the York Region District School Board will not require a public elementary school site within the proposed development application OP/ZA 17 182671, City of Markham.
- 2) That the Director of Planning for the City of Markham be advised of this action.

9) Proposed Development Application 19T-18004/Z.18.004, City of Vaughan

That the York Region District School Board approve the following recommendations, as outlined in the staff report dated October 16, 2018.

- 1) That the York Region District School Board will not require a public elementary school site within the proposed development application 19T-18V004/Z.18.004, City of Vaughan.
- 2) That the Director of Planning for the City of Vaughan be advised of this action.

BOARD STANDING COMMITTEE MEETING MINUTES, OCTOBER 16, 2018

That the York Region District School Board receive the minutes and approve the recommendation from the October 16, 2018 Board Standing Committee meeting as follows.

1) Approval of Agenda

That the agenda be approved as written.

CHAIR'S COMMITTEE MINUTES, OCTOBER 30, 2018

That the York Region District School Board receive the minutes and approve the recommendations from the October 30, 2018 Chair's Committee meeting as follows.

1) Approval of Agenda

That the agenda be approved as written.

2) Approval of Minutes – September 25, 2018

That the minutes of the September 25, 2018 Chair's Committee meeting be approved as written.

3) Appointment of Parent Members to the Parent, Family and Community Engagement Advisory Committee

That the York Region District School Board approve the following appointments to the Parent, Family and Community Engagement Advisory Committee, effective November 7, 2018.

- Sadiyo Abdille, Parent Member, West/Elementary – November 7, 2018 – October 31, 2020
- Ingrid Lambie, Parent Member, East/Elementary – November 7, 2018 – October 31, 2020
- Megan Houston, Parent Member, North/Elementary – November 7, 2018 – October 31, 2020
- Jeff Herszkowicz, Parent Member, West/Secondary – November 7, 2018 – October 31, 2020
- David Parmer, Community Member at Large – November 7, 2018 – October 31, 2020.

4) Revisions to 2019 Committee Meeting Calendar Dates

That the York Region District School Board approve the following recommendations.

- 1) That the January 21, 2019 Budget Committee meeting be cancelled.
- 2) That two Joint Public Meetings to consider Education Development Charges By-Laws be scheduled on February 27, 2019 and March 25 2019.
- 3) That the list of 2019 (Appendix A) Committee Meeting Dates be updated to reflect these changes.

5) Agenda for Board Meeting – Public Session, Wednesday, November 7, 2018

That the agenda for the November 7, 2018 Board meeting (Public Session) be approved as amended.

- Carried -

RECEIPT OF ADVISORY COMMITTEE MINUTES

Special Education Advisory Committee (SEAC) Chair L. Aversa, Parent, Family and Community Engagement Advisory Committee (PEAC) Vice-Chair A. DeBartolo and Trustee Member on the Equity and Inclusivity Advisory Committee (EIAC) A. Tam shared highlights from recent Advisory Committee meetings.

(*)4. Moved by C. Chan, seconded by A. DeBartolo:

That the minutes of the October 4, 2018 Special Education Advisory Committee, October 9, 2018 Parent, Family and Community Engagement Advisory Committee and October 11, 2018 Equity and Inclusivity Advisory Committee meetings be received for information.

- Carried -

BOARD REPORTS

Transfer from Accumulated Surplus – Unappropriated (Accumulated Operating Surplus) To Accumulated Surplus – Internally Appropriate (Internally Restricted)

Director of Education L. Sirisko provided an overview of the information contained in the Transfer from Accumulated Surplus – Unappropriated (Accumulated Operating Surplus) To Accumulated Surplus – Internally Appropriate (Internally Restricted) report.

Note: Trustee M. Van Beek withdrew from the meeting (via audio conference) at 8:29 p.m.

Director Sirisko provided context to the information provided in the recommendation and outlined similar actions being taken by school boards across the province to ensure a plan is in place to address accumulated surplus funds. She applauded the efforts of Chief Financial Officer W. Muirhead-Toporek and her team to ensure the Board is in a strong financial position.

Chief Financial Officer W. Muirhead-Toporek provided a rationale for the identification of funds to be allocated to one-time projects. The transfer and utilization of these funds will be shared with trustees as part of the Board's Quarterly Internally Restricted Reserves report.

(*)5. Moved by A. DeBartolo, seconded by L. Carruthers:

That the Director of Education or Chief Financial Officer on behalf of the York Region District School Board be authorized to transfer \$70,250,000 from Accumulated Surplus – Unappropriated (Accumulated Operating Surplus) to Accumulated Surplus – Internally Appropriated (Internally-Restricted) for Information Technology, Elementary School Cooling Centres, Secondary School Air Conditioning, Accessibility of Board Facilities, Purchase of Student Transportation Services Software and Additional School Renewal and School Maintenance Requirements.

- Carried -

TRUSTEE CONFERENCE REQUESTS

Board Chair C. McBain referred to two requests submitted by Trustee A. DeBartolo appended to the October 30, 2018 Chair's Committee minutes.

Trustee L. Carruthers introduced a motion to defer consideration of the conference requests to the December 11, 2018 Board meeting. The motion did not receive a seconder.

Note: Board Vice-Chair J. Nathan assumed the position of chair to allow Board Chair C. McBain to fully participate in the discussion of this item.

Trustees discussed:

- the process by which Out of Province travel is considered and approved in accordance with the Trustee Services policy and procedure;
- the responsibility of trustees to ensure careful consideration of trustee requests to attend Out of Province professional development;
- professional development funds provided to trustees;
- timelines for registration and booking of accommodations;
- the difference between Out of Province professional development and jurisdictional learning;
- costs and reimbursement requirements;
- the possibility of finding other, similar professional learning opportunities that are within Ontario; and
- the importance of ensuring trustee requests to attend professional learning opportunities outside of Ontario are review by Chair's Committee and all supporting documentation is provided to members in advance of the meeting.

Trustee A. DeBartolo withdrew her request to attend the Schooling Social Minds Educational Conference being held in New York, New York from May 2, 2019 to May 6, 2019. She will bring forward her request for consideration at the next Chair's Committee meeting.

*Action
Item*

It was suggested that the Application to Attend a Conference or Workshop be updated to clearly indicate that the costs should be noted in Canadian funds.

A recorded vote was requested on the main motion.

(*)6. Moved by P. Adams-Luchowski, seconded by S. Geller:

That in accordance with Board Policy and Procedure #220.0, Trustee Services, the York Region District School Board approve the following recommendations.

- 1) That Trustee Anna DeBartolo be authorized to attend the Educating with Empathy conference in San Francisco, California from February 15, 2019 to February 17, 2019.**
- 2) That in accordance with the requirements outlined in Procedure #220.0, Trustee Services, Trustee Anna DeBartolo be required to prepare and submit a follow-up report to Chair's Committee for information as soon as possible and within three months.**

Motion to Refer

Moved by C. Cordova, seconded by L. Carruthers:

That the Trustee Conference Requests to attend the Educating with Empathy conference in San Francisco, California from February 15, 2019 to February 17, 2019 be referred to the December 4, 2018 Chair's Committee meeting.

- Motion to Refer Carried -

Note: Board Chair C. McBain reassumed the position of Chair at this time.

Request for Recount – Office of York Region District School Board Trustee, City of Vaughan, Wards 3 and 4

Note: Trustee L. Aversa refrained from discussion and voting on this matter due to a previously declared conflict of interest.

Trustees were provided time to review the information contained in the handout.

Manager, Corporate Secretariat and Trustee Services L. Reinhardt highlighted information contained in the report regarding the request to ask the Municipal Clerk for the City of Vaughan to conduct a recount for the Office of York Region District School Board Trustee in Wards 3 and 4.

Trustees were provided with a breakdown of costs associated with the recount. It was noted that the Board would be responsible for paying these costs should a recount be requested.

Trustees discussed historical decision-making regarding the Board's consideration of three similar requests in 2003.

Trustees were directed to the rationale for the recount outlined in the letter sent by the candidate's lawyer. In response to a question, it was noted that if the Board requires the Municipal Clerk to conduct a recount it would be done in the same manner as the original count using electronic voting tabulators. Only a Superior Court of Justice can direct the Municipal Clerk to conduct a recount in another manner.

Trustees discussed;

- recount methodology using voting tabulators,
- costs and stewardship of Board resources,
- overall fairness for all candidates, and
- considerations with regard to the development of a Recount policy.

(*)7. Moved by A. DeBartolo, seconded by C. Cordova:

That in accordance with the Municipal Election Act, the York Region District School Board require the Municipal Clerk at the City of Vaughan to undertake a recount of the votes cast for the Office of Trustee – York Region District School Board Wards 3 and 4.

In accordance with section 2:05:07 of the York Region District School Board Operational By-Law, a recorded vote was requested by Trustee A. DeBartolo.

In Favour: Trustees C. Cordova, A. DeBartolo and S. Geller

Opposed: Trustees P. Adams-Luchowski, L. Carruthers, C. Chan, C. McBain, J. Nathan, A. Tam and A. Yeung

Abstained: Trustee L. Aversa (due to a previously declared Conflict of Interest)

Absent: Trustee M. Van Beek

- Motion Defeated -

Response to Community Concerns

Trustees reviewed a report submitted by Trustee L. Carruthers with regard to a situation that has impacted the community over the past several months.

Trustee Carruthers shared input she received from concerned members of the community prior to and since the Municipal Election and outlined steps taken to date to clarify the Board's commitment to equity, inclusivity and human rights. It was noted that the Board has an obligation to adhere to legislation and uphold democracy.

In response to continued community concerns and media attention, it is recommended that a Special Board meeting be scheduled immediately following the Inaugural Board meeting on December 3, 2018 to allow delegates to share personal impact statements and provide suggestions for consideration by the 2018-2022 Board of Trustees.

It was agreed that staff, in consultation with the Board Chair, would develop a strategy to ensure the meeting is safe, inclusive and respectful.

Director of Education L. Sirisko noted that members of the public may also attend Public Forum at Board Standing Committee meetings to address the Board.

(*)8. Moved by L. Carruthers, seconded by J. Nathan:

That a Special Public Board meeting be scheduled on Monday, December 3, 2018, following the Inaugural Board Meeting, to allow members of the public who have submitted a Request for Delegate Status to share their personal impact and constructive and appropriate suggestions with the 2018-2022 Board of Trustees.

In accordance with section 2:05:07 of the York Region District School Board Operational By-Law, a recorded vote on the motion was conducted at the request of Trustee L. Carruthers.

In Favour: Trustees L. Aversa, L. Carruthers, C. Cordova, A. DeBartolo, C. McBain, J. Nathan, A. Tam and A. Yeung

Opposed: Trustee S. Geller

Abstained: Trustees P. Adams-Luchowski and C. Chan

Absent: Trustee M. Van Beek

- Carried -

(*)9. Moved by L. Carruthers, seconded by A. DeBartolo:

That following the December 3, 2018, Special Public Board meeting, information shared by members of the community be considered by Chair's Committee.

- Carried -

(*)10. Moved by L. Carruthers, seconded by J. Nathan:

That staff be asked to prepare a report for trustees' consideration early in 2022 and prior to the first day nominations can be filed making recommendations regarding a strategy to;

- **provide potential trustee candidates with information about the role of the trustee and behavioural expectations in accordance with the Trustee Code of Conduct,**
- **educate public school electors about the role of trustees and the importance of informed voting, and**
- **schedule all candidates meeting(s) so that public school electors can get to know their local trustee candidates prior to Voting Day.**

- Carried -

RECESS

(*)11. Moved by J. Nathan, seconded by C. Cordova:

That the Board Meeting (Public Session) recess at 9:35 p.m. to conclude the proceedings of the Board Meeting - Private Session.

- Carried -

Note: The Public Board meeting resumed at 10:25 p.m.

RISE AND REPORT – NOVEMBER 7, 2018 BOARD MEETING – PRIVATE SESSION

(*)12. Moved by J. Nathan, seconded by A. Yeung:

- 1) **That the York Region District School Board receive legal advice regarding a trustee matter.**

- 2) That the York Region District School Board approve a recommendation regarding a legal matter.
- 3) That the York Region District School Board receive the minutes and approve the recommendations contained in the minutes of the September 24, 2018 Audit Committee meeting.
- 4) That the York Region District School Board receive the minutes and approve the recommendation regarding a property matter contained in the minutes of the October 16, 2018 Property Management Committee meeting.
- 5) That the York Region District School Board receive the minutes and approve the recommendation contained in the minutes of the October 30, 2018 Chair's Committee meeting.

- Carried -

ADJOURNMENT

(*)13. Moved by J. Nathan, seconded by A. Tam

That the Board Meeting (Public Session) be adjourned at 10:27 p.m.

- Carried -

Director of Education and
Secretary-Treasurer

Chair of the Board

YORK REGION DISTRICT SCHOOL BOARD

INAUGURAL BOARD MEETING

DECEMBER 3, 2018

The Inaugural Meeting of the York Region District School Board was held in the Cafetorium at Aurora High School on Monday, December 3, 2018 at 6:11 p.m.

CALL TO ORDER

Director of Education L. Sirisko called the Inaugural Meeting of the York Region District School Board to order with the following Trustees present; C. Cordova, A. DeBartolo, L. Gilbert, C. Liang, R. Lynn, C. McBain, B. McRoberts, J. Nathan, D. Sherman, E. Sinclair, A. Tam and E. Terrell-Tracey.

Also in attendance: Student Trustee A. Lu

Regrets: Student Trustee B. Liu

LAND ACKNOWLEDGMENT

Director of Education L. Sirisko provided remarks of thanks and appreciation to the Wendat, Haudenosaunee, Anishinaabe, and other Indigenous peoples. She acknowledged the land as the meeting place of two treaties, the lands of the Mississauga's of the Credit and those of the First Nations of the Williams Treaty. She also acknowledged the Chippewas of Georgina Island First Nation as our closest Indigenous community and partners in education.

SINGING OF THE CANADIAN NATIONAL ANTHEM

Director of Education L. Sirisko asked all trustees, staff and members of the audience to stand for the singing of the Canadian National Anthem.

REMARKS FROM THE DIRECTOR OF EDUCATION

In advance of the invocation, Director of Education L. Sirisko thanked the staff and students of Aurora High School for hosting the meeting and noted the importance of creating and upholding an environment founded on respect and active listening.

Director of Education L. Sirisko explained that trustee-elects must make their Declaration and take their Oath of Office in order for the York Region District School Board to be constituted. This ensures the Board of Trustees can make critical decisions that support student achievement and well-being.

It was noted that the Oath of Office is a binding promise made by each trustee-elect and that once trustees take this Oath of Office, they are bound by the Trustee Code of Conduct.

INVOCATION

The Director of Education invited Student Trustee A. Lu to deliver the invocation.

At this time, Student Trustee A. Lu delivered the following remarks.

“Good evening Trustees, Madame Director, Staff, Ladies and Gentlemen.

Unfortunately, my colleague Bill could not be here tonight.

Thank you for joining us tonight for this very special occasion. There are several reasons we are gathered here tonight. While we may be here for the Inaugural Board Meeting and to witness the declaration of the new Board of Trustees, the underlying significance of being here is much greater. Every single one of us is united here today to invest in the future of all students within our Board. The importance of doing so cannot be overstated, as our talented young students are the ones who will eventually be shaping our society. Through the election of the new Board of Trustees, we have chosen the advocates for continued student success and the leaders who will guide the direction of the Board for the next four years.

To the incoming trustees, these next four years will be a life-changing experience filled with decisions that will help to form the education offered in our Board. Regardless if you are new to the position and are feeling a mixture of nervousness and excitement or if you are a returning trustee, we want you to know that you are in great hands as the staff you will be working with are simply phenomenal. I would like to take this moment to thank staff members for supporting us and for providing us with the tools we need to make a difference.

Most importantly, we are thankful to the students for giving us the honour of representing the vibrant and diverse student voices across the Board at the discussion table. Through this position, we have learned invaluable skills. Bill and I will continue to advocate for the needs of the students, specifically in areas such as; mental health, ensuring students are safe and encouraged to freely express their personal identities, helping all students have equal access to representation or leadership opportunities, and pushing for a technologically-savvy education system by leveraging the best resources accessible.

Having served in our roles for almost four months now, we have already had the privilege of observing the successes of our Board represented through the incredible accomplishments of our students. Examples include students from Aurora High School winning four awards of excellence at the Ontario Showcase of the National Theatre School Drama Festival, and students from Richmond Hill High School winning gold, silver, and bronze at the Canada-Wide Science Fair. In addition, we have also seen the tremendous success of the Supervised Alternative Learning program, where over 120 students who may have overcome barriers to their learning and have benefited from

additional supports so that they can achieve their personal and educational goals. What we have seen is that our Board is successfully taking strides in making our schools a welcoming and stimulating environment so that all students can grow and attain their personal goals.

We have no doubt that our incoming Board of Trustees will continue to uphold and elevate the quality of education for our students and we look forward to working closely with them.

Thank you.”

Director of Education L. Sirisko thanked Student Trustee A. Lu for his thoughtful remarks and ability to advocate so effectively for fellow students.

INTRODUCTION OF 2018-2022 BOARD OF TRUSTEES

At this time, Director of Education L. Sirisko introduced each member of the 2018-2022 Board of Trustees.

DECLARATION AND OATH OR AFFIRMATION – YORK REGION DISTRICT SCHOOL BOARD OFFICIALLY CONSTITUTED

At this time, trustees read aloud then signed the Declaration and Oath or Affirmation.

The Director of Education and Secretary-Treasurer declared the York Region District School Board officially constituted for the term 2018-2022.

Note: At 6:34 p.m. the Director of Education called a recess and the meeting reconvened in an alternate location at 6:45 p.m.

INTRODUCTION OF SCRUTINEER, HUMAN RIGHTS COMMISSIONER AND REVIEW OF ELECTION PROCEDURES

Director of Education L. Sirisko introduced scrutineer J. Trigiani from the Board's auditing firm BDO Canada LLP., and the Board's Human Rights Commissioner A. Anirud. She reviewed voting and election procedures outlined in the York Region District School Board Operational By-Law. It was noted that all voting is conducted by secret ballot and the counting of the ballots is conducted by the Human Rights Commissioner and the Manager, Corporate Secretariat and Trustee Services in the presence of the Scrutineer.

The Director of Education clarified that in the event of a tie vote, names will be drawn. The drawing of a name is an affirmative vote in favour of a candidate.

NOMINATIONS FOR THE POSITION OF CHAIR OF THE BOARD FOR 2019

Trustee L. Gilbert nominated Trustee C. McBain for the position of Chair of the Board. The nomination was seconded by Trustee C. Cordova.

CLOSE NOMINATIONS

(*)1. Moved by B. McRoberts, seconded by C. Cordova:

That nominations for the position of Chair of the Board for 2019 be closed.

- Carried -

In speaking to the nomination of Trustee C. McBain for the position of Board Chair, Trustee L. Gilbert outlined the skills that Trustee McBain brings to the position such as proven leadership abilities, a deep understanding of policy and governance, and the ability to build collaborative relationships. Trustee Gilbert noted Trustee McBain's extensive committee engagement and leadership on the development of the Multi-Year Strategic Plan and expressed that the Board will benefit from Trustee McBain's knowledge and experience.

ACCLAMATION OF BOARD CHAIR FOR 2019

Director of Education L. Sirisko announced that Trustee C. McBain had been acclaimed to the position of Chair of the York Region District School Board for the year 2019.

At this time, Trustee C. McBain assumed her seat as Chair of the Board and received the Gavel of Office for 2019.

NOMINATIONS FOR THE POSITION OF VICE-CHAIR OF THE BOARD FOR 2019

Board Chair C. McBain called for nominations for the position of Vice-Chair of the Board for the year 2019.

Trustee L. Gilbert nominated Trustee C. Cordova for the position. The nomination was seconded by Trustee B. McRoberts.

Trustee R. Lynn nominated Trustee A. Tam for the position. The nomination was seconded by Trustee C. Liang.

Trustee E. Sinclair nominated Trustee J. Nathan for the position. The nomination was seconded by Trustee R. Lynn.

CLOSE NOMINATIONS

(*)2. Moved by A. DeBartolo, seconded by E. Sinclair:

That nominations for the position of Vice-Chair of the Board for 2019 be closed.

- Carried -

In speaking to the nomination of Trustee C. Cordova, Trustee L. Gilbert discussed Trustee Cordova's extensive involvement in Board Committees and her ability to build positive relationships, advocate with respect and understanding and be inclusive of all members of the Board. Trustee Gilbert noted that Trustee Cordova is always advocating for public education.

Trustee R. Lynn addressed the nomination of Trustee A. Tam sharing that as a long-term member of the Board, Trustee Tam has extensive experience, excellent judgement, a strong number sense, critical thinking, attention to detail and effective conflict resolution skills necessary to assist the Chair and support the newly elected Board of Trustees.

Trustee E. Sinclair spoke to the nomination of Trustee J. Nathan and shared that as the current Vice-Chair, Trustee Nathan has demonstrated inclusive and ethical leadership. She noted that Trustee Nathan is a very experienced member of the Board and stressed the importance of having a strong Vice-Chair with the necessary skills to assist the Board through challenging times.

ELECTION OF VICE-CHAIR OF THE BOARD FOR 2019

Following completion of the first ballot, Board Chair C. McBain announced that no trustee had received a majority of votes. It was noted that the candidate receiving a minority of votes would be dropped from the ballot. Trustees were asked to vote again for one of the remaining candidates: Trustees J. Nathan and A. Tam.

Board Chair C. McBain declared Trustee J. Nathan elected to the position of Vice-Chair of the Board for the year 2019. At this time, Trustee J. Nathan assumed her seat as Vice-Chair of the Board.

NOMINATIONS FOR THE POSITION OF BUDGET COMMITTEE CHAIR FOR 2019

Board Chair C. McBain called for nominations for the position of Budget Committee Chair for the year 2019.

Trustee A. Tam nominated Trustee A. DeBartolo for the position. The nomination was seconded by Trustee C. Cordova.

Trustee L. Gilbert nominated Trustee D. Sherman for the position. The nomination was seconded by Trustee E. Sinclair.

CLOSE NOMINATIONS

(*)3. Moved by J. Nathan, seconded by C. Cordova:

That nominations for the position of Budget Committee Chair for 2019 be closed.

- Carried -

In speaking to the nomination, Trustee A. Tam noted Trustee A. DeBartolo's ability to work collaboratively with all stakeholders and her commitment to student achievement and well-being. Trustee Tam noted Trustee DeBartolo's extensive experience and understanding of education funding and governance.

Trustee L. Gilbert addressed the nomination of Trustee D. Sherman and noted how his extensive educational and professional experience will support this role. She outlined Trustee Sherman's belief that the allocation of Board resources should be closely aligned with the priorities in the Multi-Year Strategic Plan.

ELECTION OF BUDGET COMMITTEE CHAIR FOR 2019

Following completion of the ballot, Board Chair C. McBain announced that the voting resulted in a two-way tie. In accordance with the voting procedures, Human Rights Commissioner A. Anirud was asked to draw a name. The drawing of a name is an affirmative vote in favour of a candidate.

Board Chair C. McBain declared that Trustee D. Sherman had been elected Budget Committee Chair for the year 2019.

RECESS INAUGURAL BOARD MEETING

Board Chair C. McBain noted that in order to honour the 15 individuals who had submitted a Request for Delegate Status to address the Board of Trustees, the meeting would be recessed and reconvene following the adjournment of the Special Public Board meeting.

(*)4. Moved by J. Nathan, seconded by D. Sherman:

That the Inaugural Board Meeting of the York Region District School Board recess at 7:37 p.m. to accommodate the previously scheduled Special Board Meeting.

- Carried -

Note: The Inaugural Board Meeting resumed at 9:12 p.m.

Note: Student Trustee A. Lu withdrew from the meeting at 9:12 p.m.

ELECTION OF TWO TRUSTEES TO CHAIR'S COMMITTEE

Board Chair C. McBain reviewed the process for electing two trustees to Chair's Committee. In accordance with the York Region District School Board Operational By-Law, the Chair and Vice-Chair of the Board are automatically members of this Committee. The two other positions are filled by separate votes.

First Position on Chair's Committee

Board Chair C. McBain noted that Trustees C. Cordova, A. DeBartolo, L. Gilbert, B. McRoberts, D. Sherman, E. Sinclair and E. Terrell-Tracey had expressed interest in serving on Chair's Committee. Trustee E. Terrell Tracey requested that her name be removed from the ballot.

Trustees were asked to cast their vote for one of the following six trustees standing for election for the first position on Chair's Committee: Trustees C. Cordova, A. DeBartolo, L. Gilbert, B. McRoberts, D. Sherman and E. Sinclair.

Following completion of five rounds of voting, Board Chair C. McBain declared that Trustee L. Gilbert had been elected to the first position on Chair's Committee for the year 2019.

Second Position on Chair's Committee

Board Chair C. McBain restated the names of the Trustees who expressed interest in serving on Chair's Committee. At this time, Trustees A. DeBartolo and E. Terrell-Tracey requested their names be removed from the ballot. Trustees were asked to vote for one of the following four candidates for the second position on Chair's Committee: Trustees C. Cordova, B. McRoberts, D. Sherman and E. Sinclair.

Following completion of three rounds of voting, Board Chair C. McBain declared that Trustee E. Sinclair had been elected to the second position on Chair's Committee for the year 2019.

MOTION TO DESTROY BALLOTS

(*)5. Moved by J. Nathan, seconded by C. Cordova:

That the York Region District School Board authorize the Human Rights Commissioner and Manager, Corporate Secretariat and Trustee Services, in the presence of the scrutineer, to destroy all ballots cast by Trustees at the 2019 Inaugural Board Meeting.

- Carried -

BOARD CHAIR'S 2019 INAUGURAL ADDRESS

Board Chair C. McBain expressed sincere appreciation to fellow trustees, staff and family members for their relentless support and commitment to public education.

ADJOURNMENT

(*)6. Moved by L. Gilbert, seconded by A. Tam:

That the 2018 Inaugural Meeting of the York Region District School Board be adjourned at 10:05 p.m.

- Carried -

Chair of the Board

Director of Education and
Secretary-Treasurer

**YORK REGION DISTRICT SCHOOL BOARD
SPECIAL BOARD MEETING MINUTES - PUBLIC SESSION
DECEMBER 3, 2018**

The Special Board Meeting - Public Session of the York Region District School Board was held in the Cafetorium of Aurora High School, Aurora at 7:40 p.m. on Monday, December 3, 2018, with Chair C. McBain presiding and the following members present; Trustees C. Cordova, A. DeBartolo, L. Gilbert, C. Liang, R. Lynn, B. McRoberts, J. Nathan, D. Sherman, E. Sinclair, A. Tam and E. Terrell-Tracey

Also in Attendance: Student Trustee A. Lu

Regrets: Student Trustee B. Liu

APPROVAL OF AGENDA

(*)1. Moved by J. Nathan, seconded by E. Sinclair:

That the agenda be approved as written.

- Carried -

DECLARATION OF CONFLICT OF INTEREST

Chair C. McBain asked any trustee who has a direct personal interest or direct or indirect pecuniary interest in any matter being discussed by the Board to state their conflict and the nature thereof. No conflicts were declared by trustees at this time.

DIRECTOR'S INFORMATION REPORT

There was no Director's Information Report provided at this time.

REMARKS FROM THE BOARD CHAIR

Board Chair C. McBain welcomed the public to the Special Board meeting and made the following comments.

"I was recently asked if I felt this Board was facing a setback as a result of the racist, xenophobic and hurtful comments attributed to Trustee E. Terrell-Tracey. Comments which this Board strongly denounces. It would be disingenuous to say we are not concerned and aware of that risk. However, how we choose to move forward will determine whether this is a setback for the Board and our students, or an opportunity to demonstrate the cultural shift and learning this organization has undergone."

I am confident in the mechanisms we have in place to safeguard our priorities of equity and inclusion as well as ethical leadership. I fully expect and encourage our communities, including staff and students, to hold us accountable. Our students deserve no less.

We will begin this term of office by continuing to value relationships and actively listening to community members so that our students have inclusive learning spaces and every opportunity to reach their potential. On behalf of the Board of Trustees, I would like to thank tonight's delegates for submitting requests to share their personal impact and suggestions for moving forward.

York Region District School Board respects the local democratic process. While we are deeply disappointed and troubled with what happened during the campaign period and leading up to today, we have no authority to remove any duly elected official from their seat.

The Board is committed to repairing and rebuilding relationships with our communities and we thank you for joining us in this first step."

Board Chair C. McBain outlined meeting norms to ensure a safe and respectful meeting and invited delegates to speak in the order in which they were listed on the agenda.

DELEGATIONS

Note: In accordance with Section 2:05:08 of the York Region District School Board Operational By-Law, the minutes provide general background information and are not a verbatim transcript of the discussion. Comments and opinions expressed are those of individual delegates.

Arya Balkaransingh

A. Balkaransingh provided insight into the role of a school board trustee from a student's viewpoint. She indicated a trustee's role is to promote student achievement and well-being which in turn enables a safe and healthy learning environment and promotes student success. She addressed diversity and inclusivity and how they enable communities to flourish through varied knowledge and experience. Ms. Balkaransingh noted the importance of adults, including trustees, leading by example through responsible behaviour, adhering to policies, professionalism and being respectful, mindful and responsible when communicating with others specifically through the internet and social media.

Bully Free Community Alliance - Gwyneth Anderson and Bessie Vlasis

B. Vlasis and G. Anderson, Co-founders of the Bully Free Community Alliance, shared their thoughts on the impact and consequences of online bullying. They outlined their efforts to educate and bring awareness of bullying and bullying prevention. Ms. Vlasis and Ms. Anderson shared their understanding of the trustees' responsibilities particularly in the areas of fiscal responsibility, policy development, equity and inclusivity and all other decisions that affect student achievement and well-being. They addressed the importance of ensuring all students are treated in a fair and unbiased manner. They requested that trustees consider sharing their individual views on the matter.

York Region Muslims - Sheneeza Kanji and Zaheeda Rahim

Representatives of York Region Muslims S. Kanji and Z. Rahim shared personal information regarding their Guyanese heritage and immigration to Canada. They provided a brief impact statement and expressed concerns related to potential challenges the Board faces in regards to statements posed on social media during the campaign period. They expressed the importance of the Board providing a safe, equitable and inclusive environment for Muslim students and ensuring staff and trustees support this diversity.

Newmarket Parent Network - Shameela Hoosen-Shakeel

On behalf of the Newmarket Parent Network S. Hoosen-Shakeel shared insight into the organization which is comprised of engaged parents who advocate for local families, provide education and awareness to create positive school communities and support parent voice. Ms. Hoosen-Shakeel addressed the importance of ensuring members of the public are able to exercise their democratic right to ask questions and provide comment to Board officials without the fear of reprisal. She reinforced how important it is for educators and trustees to show integrity in their decision making in a way that is consistent with Board values and priorities.

Robin Legault

Parent R. Legault reviewed the historical context at the York Region District School Board and expressed the importance of ensuring elected officials take responsibility for their actions. She acknowledged the diversity in York Region and encouraged the Board of Trustees to represent all students so that they are supported, respected and treated equally.

Charline Grant and Garth Bobb

Parent G. Bobb congratulated newly elected trustees and acknowledged the work that has been done over the past several years to ensure equity and inclusivity are priorities in the York Region District School Board. He shared his personal opinions related to future challenges and outcomes for the Board if history repeats itself.

Advocate and parent C. Grant shared her personal reasons for addressing the Board and her viewpoint on racism within society. She expressed her opinions on how the Board can protect itself from allowing the past to repeat itself and the importance of the Board understanding the concerns of the community related to racism.

Kesha Wint

Parent K. Wint thanked the Board for allowing community members to voice their concerns. She provided her personal opinions and recommended that the Board consider options with regard to the qualifications and screening of school board candidates. She recognized that discussions regarding candidate qualifications will need to involve engagement at the provincial level in order to facilitate changes to legislation. Ms. Wint addressed individual voter responsibility and personal involvement during municipal elections and noted the importance of public trust, good governance, public policy and the role of trustees as public figures.

Julie Stevens

J. Stevens, a York Region resident and parent, gave an overview of a personal situation related to bullying and the impact of social media. She expressed concern with regard to the democratic process and the importance of finding a way to move forward. Ms. Stevens shared plans to lobby the Provincial Government to advocate for amendments to the Education Act that strengthen and advance ethical behaviour of elected officials. She recommended the Trustee Code of Conduct be strengthened to extend coverage to trustee-elects. She encouraged other members of the public to lobby local members of provincial parliament and the Ontario Ombudsman to encourage legislative changes that hold individuals running for public office accountable to a higher standard of behaviour.

Anne Mason and Sherry Caldwell

York Region parents and members of York Region District School Board Advisory Committees A. Mason and S. Caldwell spoke about the importance of ensuring that trustees are held to the highest ethical standard. They expressed the importance of individuals being comfortable in voicing their opinions and concerns without the fear of reprisal. They addressed concerns regarding marginalized communities and noted the Board has actively promoted an environment of equity and inclusivity. They requested the Board consider making amendments to the Trustee Code of Conduct to include a zero-tolerance policy for racist and discriminatory behaviour. They also suggested the Board seek input in amending the code of conduct from the Board's Advisory Committees.

Todd Silverman

York Region resident T. Silverman provided information regarding his personal background and historical insight regarding citizenship and immigration. He shared his opinions on the use of Board resources on legal counsel related to this matter.

Mr. Silverman commented that hatred and racism are unacceptable within society and reinforced the Board's obligation to provide students with a safe environment that promotes achievement and well-being.

Jennifer Brett Fraser

Community member J. Brett Fraser expressed the importance of providing a safe and welcoming environment for students and parents to feel comfortable in sharing concerns or issues and speak out against racism. She challenged everyone to ensure all people have the right to have an authentic voice and free speech.

Jacqui Testoni

Parent J. Testoni asked the audience to recognize a minute of silence for children who have taken their lives due to bullying and children who still suffer from bullying behaviour. Ms. Testoni shared her personal experiences and the impact of bullying behavior. She spoke of community residents who have immigrated to Canada and their importance to society.

Black Foundation of Community Networks - Cheryl Yarde

Community member C. Yarde spoke to the Board and expressed the importance of allowing individuals to bring forward concerns of injustice or harm. She gave her opinion on the positive factors related to Canadian immigration and the importance of all citizens being treated equally. She shared the negative impact of racism in society.

York Region Alliance of African Canadian Communities - Lee Miller

York Region Alliance of African Canadian Communities L. Miller gave a personal account of not being born in Canada. He spoke about the negative outcomes of racism and xenophobia. He noted the diversity of York Region communities and schools and expressed how important it is for the Board to safeguard a welcoming environment to ensure student achievement and well-being. He strongly and repeatedly encouraged an individual trustee to take action.

Jane Waters

York Region resident J. Waters thanked the Board for having a process which enables residents to provide input. She shared personal experiences and spoke of racist and xenophobic intolerance and how racism is inappropriate. She encouraged the Board to advocate for changes to the vetting process for trustee candidates.

At this time, Board Chair C. McBain made the following remarks.

“Thank you to all of the delegates who have addressed the Board, we are grateful for the passion you have for our students’ education and well-being. It took courage to share your personal impact statements with us tonight. Thank you for attending this evening.

A summary of today’s meeting and any recommended actions will be considered by the Board of Trustees at the December 11, 2018 Board meeting. A follow-up communication will be sent to each delegate and updates will be posted to my Chair’s message.”

**Action
Item**

ADJOURNMENT

(*)3. Moved by J. Nathan, seconded by D. Sherman:

That the Special Board Meeting (Public Session) be adjourned at 9:01 p.m.

- Carried -

Director of Education and
Secretary-Treasurer

Chair of the Board

York Region District School Board (YRDSB)
York Catholic District School Board (YCDSB)

**MINUTES OF THE PUBLIC SESSION
of the
JOINT BOARD CONSORTIUM**

The Joint Board Consortium meeting was held on Thursday, October 25, 2018 at 4:04 p.m. in the Board Room of the York Region District School Board, 60 Wellington Street West, Aurora, Ontario.

PRESENT:

YRDSB Trustees: C. McBain and J. Nathan

YRDSB Staff: J. Fair and W. Muirhead-Toporek

YCDSB Trustees: E. Crowe and C. Cotton

YCDSB Staff: T. Pechovsky and A. Yeung

STSYR Staff: J. Guchardi, D. Willis and C. Tupchong

Presiding: York Region District School Board Chair C. McBain

Recording Officer: E. Forster

Regrets: Trustees T. McNichol (YCDSB) and A. Yeung (YRDSB)

CALL TO ORDER

Committee Co-Chair C. McBain called the meeting to order at 4:04 p.m.

DECLARATION OF CONFLICT OF INTEREST

Committee Co-Chair C. McBain asked any trustee who has a direct personal interest or direct or indirect pecuniary interest in any matter being discussed during the meeting to state their conflict and the nature thereof. No conflicts were declared at this time.

APPROVAL OF AGENDA

(*)1. Moved by E. Crowe, seconded by J. Nathan:

That the agenda be approved as written.

- Carried -

RECEIPT OF MINUTES

(*)2. Moved by C. Cotton, seconded by J. Nathan:

That the minutes of the Joint Board Consortium Meeting of May 2, 2018 be approved as written.

- Carried -

BUSINESS ARISING

Manager, Student Transportation Services of York Region J. Guchardi advised that there has not been an update from the Ministry of Education regarding their New Vision for Student Transportation review.

INFORMATION ITEMS

Revised 2018-2019 Proposed Meeting Schedule

D. Willis, Assistant Manager, Student Transportation Services of York Region (STSYR), provided an update on the revised 2018-2019 Joint Board Consortium meeting schedule. It was noted that the March 6, 2019 meeting has been rescheduled to February 27, 2019 to accommodate a trustee-identified significant faith day.

In response to a trustee question, committee members agreed to assess the need for the February 27, 2019 meeting based on whether there any topics for consideration at that time.

September Start-Up Report

J. Guchardi, Manager, STSYR, provided an update on the September 2018 Start-Up.

To respond to key issues, STSYR has adjusted routes and in some cases, added buses to improve service delivery. It was noted that the Ministry of Education School Bus Driver Retention Bonus Program has had limited impact on driver availability across the province.

In response to trustee questions, staff confirmed that:

- local municipalities provide advance notice to STSYR regarding planned construction projects;
- school bus operators are responsible for reporting delays to STSYR;
- STSYR receives Global Positioning System (GPS) data from vehicles to assist with the monitoring of transportation timeliness, but does not currently have software available to compare planned versus actual arrival times; and
- STSYR has a process in place to reassign routes if there are consistent delays.

Staff noted that the Ontario Education Collaborative Marketplace (OECM) has advised they are reviewing available software programs that may assist boards track planned versus actual arrival times. An update will be provided once the OECM review is complete.

Trustees thanked STSYR staff for their long hours and commitment to supporting student achievement by planning and managing safe and efficient transportation.

Ministry of Education Student Transportation Survey

C. Tupchong, Business Analyst, STSYR, provided an update on the status of the collection of data for the Ministry of Education's annual Student Transportation Report. Some minor changes to the survey were noted including reporting:

- elementary student data;
- attendant monitor costs; and
- the number of transported students within the walking distance of a school.

The survey data will be submitted to the Ministry of Education by the December 14, 2018 deadline.

Inclement Weather Procedures

D. Willis, Assistant Manager, STSYR, provided an overview of the Inclement Weather procedures.

In the event of inclement weather, STSYR staff work closely with YRDSB and YCDSB staff to review weather and road conditions through a variety of sources to determine if school transportation services will be cancelled. The decision is communicated by 6:00 a.m. to media sources and school board staff to ensure timely notice is provided to all stakeholders.

STSYR prepares resource material that is shared annually with schools to support students and families on inclement weather days.

Student safety is the first priority in making a service operation decision.

ADJOURNMENT

The next Joint Board Consortium meeting is scheduled on Wednesday, February 27, 2019 at the York Catholic District School Board.

(*)3. Moved by E. Crowe, seconded by J. Nathan:

That the Joint Board Consortium Meeting Public Session adjourn at 4:36 p.m.

- Carried -

YORK REGION DISTRICT SCHOOL BOARD

POLICY AND BY-LAW COMMITTEE

November 7, 2018

The Policy and By-Law Committee met at 4:47 p.m. in Room 200 of the Education Centre, Aurora on Wednesday, November 7, 2018 with the following trustees and resource staff members present; Trustees C. Chan (via audio conference), C. Cordova (Committee Chair), A. DeBartolo (via audio conference and in person) S. Geller, C. McBain, J. Nathan and A. Yeung, Director of Education L. Sirisko, Principal, Human Resource Services N. Gunathunge, Principal, Caring and Safe Schools D. Laliberte, Manager, Corporate Secretariat and Trustee Services L. Reinhardt, Assistant Manager, Corporate Policy S. Lynn and Administrative Assistant J. Richardson.

Regrets: Trustees L. Aversa, L. Carruthers and M. Van Beek

Absent: Trustee: P. Adams-Luchowski

CALL TO ORDER

Committee Chair C. Cordova called the meeting to order at 4:47 p.m.

APPROVAL OF AGENDA

(*)1. Moved by C. McBain, seconded by J. Nathan:

That the agenda be approved, as written.

- Carried -

DECLARATION OF CONFLICT OF INTEREST

Committee Chair C. Cordova asked any trustee who has a direct personal interest or direct or indirect pecuniary interest in any matter being discussed by the committee to state their conflict and the nature thereof. No conflicts were declared by trustees at this time.

APPROVAL OF MINUTES OF PREVIOUS MEETING

(*)2. Moved by A. Yeung, seconded by C. McBain:

That the minutes of the October 2, 2018 Policy and By-Law Committee meeting be approved, as written.

- Carried -

POLICIES FOR SECOND REVIEW

Policy #676.0, School Fundraising and Administration of School Generated Funds

Chief Financial Officer W. Muirhead-Toporek was in attendance for the second review of the School Fundraising and Administration of School Generated Funds policy and confirmed there are no proposed revisions since the last review in June 2017.

Assistant Manager, Corporate Policy S. Lynn noted feedback from the Equity Strategy Steering Action Committee (ESSAC) will be shared with the Equity and Inclusivity Advisory Committee Community Consultation Working Group for consideration as part of the EIAC Classism Sub-Committee input.

In response to feedback received from ESSAC, staff noted:

- the School Cash Online tool can connect to Google Translate and provide instructions in 99 languages;
- the Developing a School Fundraising Plan guideline outlines how schools can plan and administer fundraising activities and funds; and
- how community members, including students, were able to provide comments and feedback on the policy.

*Action
Required*

Trustees recommended the procedure be updated to reflect that funds generated include the activity fee.

(*)3. Moved by C. McBain, seconded by A. Yeung:

That the Policy and By-Law Committee approve the following recommendations.

- 1) That in accordance with Board Policy #285.0, Board Policies, Procedures and Supporting Documents, Policy #676.0, School Fundraising and Administration of School Generated Funds be forwarded to the December 11, 2018 Board meeting for final approval. (Appendix 1)**
- 2) That the formal feedback received from the Equity Strategy Steering Action Committee (ESSAC), be submitted to the Equity and Inclusivity Advisory Committee Community Consultation Working Group for consideration. (Appendix 2)**

- Carried -

Policy #465.0, Tendering Capital Construction and Maintenance Projects

Associate Director of Education, Schools and Operations C. La Touche, Chief Financial Officer W. Muirhead-Toporek and Superintendent of Education, School and System Operations, Plant and Planning T. Dungey were in attendance to review the Tendering Capital Construction and Maintenance Projects policy.

It was noted that this policy had been out as a working document since February 6, 2018. No formal feedback was received and no further changes were suggested.

(*)4. Moved by A. Yeung, seconded by J. Nathan:

That in accordance with Board Policy #285.0, Board Policies, Procedures and Supporting Documents, Policy #465.0, Tendering Capital Construction and Maintenance Projects be forwarded to the December 11, 2018 Board meeting for final approval. (Appendix 3)

- Carried -

Policy #536.0, Performance Appraisal Process and Policy #222.0, Conflict of Interest

Associate Director of Education, Schools and Operations C. LaTouche requested that second review of the Performance Appraisal Process and Conflict of Interest policies be deferred to the next Policy and By-Law Committee meeting. He noted that staff are finalizing the analysis of data from the Employment Systems Review, which may result in the need to update the policies.

(*)5. Moved by J. Nathan, seconded by C. McBain:

That in accordance with Board Policy #285.0, Board Policies, Procedures and Supporting Documents, second review of Policy #536.0, Performance Appraisal Process and Policy #220.0 Conflict of Interest be deferred to the January 15, 2019 Policy and By-Law Committee meeting.

- Carried -

Policy #212.0, Director of Education Selection

Director of Education L. Sirisko and Board Chair C. McBain were in attendance to speak to the Director of Education Selection policy.

Manager, Corporate Secretariat and Trustee Services L. Reinhardt noted that this policy had been out as a working document since February 6, 2018. Some revisions were made after the first review. No formal feedback was received and no further changes were suggested.

(*)6. Moved by A. DeBartolo, seconded by J. Nathan:

That in accordance with Board Policy #285.0, Board Policies, Procedures and Supporting Documents, Policy #212.0, Director of Education Selection be forwarded to the December 11, 2018 Board meeting for final approval. (Appendix 4)

- Carried -

DISCUSSION ITEMS

Policy #220.0, Trustee Services

Director of Education L. Sirisko and Board Chair C. McBain were in attendance to discuss the Trustee Services policy.

This policy was discussed at the September 12, 2018 Policy and By-Law Committee meeting at which time trustees engaged in dialogue about trustee responsibilities relating to attendance at conferences and workshops and the oversight related to this process. Staff have captured the commentary and made proposed changes to language for trustees' consideration.

Trustees discussed the proposed revisions to the procedure related to trustee participation in professional development activities during the municipal election campaign period resulting from the conversation that occurred at the September 12, 2018. No recommended changes were made by trustees at this time.

Action Required In response to a request from committee members, staff will look into the decision to allocate \$200 towards the purchase of a cellular phone or other telecommunication device dedicated to trustee business and share additional details at the January 15, 2019 Policy and By-Law Committee meeting.

Policy #221.0, Student Trustees

Director of Education L. Sirisko and Manager Corporate Secretariat and Trustee Services L. Reinhardt updated trustees on progress towards exploring student trustee models at other school boards.

Action Required Trustees requested that the scan include:

- the number of student trustees in each school board,
- the presence of Indigenous student trustee(s),
- an outline of each boards' election process, and
- information about how the student trustee opportunity is communicated to the student population.

Action Required To support the Board priority of increasing student voice, a strategy to provide students with an opportunity to provide input into the student trustee term of office and the number of student trustees is being developed. This engagement opportunity will also be used to educate students on the role of the student trustee and get more student trustees involved in the election process.

In response to trustee questions, staff clarified that the timelines for amending this policy to respond to changing legislation would not impact the 2018 student trustee election process.

Action Required Additional discussion on the Student Trustee policy will be scheduled at a future Policy and By-Law Committee meeting.

Policy #407.0, Accessibility

Human Rights Commissioner A. Anirud and Superintendent of Education and School and System Operations, Plant and Planning T. Dungey were in attendance to present review information about the deep dive and consolidation strategy associated with the Accessibility policy and procedures.

The report summarizes the work of the Accessibility for Ontarians with Disabilities Act (AODA) Policy Sub-committee. This committee conducted a jurisdictional scan and identified related legislation, exemplary practices and policies to consider as part of the review process.

In response to questions, it was noted the revised Accessibility policy will:

- harmonize the existing Accessibility and Provision of Barrier-Free Facilities policies;
- incorporate all components of the Integrated Accessibility Standards;
- outline a process for addressing accessibility-related complaints;
- include references to the use of service animals; and
- align to the Human Rights: Code-Related Harassment and Discrimination policy.

Manager, Corporate Secretariat and Trustee Services L. Reinhardt noted that this is the first time the Policy and By-Law Committee has received a report of this nature as this policy is undergoing a “deep dive”. Trustees were encouraged to review the report and provide input into the following questions to S. Lynn, Assistant Manager, Corporate Policy.

Note: Trustee S. Geller entered the meeting at 5:34 p.m.

*Action
Required*

This policy was referred to staff for additional review and will return for discussion at a future Policy and By-Law Committee meeting.

INFORMATION ITEMS

Procedure #152.0, Inclement Weather

Director of Education L. Sirisko and Associate Director of Education, Schools and Operations C. LaTouche were in attendance to share information with regard to the Inclement Weather procedure.

In April 2018, the Director of Education committed to reviewing the Board’s inclement weather process and consider specific circumstances closing the system would be in the best interest of student and staff safety.

Consultation with stakeholders and a jurisdictional scan reinforced the concept of the Director of Education being able to authorize a system closure in circumstances of significant winter weather conditions.

In response to trustee questions, it was noted that revisions to the procedure only addresses extreme winter weather. Staff acknowledged further investigation will be necessary to consider changes to procedures regarding regional winter weather and hot weather conditions.

Procedure #262.0, School Councils

Manager, Corporate Secretariat and Trustee Services L. Reinhardt noted that in response to feedback from a community member the School Councils procedure has been updated to clarify responsibilities for Superintendents of Schools and School Councils related to the development and/or review of a Principal Profile.

Policy Status Chart

Assistant Manager, Corporate Policy S. Lynn spoke to the Policy Review Status Chart provided in the agenda package.

It was noted that the Performance Appraisal Process and Conflict of Interest policies will be added to the list for January 15, 2019.

ADJOURNMENT

(*)7. Moved by J. Nathan, seconded by A. Yeung:

That the Policy and By-Law Committee meeting be adjourned at 5:54 p.m.

- Carried -

YORK REGION DISTRICT SCHOOL BOARD

Policy and Procedure #676.0, School Fundraising and Administration of School Generated Funds

The *School Fundraising and Administration of School Generated Funds* policy and procedures outline the appropriate use and administration of funds raised by school fundraising activities. The policy and procedure are being updated to align with the new [Ministry of Education Fundraising Guideline](#).

Who has responsibilities?

- Board of Trustees
- Director of Education
- Principals
- Business Services
- School Councils
- Student Councils
- Other School Fundraising Groups

How is this related to Board priorities?

The *School Fundraising and Administration of School Generated Funds* Policy and Procedure addresses the goal of stewardship of Board Resources identified in the Trustees' Multi-Year Plan by establishing accountability for safeguarding of school resources.

Department

Business Services

Related Policies and/or Procedures

[Anaphylactic Reactions](#)

[Donations](#)

[Distribution of Materials: External Organizations](#)

[School Councils](#)

[Student/School Fees](#)

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term "parents" refers to both biological/adoptive parents and guardians in all Board policies and procedures.



Board Policy #676.0

School Fundraising and Administration of School Generated Funds

The York Region District School Board supports the generation and administration of funds and student/school activity fees for educational, cultural, charitable, curriculum-based or recreational activities that are in the best interests of students. The Board endorses a collaborative approach to fundraising initiatives by schools, students, parent groups, student councils and school councils that is consistent with the Board's mission, vision and values and with individual school improvement plans.

Application

Fundraising shall not interfere with school programs and shall be conducted with consideration to student safety and the impact on the school community. Fundraising is strictly voluntary. No individuals should feel compelled to participate in any fundraising activity, nor should they be subject to penalties, or be denied any benefits, if they choose not to participate. No student will be excluded from participation in a student event, which is part of the core curriculum.

Funds **may** be raised for the following purposes:

- assistance funds, such as, but not limited to, providing payment for the cost of a field trip for students who require financial assistance;
- supplies, equipment or services which complement items funded by provincial grants, such as, but not limited to, extracurricular band equipment and audio-visual equipment;
- field trips or other excursions;
- guest speakers, presentations or to cover the cost of occasional staff to assist with events and activities for students;
- ceremonies, awards, plaques, trophies or prizes for students;
- scholarships or bursaries;
- extra-curricular activities and events; and/or
- school yard improvement projects, such as, but not limited to, playground equipment, shade structures and gardens, with prior approval from Plant Services.

Private donations and sponsorships, and sales promotions are acceptable forms of fundraising. In addition, students may be asked to pay a voluntary student/school activity fee to offset direct costs of activities or items not required for completion of a grade or course required for graduation or admission to special events or field trips. Corporate donations and sponsorships may be an appropriate fundraising activity but must not constitute commercial advertising for any private corporation and must be conducted in accordance with Board policies and procedures.

Funds **may not** be raised for the following purposes:

- items funded through provincial grants such as, but not limited to, core learning materials;
- facility renewal, maintenance, or upgrades funded through the provincial grants, such as, but not limited to, structural repairs, sanitation, emergency repairs, or replacing flooring due to wear and tear;
- infrastructure improvements which increase the student capacity of a school or are funded by provincial grants;
- goods or services for employees, where such purchases would contravene the *Education Act* or school council by-laws regarding conflict of interest;

- professional development or occasional teacher coverage for staff attendance at professional development activities;
- administrative expenses not associated with the fundraising activity; or
- support for religious or partisan political activities, groups or candidates.

All fundraising must comply with Board and Ministry of Education policies, procedures and guidelines, such as, but not limited to;

- the Ministry of Education's School Food and Beverage policy,
- Ontario's Equity and Inclusive Education Strategy,
- The Ministry of Education's Facility Partnerships Guideline, and
- Broader Public Sector Procurement and Expenses Directives.

Responsibilities

The Board of Trustees is responsible for:

- reviewing the School Fundraising and Administration of School Generated Funds policy in accordance with the priorities in the [Trustees' Multi-Year Plan](#) and the approved policy review cycle; and
- understanding and communicating with members of the community about the School Fundraising and Administration of School Generated Funds policy, as required.

The Director of Education is responsible for:

- implementing and operationalizing the School Fundraising and Administration of School Generated Funds policy.

Associate Directors of Education, Chief Financial Officer and Superintendents of Education are responsible for:

- supporting the implementation of the School Fundraising and Administration of School Generated Funds policy.

Principals are responsible for:

- ensuring that all fundraising activities are in accordance with federal, provincial and municipal laws and requirements and Board policies and procedures; and
- ensuring that the procurement of materials and services is carried out in accordance with Board policies and procedures.

Legislative Context

Education Act

Definitions

Commercial Advertising

Communicating or providing the means for communicating targeted messages on behalf of a private company in exchange for money or some other benefit for the school.

Core Learning Materials

Textbooks, supplies and other learning resources, which are necessary to deliver the Ontario curriculum.

Fundraising

Any activity to raise money or other resources to support students in accordance with related Board policies and procedures. Fundraising activities must be approved by the principal in consultation with the school council, student council and/or other fundraising groups for which the school provides the administrative processes for collection. Such activities may take place on or off school property.

Other Fundraising Groups

Any group that raises funds, on behalf of/in the name of the school, other than the school council, student council or the school itself.

Private Donations and Sponsorships

Includes money, goods or services given unconditionally to the Board or schools to be used for fundraising purposes.

Sales Promotion

A form of fundraising between the school and a private company, which involves the purchase of goods or services by the school community, with a portion of the sales revenue being provided to the school.

Student/School Activity Fees

Voluntary amounts that are used to supplement a student's school experience through materials and activities such as student agendas, student recognition programs, yearbooks, extracurricular activities, school dances, or theme days.

School Community

Includes, but is not limited to, parents, administrators, teaching staff, support staff, students and members of the local community.

School Councils

Advisory bodies, which may make recommendations to the school principal or to the Board on matters as stated in Board policy and procedure. School councils are comprised of parents (constituting the majority of members of the school council), one student representative (optional at elementary level), at least one community representative, the school principal, one teaching staff representative, and one support staff representative.

School Generated Funds (also called non-Board funds)

Funds raised and collected by the school, school council, student council or other fundraising groups. These funds, which are administered by the school, supplement the Board's operating and capital budgets.

School generated funds include not only fundraising for school purposes, but also all funds that are collected and paid out through the school account to support a variety of programs such as payments to charities or other third parties, such as, but not limited to, tour operators, and hot lunch programs.

History

Approved: 1996

Working Document: January 2005, October 2012, June 2017

Renamed 2009: Formerly School Fundraising)

Revised: 2002, 2005, May 2013, December 2018



Board Procedure #676.0 School Fundraising and Administration of School Generated Funds

This procedure outlines how the principal, school councils and other groups or individuals raise, manage and administer school generated funds.

Definitions

School Generated Funds Bank Account

Each school has one school generated funds account through which all school generated funds flow. This account's activity is summarized and submitted annually to the Ministry of Education by Business Services for the year ending August 31.

Tax Receipts

Tax receipts may be issued to individuals who make a minimum donation of \$25.00, directed to a specific school or to the York Region District School Board. These tax receipts are issued by Business Services and may not be issued where a student receives direct benefit from the funds.

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the Fundraising and Administration of School Generated Funds procedure.

Associate Directors of Education, Chief Financial Officer and Superintendents of Education shall:

- provide support to staff and other members of the community with regard to school fundraising activities and the administration of school generated funds.

Principals shall:

- **develop and communicate fundraising plans for each school year that;**
 - are in alignment with the school's improvement plan and includes input from school and student councils and other fundraising groups in the selection of fundraising activities, and
 - have a designated purpose and that proceeds be used for the intended purpose;
- **with regard to the administration of funds;**
 - ensure that only one bank account exists for the administration of all school generated funds,
 - ensure all funds collected are deposited to the school generated funds bank account,
 - ensure that records for the school generated funds bank account are kept in a manner that is satisfactory to the Chief Financial Officer,
 - be one of the signing officers on the school generated funds bank account,
 - ensure that all cheques have two signatures, one of which is the principals,
 - review and sign monthly bank reconciliations on the school generated funds bank account to ensure records are up-to-date and reflect school activities,
 - ensure that processes are in place to adequately control school generated funds including security measures for cash and records,

- maintain financial transactions for all school generated funds for a seven-year period at the school, and
- remit funds collected for goods or services charged to the school budget to Accounting Services for deposit to the appropriate budget line in a timely manner,
- **with regard to fundraising activities;**
 - ensure that fundraising activities do not result in any person, including school staff or volunteers, benefiting materially or financially from the activity,
 - work with school councils and/or other fundraising groups to ensure all activities confirm to Board policies and procedures, and
 - ensure items are available for purchase on School Cash Online;
- **with regard to student fundraising activities;**
 - determine the degree of students' participation in fundraising activities for charitable organizations; and
 - ensure appropriate supervision and age appropriateness;
- **with regard to communication and records;**
 - ensure school council or other fundraising group activities are reported at each school council meeting,
 - ensure that school council minutes include a summary of financial information,
 - ensure that all school generated funds raised and spent, including activity fees, are communicated to parents monthly,
 - prepare and communicate an [annual](#) report on school generated funds to members of the school community, and
 - ensure that any information distributed to members of the school community regarding fundraising activities complies with the [Distribution of Materials: External Organizations](#) policy and procedure; and
- **with regard to donations;**
 - ensure any donation is administered as outlined in the [Donations](#) policy and procedure.

Business Services shall:

- report all school generated funds to the Ministry of Education;
- provide tax receipts, where appropriate, as outlined in the [Donations](#) procedure; and
- deposit funds received from schools to the appropriate school budget.

School councils and other fundraising groups shall:

- provide input to the principal on fundraising activities, early in the school year, based on the school improvement plan;
- conduct fundraising activities in accordance with the fundraising plan and Board policies and procedures;
- ensure that all financial transactions are conducted in accordance with Board policies and procedures;
- provide a financial report at each school council meeting and record receipt of the report in the minutes;
- work with the principal to ensure that processes are in place to adequately control the funds;
- ensure that all funds collected are immediately provided to the school to be deposited into the school generated funds bank account; and
- not deposit school generated funds into personal bank accounts.

History

Approved: 2006

Working Document: January 2005, October 2012

Renamed: 2009 (Formerly School Fundraising)

Revised: May 2013, December 2018

FEEDBACK

POLICY #676.0, School Fundraising and Administration of School Generated Funds

Sent: Thursday, October 11, 2018 8:01 PM

Subject: Feedback From - Equity Strategy Steering Action Committee (ESSAC)

Some feedback from ESSAC regarding the fundraising policy:

-inequitable in many realms, such as schools who do not raise as much monies, and ease of access of Cash Online (and languages for Cash Online instructions: communities struggling)

-“no individuals should feel compelled” on page 3 yet there is a stigma in some schools about the “voluntary” nature of fundraising, giving rise to “othering” and stigmatizing to our marginalized communities;

-messaging not clear about administration of funds raised (what raised monies can be used for, and is this equitable according to local school context needs?)

-School Council Chairs can ultimately decide if funds raised can be shared with schools in need: can there be a mechanism where there is not such “power”? Or, can there/is there a maximum threshold that can be reached per school and excess monies are placed in another spot (budget line) for schools in need to access?

-do parents have a voice in a safe space if they cannot afford to fundraise?

-can parent education about fundraising and equity be featured at SuperCouncil forum?

-what/where is student voice in this policy?

YORK REGION DISTRICT SCHOOL BOARD

Policy and Procedure #465.0, Tendering Capital Construction and Maintenance Projects

The Tendering Capital Construction and Maintenance Projects policy and procedure ensure a fair and equitable tendering process for all capital construction and maintenance projects and outline the communication of this process to all stakeholders.

Who has responsibilities?

- Board of Trustees
- Director of Education
- Superintendents
- Architects and Consultants
- Plant Services
- Education and Community Services
- Business/Finance Services
- Purchasing Services

How is this policy and procedure related to Board priorities?

The Tendering Capital Construction and Maintenance Projects policy and procedure supports student achievement and well-being supporting capital construction and maintenance projects that ensures schools and workplaces are inviting, safe and supportive and foster engagement of students, staff, parent(s)/guardian(s) and the community .

It also demonstrates stewardship of Board resources by demonstrating professionalism and accountability for high standards of practice in all Board operations.

Engagement: Student Achievement and Well-Being - Develop a comprehensive strategy for improved parent engagement which supports student achievement and well-being.

Department

Plant Services

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term "parents" refers to both biological/adoptive parents and guardians in all Board policies and procedures.



Board Policy #465.0

Tendering Capital Construction and Maintenance Projects

Policy Statement

The York Region District School Board is committed to upholding a fair and equitable tendering process for all capital construction and maintenance projects and facilitating the communication of this process through proper channels to Board trustees, staff, parents and school communities in accordance with the Board's mission, vision, values and planning processes.

Application

This policy applies to all calls for tenders for construction or maintenance projects.

Trustee participation is required for all non-electronic tender openings in excess of \$1,000,000.00. Trustee attendance is not required for electronic tenders.

Responsibilities

The Board of Trustees is responsible for:

- ensuring that one trustee is present at the opening of any non-electronic tender in excess of \$1,000,000.00;
- reviewing the Tendering Capital Construction and Maintenance Projects policy in accordance with the priorities in the [Multi-Year Plan](#) and the approved policy review cycle; and
- understanding and communicating with members of the community about the Tendering Capital Construction and Maintenance Projects policy, as required.

The trustee present at non-electronic tender openings is responsible for:

- welcoming the bidding contractors present for participation in the tendering process; and
- initialing the bids after the tenders are opened and read.

The Director of Education is responsible for:

- implementing and operationalizing the Tendering Capital Construction and Maintenance Projects policy.

Definitions

Capital Construction Projects

Capital construction projects are construction projects such as new secondary and elementary schools, additions to schools and major renovations of schools.

Maintenance Projects

Maintenance projects refer to site renewal projects, or the repair or replacement of the building envelope and/or building systems.

Electronic Tenders

A centralized electronic online process that manages the tendering posting and bid submissions.

History

Approved 1996

Replacing Policy #455.0, Performance Bond and Payment of Labour and Materials Bond

Working Document: February 2013, February 2018

Revised 2002, 2008, November 2013, December 2018



Board Procedure #465.0

Tendering Capital Construction and Maintenance Projects

This procedure outlines the roles and responsibilities for upholding a fair and equitable tendering process for all capital construction and maintenance projects and facilitating the communication of this process through proper channels to trustees, staff, parents, and school communities in accordance with the Board's mission, vision, values and planning processes including but not limited to the [Multi-Year Plan](#).

Application

This procedure applies to all tenders for construction or maintenance projects.

Definitions

In-House Tenders

A process of inviting bids that does not require the services of an Architect or Consultant.

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the Tendering Capital Construction and Maintenance Projects procedure.

The superintendent responsible for Plant Services, or designate, shall:

- oversee in the opening of the tender documents;
- select , in conjunction with Purchasing Services, an architectural firm for Board approval from the pre-qualified approved list of architects for each capital construction or maintenance project; and
- determine, in conjunction with the Chief Financial Officer, the requirements for performance bonds, labour and material payment bonds, letters of credit and/or certified cheques.

The Architects and/or Consultants shall:

- send notification to the bidders list of the tender, bidding and project information to pre-qualified contractors;
- provide a copy of the bid package for all capital construction and maintenance projects to Purchasing Services prior to issuance to the contractors;
- respond to questions from the bidders during the tendering period;
- issue addenda on the projects, as required;
- provide a copy of any addenda to Purchasing Services prior to issuance to the contractors;
- be present at any non-electronic tender opening; and
- review all tender submissions and submit recommendations to the Board for awarding of the contract/project.

The Managers of Construction and/or Managers of Maintenance shall:

- obtain a tender number from Purchasing Services for all capital construction and maintenance projects;
- review the budget with the architect and/or consultant before tenders are issued;

- determine scheduling for the project;
- set a tendering period in conjunction with Purchasing Services;
- participate in non-electronic tender openings; and
- ensure the appropriate trustee is invited and introduced at the tender opening as required.

Purchasing Services shall:

- provide tender templates and numbers;
- assist Plant Services in determining the bidders list for capital construction and maintenance projects from the list of pre-qualified contractors;
- review tender documents prior to issuance by the architect/ consultant;
- for in-house tenders work in conjunction with Plant Services to develop, complete, issue and award tender;
- assist in the opening of any non-electronic tender documents;
- ensure all non-electronic bids are initialed by the appropriate people after they are opened and read; and
- ensure compliance with the Broader Public Sector Procurement directive by posting any tender over \$100,000.00 to an electronic tendering network.

History

Working Document: February 2018.

Revised: December 2018

YORK REGION DISTRICT SCHOOL BOARD

Policy and Procedure #212.0
Director of Education Selection

The Director of Education Selection policy and procedure outline the process used to ensure a comprehensive and transparent process for selecting a Director of Education.

Who has responsibilities?

- Trustees
- Director of Education Selection Committee
- Director of Education Selection Advisory Committee
- Executive Search Firm
- Corporate Secretariat and Trustee Services
- Corporate Counsel

How is this policy and/or procedure related to Board priorities?

The Director of Education Selection policy supports student achievement and well-being by ensuring that a qualified, accountable and professional Director of Education who values equity and engagement is hired. This individual will support the delivery of effective and sustainable educational programs to each student and ensure the stewardship of Board resources in support of Board priorities.

Legislative Context

[Accessibility for Ontarians with Disabilities Act](#)

[Education Act](#)

[Employment Equity Act](#)

[Ontario Human Rights Code](#)

[Employment Standards Act](#)

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

Related Documents

[Conflict of Interest](#)

[Equity and Inclusivity](#)

[Leadership Development](#)

[Information Access and Privacy Protection](#)

[Trustee Code of Conduct](#)

[Director of Education Performance Review](#)

Department

Corporate Secretariat and Trustee Services

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term "parents" refers to both biological/adoptive parents and guardians in all Board policies and procedures.



Board Policy #212.0, Director of Education Selection

The York Region District School Board believes that the selection of a qualified and professional Director of Education, who also values equity and excels at stakeholder engagement, is critical to the success of the Board. The Director of Education is accountable to the Board of Trustees and is responsible for the implementation of the Board's Mission, Vision and Values and the achievement of the goals outlined in the [Multi-Year Plan](#). Enabling and supporting confidence in public education and student achievement and well-being are critical leadership roles of the Director of Education.

The Board is committed to ensuring that all trustees are involved in a comprehensive selection process that engages staff and members of the community in meaningful consultation. This will help ensure that the candidate who is selected reflects organizational goals and priorities.

Application

The Director of Education is vital to the success of the York Region District School Board. The hiring of a Director of Education is a key responsibility of the Board of Trustees. Each trustee has a duty to be *actively* engaged in the Director of Education selection process.

A Director of Education Selection Committee and Director of Education Selection Advisory Committee will be established to oversee the process. The Board of Trustees will consider recommendations from the Director of Education Selection Committee and Director of Education Selection Advisory Committee and is ultimately responsible for selecting a Director of Education.

Revisions to the Director of Education Selection policy and procedure requires endorsement from 2/3 of trustee members of the Board.

Director of Education Selection Process

Step One: Establishment of Director of Education Selection Committee and Director of Education Selection Advisory Committee

The Board of Trustees is responsible for approving the terms of reference for the Director of Education Selection and Director of Education Selection Advisory Committee and will ensure;

- all trustees are members of the Director of Education Selection Committee,
- membership on the Director of Education Selection Advisory Committee must include, at a minimum:
 - four trustees, including the Chair and Vice-Chair of the Board;
 - five staff members with consideration of union representation, principal representation, manager representation and senior staff representation (*any staff member who is eligible for the position may not be a member of the committee or attend meetings*);
 - the Commissioner of the Human Rights Office; and
 - one community representative (and alternate) from each the following committees;
 - Special Education Advisory Committee,
 - Parent, Family and Community Engagement Advisory,
 - Equity and Inclusivity Advisory, and
 - Audit Committee (non-Board community member).

All other trustees and the student trustees are ex-officio, non-voting members of the Director of Education Selection Advisory Committee. Trustee attendance at Director of Education Advisory Committee meetings is *highly* encouraged to support the selection process.

The Chair of the Board or will chair Director of Education Selection and Director of Education Selection Advisory Committee meetings, act as spokesperson, and provide regular updates to the Board.

Once appointed, representatives from the Executive Search Firm will support the work of the Director of Education Selection Committee and the Director of Education Selection Advisory Committee.

Prior to engaging in the selection process, all trustees will receive training on bias-free and equitable hiring practices and ethical decision making. This training will be provided by either the Executive Search Firm or another party identified in consultation with the Executive Search Firm including but not limited to the Commissioner of the Human Rights Office and/or the Integrity Commissioner.

Step Two: Identification of an Executive Search Firm

Purchasing Services will support trustees to:

- ensure the process used to acquire an Executive Search Firm complies with the [Broader Public Sector Procurement Directive](#) and the Board's [Purchasing policy and procedures](#), and
- review documentation and interview prospective Executive Search Firms.

The Board of Trustees will approve the appointment of one Executive Search Firm.

Step Three: Development of Candidate Evaluation Criteria

The Director of Education Selection Advisory Committee will work with the Executive Search Firm to;

- develop and execute a community engagement strategy that will include input from trustees, staff, students, parent(s)/guardian(s), advisory committee members and the broader community (at a minimum) in order to;
 - develop a Candidate Profile, Evaluation Criteria and Job Description for the Director of Education,
 - seek recommendations for potential candidates, and
 - seek input on potential interview questions and evaluation criteria;
- ensure that the Candidate Profile, Job Description and Evaluation Criteria are aligned with the needs of the community and the strategic direction of the Board;
- using input collected by staff and members of the community, develop a Candidate Profile, Evaluation Criteria and a Job Description for approval by the Board; and
- invite all trustees to participate in the final Director of Education Selection Advisory Committee meeting to ensure the rationale for decisions made by the committee is shared directly with *all trustees*.

Step Four: Evaluation of Recommended Candidates

The Director of Education Selection Committee will work with the Executive Search Firm to;

- establish timelines for the hiring process;
- ensure the recruitment process is conducted in accordance with established timelines;
- consider applicants who have been evaluated by the Executive Search Firm using the approved Evaluation Criteria to develop a short list of candidates who will be invited for a first interview;
- conduct first and second, confidential interviews of identified candidates (which will include a presentation component);
- ensure confidential reference checks are performed by the Executive Search Firm, as required; and
- agree on one candidate for appointment to the position to the Director of Education for Board approval.

Step Five: Selection of Director of Education

The Board of Trustees will:

- ensure that the candidate identified for appointment to the position of Director of Education receives a minimum of 2/3 votes of members of the Board;
- if the candidate identified for appointment to the position of Director of Education does not receive 2/3 of the votes of trustee members of the Board, work with the Executive Search Firm to ensure step four is repeated;
- share any revised timelines with the Director of Education Selection Advisory Committee, as required;
- work with Corporate Communications to execute an internal and external communication plan;
- negotiate the terms and conditions of an employment agreement with support from Corporate Counsel;
- work with the Executive Search Firm and the newly appointed Director of Education to identify, provide and/or arrange for appropriate training for the newly hired Director of Education; and
- ensure immediate short-term goals and performance measures are established in accordance with the transition timelines for formal review and reporting outlined in the [Director of Education Performance Review procedure](#).

Step Six: Review of Director of Education Selection Policy and Procedure

Following the completion of each Director of Education selection process, trustees will engage in a review of the Director of Education Selection policy and procedure and recommend necessary changes to support any future selection processes. The Executive Search Firm and Director of Education Selection Advisory Committee will be engaged in this review.

The Board of Trustees is responsible for approving any changes to the Director of Education Selection policy and/or procedure.

Definitions

Candidate Profile

Based on the results of the community engagement strategy, a document that outlines the capabilities, experiences, and leadership character traits deemed to be requisite for the success of the incoming Director of Education.

Community Engagement Strategy

A plan that outlines how the Board will inform and consult with members of the community to ensure a diverse range of opinions and identities are engaged. The community engagement strategy may include, but is not limited to, a survey.

Director of Education Selection Committee

An ad hoc committee of all trustees that is responsible for working with an external Executive Search Firm to execute step four of the Director of Education Selection Process.

Director of Education Selection Advisory Committee

A committee of trustees, staff and community members that is responsible for executing step three of the Director of Education Selection Process and providing input to the Board of Trustees regarding the Director of Education selection process.

Evaluation Criteria

Based on the Candidate Profile, a list of desired attributes of the future Director of Education which will be used to ensure structured and consistent evaluation of potential candidates. The desired attributes of the next Director of Education will be ranked and measured on a scale. The criteria will be used by the Executive Search Firm and the Director of Education Selection Committee during the interview(s) and evaluation processes to ensure consistency and fairness. The Evaluation Criteria will be made available to the public.

Needs Assessment

A formal evaluation of the leadership needs of the Board that is forward-looking and based on the strategic and stakeholder priorities for the future and the desired organizational culture. The information will be used to develop a candidate profile and evaluation criteria.

History

Approved: July 2017

Working Document: February 2018

Revised: December 2018



Board Procedure #212.0

Director of Education Selection

The procedure outlines the responsibilities of stakeholders to support the process for selecting a new Director of Education for the York Region District School Board.

Responsibilities

The Board of Trustees shall:

- authorize the establishment of a Director of Education Selection Committee and Director of Education Selection Advisory Committee;
- approve the appointment of an Executive Search Firm;
- approve the Candidate Profile, Evaluation Criteria and Job Description recommended by the Director of Education Selection Advisory Committee;
- undergo training in bias free and equitable hiring practices and ethical decision making;
- only hire a candidate who receives 2/3 of the votes of trustee members of the Board;
- work with the Executive Search Firm to repeat all necessary steps if the preferred candidate does not receive 2/3 of the votes of trustee members of the Board;
- approve the employment agreement for the Director of Education ensuring it includes, at a minimum, the following;
 - purpose and scope,
 - duties and responsibilities,
 - term of contract including probationary period,
 - remuneration,
 - sick leave,
 - travel and expenses,
 - conflict of interest,
 - confidentiality,
 - termination,
 - indemnification,
 - severability, and
 - legal jurisdiction;
- communicate the appointment of a new Director of Education through the Chair of the Board;
- work with the Executive Search Firm and the newly appointed Director of Education to identify, provide and/or arrange appropriate training and transition supports for the new Director of Education, as required; and
- review the Director of Education Selection policy and procedure after each selection process.

Trustees shall:

- be members of and fully participate in the Director of Education Selection Committee;
- attend Director of Education Selection Advisory Committee meetings as ex-officio, non-voting members;
- participate in training in bias-free and equitable hiring practices and ethical decision making;
- obtain a written opinion from the Integrity Commissioner regarding possible conflicts of interest in the hiring process for the position of Director of Education; and
- understand that any allegation of a breach of confidentiality is subject to investigation by the Integrity Commissioner as outlined in the [Complaint Protocol for the Trustee Code of Conduct](#).

Chair's Committee shall:

- develop terms of reference for the Director of Education Selection Committee and Director of Education Selection Advisory Committee, based on the Director of Education Selection policy and procedure for consideration by the Board.

The Director of Education Selection Committee shall:

- work with the Executive Search Firm to enact step four of the policy;
- use a transparent process but hold in confidence the names and information of candidates; and
- identify and engage appropriate staff members to support the process, as required.

The Director of Education Selection Advisory Committee shall:

- work with the Executive Search Firm to enact step three of the policy; and
- receive an overview of the training in bias-free and equitable hiring practices and ethical decision making being provided to trustees.

The Executive Search Firm shall:

- provide professional services to the Board of Trustees, Director of Education Selection Committee and Advisory Committee;
- support the implementation of the Director of Education Selection policy and procedure;
- be present for, and provide professional assistance at all stages of the interview process; and
- provide confirmation to the Director of Education Selection Advisory Committee that all aspects of the policy were followed.

Corporate Secretariat and Trustee Services shall:

- provide support to the Board of Trustees, the Director of Education Selection Committee and the Director of Education Selection Advisory Committee, as required; and
- ensure strict confidentiality of all information.

Purchasing Services shall:

- support the hiring of an Executive Search Firm as outlined in step two of the policy.

Corporate Counsel shall:

- provide legal support and guidance, as required; and
- assist in the development of the employment agreement to ensure compliance with [Broader Public Sector Accountability](#) and all other legislated requirements.

History

Approved: July 2017

Working Document: February 2018

Revised: December 2018

**YORK REGION DISTRICT SCHOOL BOARD
PROPERTY MANAGEMENT COMMITTEE**

MINUTES OF MEETING #8 (PUBLIC)**NOVEMBER 20, 2018**

The public session of the Property Management Committee meeting was held at 4:46 p.m. in Room 200 at the Aurora Education Centre on Tuesday, November 20, 2018 with the following trustee members present: L. Aversa, C. Chan (Chair), C. Cordova (via audio-conference), C. McBain, J. Nathan and A. Tam (via audio-conference),

Regrets: Trustees P. Adams-Luchowski, L. Carruthers, S. Geller, M. Van Beek and A. Yeung

The following staff members were present: D. Adams, C. Bedford, K. Brady, T. Dungey, G. Luk, W. Muirhead-Toporek, L. Reinhardt, C. Sarellas, R. Selvazzo, B. Shinoda, L. Sirisko, J. Steh, J. Stoangi and P. Valle

CALL TO ORDER

Committee Chair C. Chan called the meeting to order at 4:46 p.m.

APPROVAL OF THE AGENDA

(*)1. Moved by J. Nathan, seconded by C. McBain:

That the agenda be approved as written.

- Carried -

DECLARATION OF CONFLICT OF INTEREST

Committee Chair C. Chan asked any trustee who has a direct personal interest or direct or indirect pecuniary interest in any matter being discussed by the Property Management Committee during the meeting to state the conflict and nature thereof. No conflicts were declared by trustees at this time.

APPROVAL OF MINUTES OF PREVIOUS MEETING

(*)2. Moved by J. Nathan, seconded by L. Aversa:

That the minutes of the October 16, 2018 Property Management Committee meeting be approved as written.

- Carried -

BUSINESS ARISING

Senior Manager, Planning and Property Development Services D. Adams updated the committee on a request to ensure trustees are aware of pending Property Management Committee items. She noted that going forward, pending PMC items will be included on the Board Pending Items List and shared with Chair's Committee each month.

ROUTINE RECOMMENDATIONS

Committee Chair C. Chan introduced routine Board reports and welcomed questions from trustees. No questions were raised by trustees at this time.

(*)3. Moved by C. McBain, seconded by J. Nathan:

That the York Region District School Board approve the following recommendations as outlined in the staff reports dated November 20, 2018. (Appendix 1 and Appendix 2).

1) Proposed Development Application DA.18.074/OP.18.018/Z.18.030, City of Vaughan

- 1) That the York Region District School Board will not require a public elementary school site within the proposed development application DA.18.074/OP.18.018/Z.18.030, City of Vaughan.**
- 2) That the Director of Planning for the City of Vaughan be advised of this action.**

2) Proposed Development Application DA.18.075, City of Vaughan

- 1) That the York Region District School Board will not require a public elementary school site within the proposed development application DA.18.075, City of Vaughan.**
- 2) That the Director of Planning for the City of Vaughan be advised of this action.**

- Carried -

INFORMATION ITEMS

Potential Names and Community Engagement Strategy New Elementary School, City of Markham

Superintendent of Education, School and System Operations, Plant and Planning T. Dungey provided information regarding the potential names and community engagement strategy for the new elementary school in the City of Markham. The process for naming new schools is outlined in the School Names policy and procedure. A community consultation process will be initiated in accordance with the process outlined in the Board report.

In response to a trustee question, no trustee declared a conflict of interest with regard to any of the proposed names.

Potential Names and Community Engagement Strategy New Elementary School, City of Vaughan

Superintendent of Education, School and System Operations, Plant and Planning, T. Dungey provided information regarding the potential names and community engagement strategy for the new elementary school in the City of Vaughan. The process for naming new schools is outlined

in the School Names policy and procedure. A community consultation process will be initiated in accordance with the process outlined in the Board report.

A trustee expressed the opinion that the proposed names be carefully considered in connection to the needs of the local community and Board priority of Well-Being and Mental Health.

George Bailey Building, City of Vaughan

Associate Manager, Land Use Planning G. Luk provided background information regarding the George Bailey building located on Keele Street south of Major Mackenzie Drive. The building is no longer suitable for regular student accommodation due to the immediate and long-term renewal requirements. Staff will proceed with a demolition permit application and the site will be retained for future student accommodation needs.

Schedules to September 2020: New Elementary and Secondary Schools and Additions to Schools

Senior Manager, Plant Services J. Stoangi provided information regarding the Schedules to September 2020: New Elementary and Secondary Schools and Additions to Schools.

ADJOURNMENT

(*)4. Moved by C. McBain, seconded by J. Nathan:

That the Property Management Committee meeting be adjourned at 5:08 p.m.

- Carried -

**YORK REGION DISTRICT SCHOOL BOARD
PROPOSED DEVELOPMENT APPLICATION
DA.18.074/OP.18.018/Z.18.030
CITY OF VAUGHAN**

Background:

The purpose of this report is to request approval of the comments that are to be submitted to the City of Vaughan concerning the Board's requirement for a school site within the proposed development application.

The application is located within the Vaughan Metropolitan Centre (VMC) Plan area which includes an ultimate build-out of just over 23,000 residential units with a target of 12,000 residential units completed within the next 15 years. The VMC Plan establishes land use policies and urban design guidelines for future development and investments in this new community anchored by the new VMC subway station which opened in late 2017. It is anticipated that build-out of the VMC will occur over several decades. The Board has identified the need for two elementary school sites to serve future development from this area.

Rationale:**A. Application:**

DA.18.074/OP.18.018/Z.18.030 by Penguin-Calloway (Vaughan) Inc.
Agent: Paula Bustard, c/o Smart REIT

B. Location:

The proposed development is located on the west of Jane Street and south of Portage Parkway (Appendix A). Three residential towers with ground floor commercial uses are proposed.

C. Proposed Housing Units:

Condominium Apartments	1,560
Total	1,560

D. Total Pupil Yield:

Elementary	87 – 140
Secondary	31 – 62

The pupil yield range reflects regional and community high density yields.

E. School Accommodation:**Elementary****Current Attendance Area**

At the elementary panel, the proposed application is located within the Maple Creek Public School boundary and is currently holding at Blue Willow Public School. Blue Willow Public School is a Junior Kindergarten to Grade 8 school with a capacity of 685 and an October 31, 2018 enrolment of 624.

Staff will review accommodation in the family of schools once timing of development is determined to ensure there is adequate student accommodation.

Future Attendance Area

The Board has designated two elementary school sites to serve the VMC Secondary Plan. Students will be held in existing schools until there is a student threshold and funding from the Ministry to proceed with a new school.

Secondary

Current Attendance Area

At the secondary panel, the proposed application is located within Maple High School boundary and currently holding at Woodbridge College. Woodbridge College has a capacity of 756 and four portables on site bringing the effective capacity to 848 and an October 31, 2018 enrolment of 524.

Due to the number of future residential units, proximity to Woodbridge College and the lack of space at Maple High School, VMC was designated to hold at Woodbridge College.

Relationship to Board Priorities:

This report reinforces the Board's commitment to foster well-being and mental health, by striving to create safe, healthy and inclusive learning and working environments, for students and staff.

Estimated Cost:

Not applicable at this time.

Timeline:

The City of Vaughan had requested the Board's comments concerning the proposed development application by November 16, 2018. Staff has requested an extension of time in which to comment.

Recommendations:

That the York Region District School Board approve the following recommendations.

(*)1. That the York Region District School Board will not require a public elementary school site within the proposed development application DA.18.074/OP.18.018/Z.18.030, City of Vaughan.

(*)2. That the Director of Planning for the City of Vaughan be advised of this action.

Communications Implementation Plan:

Coordinating Council of Superintendents
Property Management Committee
Board Meeting

November 13, 2018
November 20, 2018
December 11, 2018

Appended Data:

Appendix A – Location of Proposed Development Application DA.18.074/OP.18.018/Z.18.030
City of Vaughan

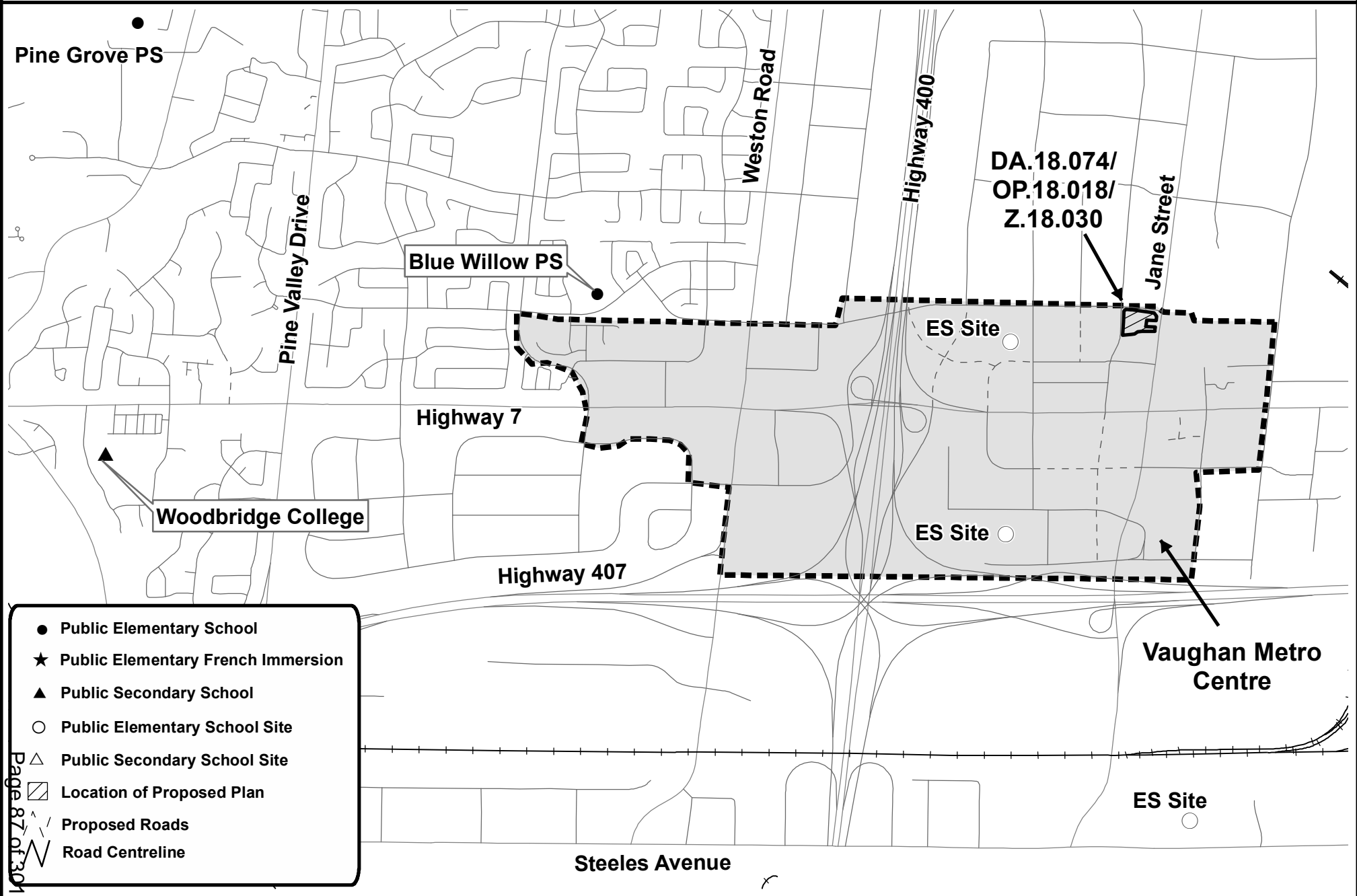
Respectfully submitted,

C. LaTouche
Associate Director of Education, Schools and Operations

November 20, 2018

For further information, please contact C. LaTouche, Associate Director of Education, D. Adams, Senior Manager, Planning and Property Development or L. Sirisko, Director of Education.

Appendix A
Location of Proposed Development Applications
DA.18.074/OP.18.018/Z.18.030
City of Vaughan



**YORK REGION DISTRICT SCHOOL BOARD
PROPOSED DEVELOPMENT APPLICATION
DA.18.075
CITY OF VAUGHAN**

Background:

The purpose of this report is to request approval of the comments that are to be submitted to the City of Vaughan concerning the Board's requirement for a school site within the proposed development application.

The application is located within the Vaughan Metropolitan Centre (VMC) Plan area which includes an ultimate build-out of just over 23,000 residential units with a target of 12,000 residential units completed within the next 15 years. The VMC Plan establishes land use policies and urban design guidelines for future development and investments in this new community anchored by the new VMC subway station which opened in late 2017. It is anticipated that build-out of the VMC will occur over several decades. The Board has identified the need for two elementary school sites to serve future development from this area.

Rationale:**A. Application:**

DA.18.075 by 2748355 Canada Inc.
Agent: Stephen Albanese, c/o IBI GROUP

B. Location:

The proposed development is located on the west side of Interchange Way and south Highway 7 (Appendix A). Four residential towers with ground floor commercial uses and townhouses are proposed.

C. Proposed Housing Units:

Condominium Apartments	1,800
Total	1,800

D. Total Pupil Yield:

Elementary	100 – 162
Secondary	35 – 72

The pupil yield range reflects regional and community high density yields.

E. School Accommodation:**Elementary****Current Attendance Area**

At the elementary panel, the proposed application is located within the Glen Shields Public School boundary and is currently holding at Blue Willow Public School. Blue Willow Public School is a Junior Kindergarten to Grade 8 school with a capacity of 685 and an October 31, 2018 enrolment of 624.

Staff will review accommodation in the family of schools once timing of development is determined to ensure there is adequate student accommodation.

Future Attendance Area

The Board has designated two elementary school sites to serve the VMC Secondary Plan. Students will be held in existing schools until there is a student threshold and funding from the Ministry to proceed with a new school.

Secondary

Current Attendance Area

At the secondary panel, the proposed application is located within Vaughan Secondary School boundary and currently holding at Woodbridge College. Woodbridge College has a capacity of 756 and four portables on site bringing the effective capacity to 848 and an October 31, 2018 enrolment of 524

Due to the number of future residential units, proximity to Woodbridge College and the lack of space at Maple High School, VMC was designated to hold at Woodbridge College.

Relationship to Board Priorities:

This report reinforces the Board's commitment to foster well-being and mental health, by striving to create safe, healthy and inclusive learning and working environments, for students and staff.

Estimated Cost:

Not applicable at this time.

Timeline:

The City of Vaughan had requested the Board's comments concerning the proposed development application by November 16, 2018. Staff has requested an extension of time in which to comment.

Recommendations:

That the York Region District School Board approve the following recommendations.

- (*)1. That the York Region District School Board will not require a public elementary school site within the proposed development application DA.18.075, City of Vaughan.**
- (*)2. That the Director of Planning for the City of Vaughan be advised of this action.**

Communications Implementation Plan:

Coordinating Council of Superintendents
Property Management Committee
Board Meeting

November 13, 2018
November 20, 2018
December 11, 2018

Appended Data:

Appendix A – Location of Proposed Development Application DA.18.075,
City of Vaughan

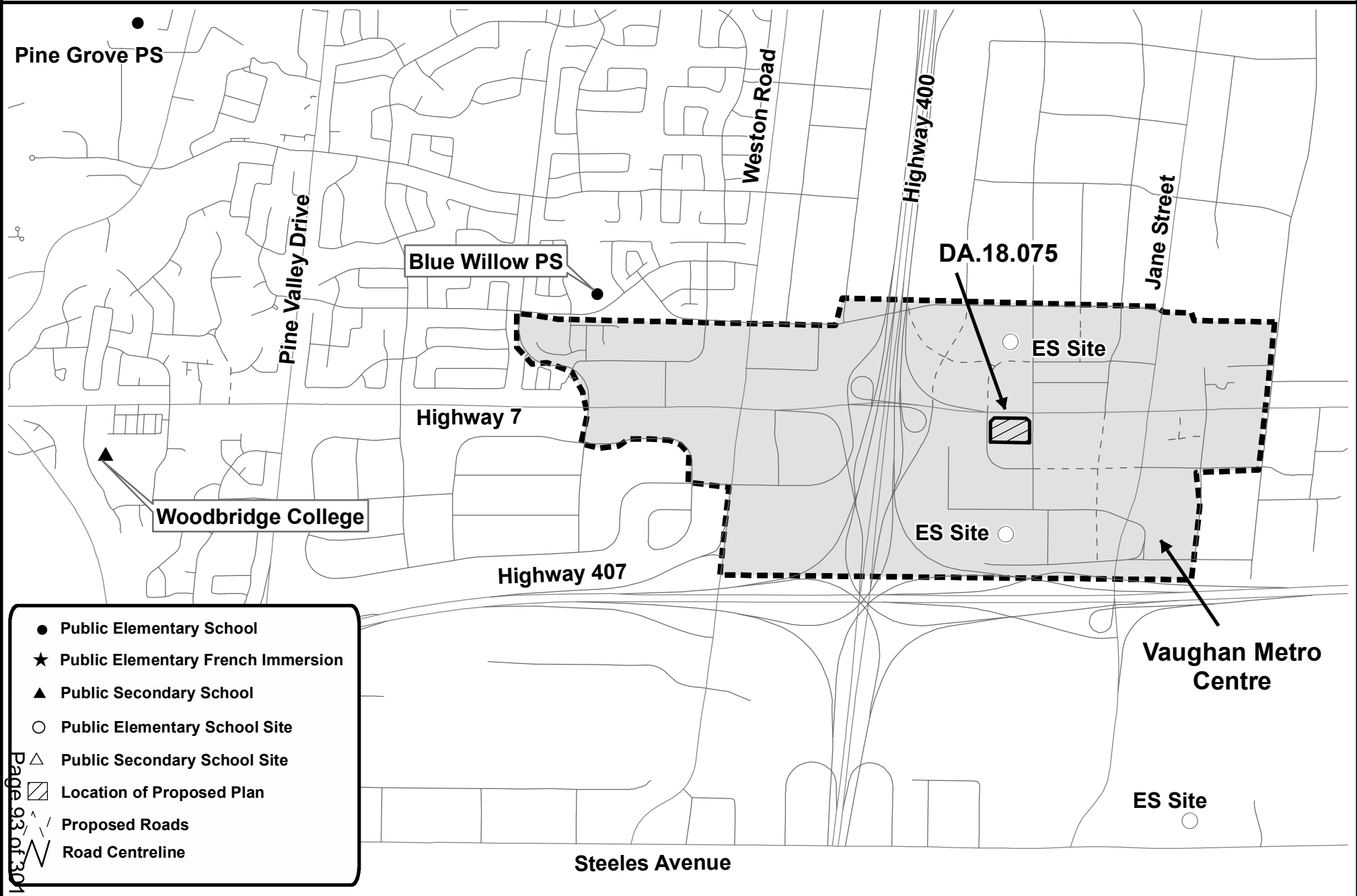
Respectfully submitted,

C. LaTouche
Associate Director of Education, Schools and Operations

November 20, 2018

For further information, please contact C. LaTouche, Associate Director of Education, D. Adams, Senior Manager, Planning and Property Development or L. Sirisko, Director of Education.

Appendix A
Location of Proposed Development Applications
DA.18.075
City of Vaughan



**YORK REGION DISTRICT SCHOOL BOARD
BOARD STANDING COMMITTEE MEETING
NOVEMBER 20, 2018**

The Board Standing Committee Meeting of Tuesday, November 20, 2018 commenced at 7:08 p.m. in the Board Room with Vice-Chair of the Board J. Nathan presiding and the following trustees present; L. Aversa (via audio conference), L. Carruthers, C. Chan, C. Cordova (via audio conference), A. DeBartolo (via audio conference), S. Geller, C. McBain, A. Tam, M. Van Beek and A. Yeung.

Also in attendance: Student Trustees B. Liu and A. Lu

Absent: Trustee P. Adams-Luchowski

APPROVAL OF AGENDA

(*)1. Moved by C. McBain, seconded by L. Carruthers:

The agenda was approved as written.

- Carried -

DECLARATION OF CONFLICT OF INTEREST

Vice-Chair of the Board J. Nathan asked any trustee who has a direct personal interest or direct or indirect pecuniary interest in any matter being discussed by the Board to state their conflict and the nature thereof. No conflicts were declared by trustees at this time.

SPECIAL ANNOUNCEMENTS

There were no special announcements at this time.

PUBLIC FORUM

Note: In accordance with Section 2:05:08 of the York Region District School Board Operational By-Law, the minutes provide general background information and are not a verbatim transcript of the discussion. Comments and opinions expressed as part of the Public Forum are those of the individual(s).

B. Swan and Rev. A. Neufeldt-Fast shared information with trustees with regard to correspondence received from a trustee-elect. Ms. Swan and Mr. Newfeldt-Fast voiced their concerns related to the outcome of the municipal election, racist and xenophobic comments attributed to a trustee-elect during the campaign period, and correspondence they have received from the trustee-elect in response to their requests for clarification. They shared their feelings and opinions on the impact on the behavior of the trustee-elect is having on the community.

Note: Trustee L. Aversa joined meeting (via audio conference) at 7:19 p.m.

Vice-Chair of the Board J. Nathan thanked B. Swan and A. Newfeldt-Fast for sharing their concerns with the Board and acknowledged that their written submission would be shared with Chair's Committee on December 4, 2018.

SUPERVISED ALTERNATIVE LEARNING 2017-2018 ANNUAL REPORT

Associate Director of Education, Schools and Program K. Friedman introduced Chief of Social Work and Attendance Services H. Carter and Principal, Student Success Lead, Curriculum and Instructional Services M. Sanwalka who presented the Supervised Alternative Learning 2017-2018 report.

The Supervised Alternative Learning (SAL) program is designed for pupils ages 14 to 17 to allow for greater flexibility to support students who often have many personal vulnerabilities or struggle to meet life goals. The program helps to maintain a connection to learning for vulnerable students and support continued progress towards success and graduation.

H. Carter and M. Sanwalka shared information on SAL including;

- background and program goals,
- profiles of students who may benefit from accessing the SAL program,
- relevant information from the Education Act,
- factors that are considered by the schools when recommending the SAL program to students,
- the SAL Plan and process,
- supports available to students and their families to support student success and address barriers,
- challenges and factors influencing success,
- how success is measured and balanced between well-being and achievement,
- how the SAL program is closely connected to the Director's Annual Plan,
- the process involves a partnership and team approach,
- the importance of engaging student voice in the SAL process,
- success stories,
- data highlights, enrollment, types of activities, and credits acquired in 2017-2018,
- resources and supports available to students with an Individual Education Plan (IEP),
- the SAL policy and procedure and plan for 2018-2019, and
- the importance of building and deepening knowledge of residential schools, Treaties, and Indigenous peoples' cultures and historical and contemporary contributions to Canada.

In response to trustee questions, staff clarified;

**ACTION
ITEM**

- renewal and enrolment data,
- barriers to success,
- future opportunities for tracking,
- there are no caps to the number of students who may engage in the SAL process,
- how the SAL plan is revisited and adjusted in order to meet the needs of students, and
- graduation rates.

EMPLOYMENT EQUITY PLAN UPDATE

Associate Director of Education, Schools and Operations C. LaTouche, Coordinating Superintendent of Indigenous Education and Equity C. Roach, Superintendent of Human Resource Services and Chief Negotiator M. Loya, Human Rights Commissioner A. Anirud, Superintendent of Leadership Development R. Russo and Associate Manager Research, Research and Assessment S. Wray were in attendance to share the update on the Employment Equity Plan.

Staff noted that the Ministry Direction 22 required the Board to develop a comprehensive employment equity plan in collaboration with employee groups by conducting an employment equity survey and a comprehensive employment systems review.

Staff outlined the status of the Employment Equity Audit including;

- the engagement of an external consultant to conduct the review,
- how the work culminated into a three-part strategy to meet Ministry expectations,
- the recommendations, responsibilities and timeframes,
- close collaboration between departments with regard to the implementation of recommendations,
- improvements in various practices and environments,
- how the recommendations are being embed into current practice and organizational culture,
- the connection to the leadership development plan,
- the Leadership Exploration and Development Program pilot program and Indigenous and Racialized Leaders Strategy Development and Implementation,
- jurisdictional scans of other school board practices, and
- the goals, strategy development and next steps.

Priority recommendations categorized in four ways including;

- diversify the workforce at all levels,
- create more inclusive and respectful work environments,
- create more equitable policies and practices, and
- strengthen the organization's diversity and inclusion infrastructure.

In response to trustee questions, staff clarified;

- the application process,
- how training for all leaders is underway, and
- the mentoring program in 2018.

PROJECTION AND ENROLMENT: SECONDARY AND ELEMENTARY SCHOOLS AND MINISTRY CLASS SIZE COMPLIANCE

Associate Director of Education, Schools and Operations C. LaTouche and Superintendent of Education, School and System Operations, Plant and Planning T. Dungey, Senior Manager, Planning and Property Development Services D. Adams and Manager, Education and Community Services D. Coates were in attendance to review the Projection and Enrolment: Secondary and Elementary Schools and Ministry Class Size Compliance report.

Staff thoroughly outlined a number of factors impacting growth above projection in both elementary and secondary enrolment. They highlighted;

- an increase in Multiple Last Name (MLN) households,
- significant growth in grades six to eight,
- how class size caps and class sizes are determined,
- the comprehensive process used to monitor staffing and enrolment,
- the necessity of combined grades in order to meet Ministry and collective agreement class size requirements,
- Ministry reporting requirements,
- grade eight to grade nine retention rates, and
- class size data and associated staffing allocations.

In response to trustee questions, staff clarified information contained in the data set.

COMMUNITY USE OF SCHOOLS PERMIT FEES

Vice-Chair J. Nathan referenced a revised report distributed to trustees.

Chief Financial Officer W. Muirhead-Toporek introduced the Community Use of Schools Permit Fees report and invited comments from trustees. No questions were raised by trustees at this time.

CASH DISBURSEMENT – SEPTEMBER 2018

Vice-Chair J. Nathan introduced the September 2018 Cash Disbursements report and invited questions from trustees.

***ACTION
ITEM***

In response to a trustee question, W. Muirhead-Toporek indicated that additional information will be shared regarding the total cost of the Every Student Counts Survey.

Trustee thanked staff for thoroughly clarifying financial costs over the years.

ADJOURNMENT

(*)2. Moved by C. McBain, seconded by S. Geller:

That the Board Standing Committee Meeting adjourn at 8:33 p.m.

- Carried -

YORK REGION DISTRICT SCHOOL BOARD

AUDIT COMMITTEE

MINUTES, MEETING # 3

Wednesday, November 28, 2018

The Audit Committee Meeting – Public Session was held in Room 200 of the Education Centre, Aurora at 5:32 p.m. on Wednesday, November 28, 2018 with the following members present: Trustees A. DeBartolo (Committee Chair) (via audio conference) and S. Geller and Volunteer Community Non-Board Members K. Ohayon (via audio conference) and C. Mak.

Regrets: Trustee M. Van Beek.

Also present: Director of Education L. Sirisko, Associate Director of Education, Schools and Programs K. Friedman, Associate Director of Education, Schools and Operations C. LaTouche, Chief Financial Officer W. Muirhead-Toporek, Superintendent of Education, Curriculum and Instructional Services, H. Sears, Senior Managers, Finance Services K. Brady and D. Reynolds, BDO Canada LLP Partner M. Sconci, BDO Canada LLP Manager Josh Trigiani, Regional Internal Audit Team Senior Manager P. Hatt, and Regional Internal Audit Team Manager V. Trivedi.

CALL TO ORDER

Volunteer Community Non-Board Member C. Mak called the meeting to order at 5:32 p.m.

APPROVAL OF AGENDA

(*)1. Moved by K. Ohayon, seconded by S. Geller:

That the agenda be approved as written.

- Carried -

DECLARATION OF CONFLICT OF INTEREST

Volunteer Community Non-Board Member C. Mak asked any member of the Audit Committee who has a direct personal interest or direct or indirect pecuniary interest in any matter being discussed during the meeting to state their conflict and the nature thereof. No conflicts were declared by committee members at this time.

APPROVAL OF THE MINUTES

(*)2. Moved by K. Ohayon, seconded by S. Geller:

That the minutes of the September 24, 2018 Special Audit Committee meeting and Regular Audit Committee meeting be approved as written.

- Carried -

RISE AND REPORT

The Audit Committee received the Audited Financial Statements for the year ended August 31, 2018 for information and recommended that they be submitted for consideration and approval at the December 11, 2018 Board meeting.

REGIONAL INTERNAL AUDIT UPDATE

Regional Internal Audit Team Senior Manager P. Hatt and Regional Internal Audit Team Manager V. Trivedi updated the committee on the status of the internal audits planned for 2018-2019. P. Hatt highlighted that audits of Records Management and Transportation are planned.

P. Hatt provided an update on the three-year Risk Assessment/Internal Audit Plan. Field work is expected to start in January 2019.

TIMING OF THE AUDIT COMMITTEE'S KEY ACTIVITIES

The timing of the Audit Committee's key activities was reviewed.

ADJOURNMENT

(*)3. Moved by K. Ohayon, seconded by S. Geller:

That the Audit Committee Meeting – Public Session be adjourned at 5:40 p.m.

- Carried -

YORK REGION DISTRICT SCHOOL BOARD

SPECIAL CHAIR'S COMMITTEE

MINUTES OF MEETING #3 (PUBLIC)

November 28, 2018

The public session of the Special Chair's Committee meeting was held at 6:12 p.m. in Room 200 at the Aurora Education Centre on Wednesday, November 28, 2018 with the following committee members and resource staff present:

C. Cordova
A. DeBartolo (via audio conference)
C. McBain (Chair)
J. Nathan
K. Friedman
C. LaTouche
L. Reinhardt
L. Sirisko

Also in attendance: Trustee C. Chan (via audio conference) and S. Geller

Regrets: Trustee L. Carruthers

APPROVAL OF AGENDA

Board Chair C. McBain noted four additional Requests for Delegate Status have been received and distributed to members.

(*)1. Moved by C. Cordova, seconded by J. Nathan:

The agenda was approved as written.

- Carried -

DECLARATION OF CONFLICT OF INTEREST

Board Chair C. McBain asked any trustee who has a direct personal interest or direct or indirect pecuniary interest in any matter being discussed at the meeting to state their conflict and the nature thereof. No conflicts were declared at this time.

BOARD REPORTS

Request for Delegate Status

Board Chair C. McBain referenced the motion approved at the November 7, 2018 Board meeting.

Committee members reviewed each of the Requests for Delegate Status and asked staff to reach out to each individual to share the Committee's decision and review the purpose of the meeting.

Note: Trustee A. DeBartolo entered the meeting at 6:27 p.m. and Trustee L. Aversa entered the meeting at 6:32 p.m.

Trustees agreed to allow delegations from individuals who submit a Request for Delegate Status form by 4:00 p.m. on Friday, November 30, 2018. Individuals who reach out after this time will be encouraged to send a written submission for consideration by Chair's Committee on Tuesday, December 4, 2018.

(*)3. Moved by C. Cordova, seconded by J. Nathan:

That the York Region District School Board approve the following recommendations.

1) That requests to address the Board of Trustees at the December 3, 2018 Special Public Board Meeting from the following groups or individuals be approved.

- Gwyneth Anderson and Bessie Vlasits on behalf of Bully Free Community Alliance
- Shameela Hoosen-Shakeel on behalf of the Newmarket Parent Network
- Charline Grant
- Robin Legault
- Amanda Khan
- Kesha Wint
- Sheneeza Kanji on behalf of York Region Muslims
- Julie Stevens
- Anne Mason and Sherry Caldwell
- Arya Balkaransingh

2) That the correspondence from Slobodan Filipov dated November 26, 2018 be referred to the December 4, 2018 Chair's Committee meeting for consideration.

3) That staff be authorized to reach out to all delegates and communicate the following.

- Chair's Committee's decision with regard to the status of their Request for Delegate Status.
- Each of the approved delegations will be provided five minutes to address the Board and share their personal impact and constructive and appropriate suggestions with the 2018-2022 Board of Trustees.

-
- **Presenters are encouraged to minimize duplication of points raised by other delegates, wherever possible.**
 - **The role of the Board Chair at the meeting.**
 - **Delegates who are not able to attend the meeting in person will be provided with an option to have another person attend the meeting to read a statement on their behalf or provide a written submission for consideration at the December 4, 2018 Chair's Committee meeting.**
- 4) That any Request for Delegate Status received prior to 4:00 p.m. Friday, November 30, 2018 will be added to the agenda on a first come first served based up to a total of two hours of speakers.**
- 5) That any Request for Delegate Status received after 4:00 p.m. on Friday, November 30, 2018 will not be added to the agenda and individuals will be encouraged to provide a written submission for consideration by Chair's Committee on December 4, 2018.**

- Carried -

DECISION ITEM

Agenda for Board Meeting – Special Public Session, Monday, December 3, 2018

Trustees agreed on the order of delegations.

(*)4. Moved by A. DeBartolo, seconded by C. Cordova:

That the agenda for the December 3, 2018 Board meeting (Public Session) be approved as amended.

- Carried -

ADJOURNMENT

(*)5. Moved by A. DeBartolo, second by C. Cordova:

That the Chair's Committee (Public Session) be adjourned at 6:58 p.m.

- Carried -

November 28, 2018

For further information, please contact the Board Chair, Manager, Corporate Secretariat and Trustee Services or the Director of Education.

YORK REGION DISTRICT SCHOOL BOARD

CHAIR'S COMMITTEE

MINUTES OF MEETING #14 (PUBLIC)

December 4, 2018

The public session of the Chair's Committee meeting was held at 4:40 p.m. in Room 200 at the Aurora Education Centre on Tuesday, December 4, 2018 with the following committee members and resource staff present:

L. Gilbert
C. McBain (Chair)
J. Nathan
E. Sinclair
K. Friedman
C. LaTouche
L. Miguelo
W. Muirhead-Toporek
L. Reinhardt
L. Sirisko

Also in attendance: Trustees C. Cordova, A. DeBartolo, C. Liang, B. McRoberts and D. Sherman and Superintendent of Education, School and System Operations, Plant and Planning T. Dungey, Senior Manager, Property Planning D. Adams and Senior Manager, Plant Services J. Stoangi

APPROVAL OF AGENDA

(*)1. Moved by L. Gilbert, seconded by E. Sinclair:

The agenda was approved as written.

- Carried -

DECLARATION OF CONFLICT OF INTEREST

Chair C. McBain asked any trustee who has a direct personal interest or direct or indirect pecuniary interest in any matter being discussed at the meeting to state their conflict and the nature thereof. No conflicts were declared at this time.

APPROVAL OF MINUTES – OCTOBER 30, 2018

(*)2. Moved by J. Nathan, seconded by E. Sinclair:

That the minutes of the October 30, 2018 Chair's Committee meeting be approved as written.

- Carried -

BUSINESS ARISING FROM THE MINUTES

The committee received for information the Business Arising report regarding action items from the October 30, 2018 Chair's Committee meeting.

Material was shared with the committee regarding the input and formal response from the Ontario Public School Boards' Association to the Ministry of Education Consultation on Education in Ontario.

*Action
Required*

Staff will prepare a response, on behalf of the Board, and seek trustees input before submission by the December 15, 2018 deadline.

BOARD REPORTS

Appointments to the Special Education Advisory Committee

Committee members received information regarding Appointments to the Special Education Advisory Committee. Staff clarified questions regarding the membership process related to organizations and alternative members.

*Action
Required*

Members requested interested organizations be tracked for future membership applications and a review of the SEAC selection process be undertaken one-year prior to the end of the four-year term.

(*)3. Moved by J. Nathan, seconded by L. Gilbert:

That in accordance with Sections 2(1) (f) and 5 of Regulation 464/97 of the Education Act, the York Region District School Board appoint the following individuals as representative or alternate representative to the Special Education Advisory Committee for the four-year term starting December 1, 2018 and ending November 14, 2022. (Appendix 1)

Name	Association	Position
Sarah Chow	Association for Bright Children of Ontario York Region North	Representative
Mary Xue	Association for Bright Children of Ontario York Region South	Representative
Sue Walters	Autism Ontario – York Region Chapter	Representative
Fiona Goy	Autism Ontario – York Region Chapter	Alternate
Jasmine MacMillan	Community Living Central York	Representative
Kate Sisopha	Community Living Central York	Alternate
Chris McAdam	Community Living Georgina	Representative
Roy O’Leary	Community Living Georgina	Alternate
Rahila Chughtai	Community Living York South	Representative
Gowsica Sajepan	Community Living York South	Alternate
Tracey Armstrong-Smythe	Down Syndrome Association of York Region	Representative
Susan Wu	Down Syndrome Association of York Region	Alternate
Sherry Caldwell	Easter Seals Ontario	Representative
Nina Colatosti	Easter Seals Ontario	Alternate
Lynn Ziraldo	Learning Disabilities Association - York Region	Representative
Shelley Henderson	Learning Disabilities Association - York Region	Alternate
Tina Morra	VIEWS for the Visually Impaired	Representative
Carolyn Viney	VOICE for Hearing Impaired Children	Representative

Name	Service Agency	Position
Anchel Krishna	Children's Treatment Network of Simcoe York	Representative
Wendy Clark	Children's Treatment Network of Simcoe York	Alternate
Melanie Tsironikos	Early Intervention Services of York Region	Representative
Janet Odenwald	Early Intervention Services of York Region	Alternate
Marilyn Graham	York Support Services Network	Representative
Heather Langford	York Support Services Network	Alternate

- Carried -

Appointments to the Equity and Inclusivity Advisory Committee

Committee members received information regarding Appointments to the Equity and Inclusivity Advisory Committee. Staff clarified the membership application process, cross-membership with other Advisory Committees and By-Law review.

(*)4. Moved by L. Gilbert, seconded by E. Sinclair:

That York Region District School Board approve the following recommendations.

1) That the Board approve the appointment of the following Community Members on the Equity and Inclusivity Advisory Committee for the term ending November 14, 2022. (Appendix 2)

- Denise Anderson
- Maria Brisbane
- Kristine Carbis
- Chanel Grenaway-Mills
- Atia Haq
- Willem Hart
- Arielle Lewis
- Anne Mason

2) That the York Region District School Board receive for information the list of Community Representative Organizations.

- York Region Children's Aid Society

- United Way Greater Toronto
- The Regional Municipality of York
- York Regional Police
- PFLAG York Region
- Centre for Immigrant and Community Services (CICS Canada)
- 360° Kids
- Parent, Family and Community Engagement Advisory Committee
- Special Education Advisory Committee

- Carried -

Appointment of a Parent Member to the Parent, Family and Community Engagement Advisory Committee

Committee members received information regarding the Appointment of a Parent Member to the Parent, Family and Community Engagement Advisory Committee (PEAC).

Clarification was provided with regard to the term of office for PEAC members.

(*)5. Moved by L. Gilbert, seconded by E. Sinclair:

That the York Region District School Board approve the appointment of Zil-E-Uzma Akbar, Parent Member Central/Secondary to the Parent, Family and Community Engagement Advisory Committee, effective December 11, 2018 for a two-year term ending October 30, 2020. (Appendix 3)

- Carried -

Budget Development Process

*Action
Required*

Staff provided information to members regarding opportunities for trustees to provide input into the Ministry of Education's Board consultation. It was noted that the submission deadline is December 14, 2018.

Note: Trustee C. Liang entered the meeting at 5:00 p.m.

*Action
Required*

Staff will arrange an opportunity to learn more about the Budget development process.

INFORMATION ITEMS

Construction Projects Review

Committee members received the Construction Projects Review for information. (Appendix 4)

Staff provided information and updates regarding the construction progress, timelines, and contingency plans for the new schools in Vaughan and Markham.

Recognition of Heritage and Other Significant Months/Days

Action Required Committee members discussed the recognition of heritage and other significant months/days. The recognition of Tamil Heritage Month will be included on the December 11, 2018 Public Board meeting agenda.

Action Required The Recognition of Heritage/Significant Months/Days report, Appendix B, will be amended to include Armenia Genocide Memorial Day.

(*)6. Moved by J. Nathan, seconded by L. Gilbert:

That the York Region District School Board approve the following recommendations. (Appendix 5)

- 1) That the Heritage and History Months, outlined in Appendix A of the staff report, be recognized at the appropriate regular monthly Board meeting.**
- 2) That trustees wishing to recognize other heritage or significant months or days, outlined in Appendix B, as amended, of the staff report, do so as part of Special Announcements at the appropriate regular monthly Board meeting.**

- Carried -

Trustee Appointments to Board and Optional Committees for 2019

Board Chair C. McBain provided an overview of considerations related to the proposed Trustee Appointments to Board and Optional Committees for 2019.

7. Moved by E. Sinclair, seconded by J. Nathan:

That the York Region District School Board approve the Trustee Appointments to Board Committees and Optional Committees for the year 2019, as amended. (Appendix 6)

- Carried -

Trustee Conference Request

In accordance with the Trustee Services policy and procedure, Chair's Committee was advised of a request from Trustee A. DeBartolo to attend the Schooling Social Minds, May 3-5, 2019 in New York, NY.

(*)8. Moved by L. Gilbert, seconded by E. Sinclair:

That in accordance with Board Policy and Procedure #220.0, Trustee Services, the York Region District School Board approve the following recommendations. (Appendix 7)

- 1) That Trustee Anna DeBartolo be authorized to attend the Schooling Social Minds conference in New York, New York from May 3, 2019 to May 5, 2019.**
- 2) That in accordance with the requirements outlined in Procedure #220.0, Trustee Services, Trustee Anna DeBartolo be required to prepare and submit a follow-up report to Chair's Committee for information as soon as possible and within three months.**

- Carried -

Director of Education Performance Review Committee (Terms of Office)

At the request of the Director of Education Performance Review Committee, committee members discussed trustee membership and committee term of the Director of Education Performance Review Committee.

It was agreed that the membership and committee term would not be changed; however, it was recommended that Chair's Committee carefully consider membership on this committee annually to balance continuity and capacity building.

Expressions of Interest: Transportation Working Group and Supervised Alternative Learning (SAL) Review Committee Membership

Committee members received expressions of interest for the Transportation Working Group and Supervised Alternative Learning (SAL) Review Committee. Appointments to these committees will be considered as part of the Trustee Appointments to Board and Optional Committees for 2019.

Board Meeting Seating Arrangement 2019

The Committee discussed and approved the Board Meeting Seating Arrangement for 2019.

9. Moved by J. Nathan, seconded by E. Sinclair:

That the York Region District School Board approve the Board Meeting Seating Arrangement for the year 2019, as amended. (Appendix 8)

- Carried -

Correspondence

Correspondence from the Elementary Teachers' Federation Ontario (ETFO) regarding maintaining entitlements for education workers which were introduced in Bill 148 was received for information. (Appendix 9)

Correspondence from the Toronto District School Board to the Minister of Education regarding student voice on the Ministry of Education's public consultation was received for information. (Appendix 10)

Pending Items List

The list of pending Board and Board Committee meeting agenda items was received for information.

DISCUSSION ITEMS

Community Input and Public Impact Statements

The Committee received and reviewed written impact statements from community members C. Chan, G. Farrell and F. Slobodan. A written copy of the remarks delivered by A. Neufeldt-Fast and B. Swan at the November 20, 2018 Board Standing Committee meeting were also shared.

The committee discussed recommendations in response to the comments shared by members of the public at the December 3, 2018 Special Board meeting. Members discussed the Trustee Code of Conduct, actions taken by the previous Board of Trustees, risk factors, Board priorities and values and the democratic process.

*Action
Required*

Staff will ensure trustees receive supports with regard to appropriate actions. Specific sections of the Education Act were clarified.

Note: Trustee A. DeBartolo withdrew from the meeting at 6:35 p.m.

It was noted that the Integrity Commissioner is available to trustees to support their role.

Trustees discussed at length the input received from members of the community and the impact on confidence in public education.

Note: Recommended actions will be provided to trustees at the December 11, 2018 Board meeting.

Minister's Directions to the York Region District School Board Update

Direction 10: Every Student Counts Survey

The Committee was given information regarding the Every Student Counts Survey and completion of Minister's Direction 10.

*Action
Required*

The report will be included in the December 11, 2018 Board meeting agenda package.

DECISION ITEM

Agenda for Board Meeting – Public Session, Tuesday, December 11, 2018

(*)11. Moved by J. Nathan, seconded by L. Gilbert:

That the agenda for the December 11, 2018 Board meeting (Public Session) be approved as written.

- Carried -

ADJOURNMENT

(*)12. Moved by J. Nathan, seconded by L. Gilbert:

That the Chair's Committee (Public Session) be adjourned at 7: 00 p.m.

- Carried -

December 4, 2018

For further information, please contact the Board Chair, Manager, Corporate Secretariat and Trustee Services or the Director of Education.

YORK REGION DISTRICT SCHOOL BOARD

**Appointment of Local Association Members and Alternate Members
to the Special Education Advisory Committee for the Four-Year Term, 2018 – 2022**

Background:

The following excerpts from the new Regulation made under Regulation 464/97 of The Education Act, pertain to the appointment of representatives to the Special Education Advisory Committee.

1. In this Regulation,

“local association” means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults.
2. (1) Every district school board shall establish a Special Education Advisory Committee that shall consist of,
 - (a) subject to subsections (2) and (3), one representative from each of the local associations that operates locally within the area of jurisdiction of the board, as nominated by the local association and appointed by the board;
 - (b) one alternate for each representative appointed under clause (a), as nominated by the local association and appointed by the board;
 - (f) one or more additional members appointed under subsection (5).

(2) The board shall not appoint more than 12 representatives under clause (1) (a).

(3) Where there are more than 12 local associations within the area of jurisdiction of the board, the board shall select the 12 local associations that shall be represented.

(5) For the purposes of clause (1) (f), the board may appoint one or more additional members who are neither representatives of a local association nor members of the board or another committee of the board.

Both the terms and qualifications of the nominated association representatives who will form the Special Education Advisory Committee (SEAC) of the York Region District School Board are the same as those of the members of the board who appoints them. Up to twelve local associations may be represented on SEAC. Furthermore, each association must be incorporated in Ontario and identify the specific exceptionality that it wishes to represent.

Rationale:

Letters of nomination for the four-year term, 2018-2022 (see Appendices A-N), have been received from eleven local associations and three service agencies to represent the Special Education Advisory Committee.

The Chair's Committee, Special Education Advisory Committee and the Superintendent responsible for Student Services support these appointments.

Estimated Cost:

Not applicable.

Timeline:

Effective December 12, 2018

Recommendation:

That in accordance with Sections 2(1) (f) and 5 of Regulation 464/97 of the Education Act, the York Region District School Board appoint the following individuals as representative or alternate representative to the Special Education Advisory Committee for the four-year term starting December 1, 2018 and ending November 14, 2022. (Appendices A-N)

<u>Name</u>	<u>Association</u>	<u>Position</u>
Sarah Chow	Association for Bright Children of Ontario York Region North	Representative
Mary Xue	Association for Bright Children of Ontario York Region South	Representative
Sue Walters	Autism Ontario – York Region Chapter	Representative
Fiona Goy	Autism Ontario – York Region Chapter	Alternate
Jasmine MacMillan	Community Living Central York	Representative
Kate Sisopha	Community Living Central York	Alternate
Chris McAdam	Community Living Georgina	Representative
Roy O'Leary	Community Living Georgina	Alternate
Rahila Chughtai	Community Living York South	Representative
Gowsica Sajepan	Community Living York South	Alternate
Tracey Armstrong-Smythe	Down Syndrome Association of York Region	Representative

Susan Wu	Down Syndrome Association of York Region	Alternate
Sherry Caldwell	Easter Seals Ontario	Representative
Nina Colatosti	Easter Seals Ontario	Alternate
Lynn Ziraldo	Learning Disabilities Association - York Region	Representative
Shelley Henderson	Learning Disabilities Association - York Region	Alternate
Tina Morra	VIEWS for the Visually Impaired	Representative
Carolyn Viney	VOICE for Hearing Impaired Children	Representative
<u>Name</u>	<u>Service Agency</u>	<u>Position</u>
Anchel Krishna	Children's Treatment Network of Simcoe York	Representative
Wendy Clark	Children's Treatment Network of Simcoe York	Alternate
Melanie Tsironikos	Early Intervention Services of York Region	Representative
Janet Odenwald	Early Intervention Services of York Region	Alternate
Marilyn Graham	York Support Services Network	Representative
Heather Langford	York Support Services Network	Alternate

Communications Plan:

Coordinating Council of Superintendents
Chair's Committee
Board Meeting

November 21, 2018
December 4, 2018
December 11, 2018

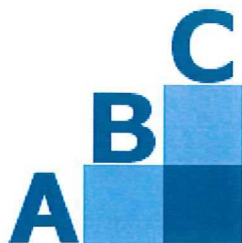
Appended Data:

Appendix A to N - Letters from Associations and Service Agencies

Respectfully submitted,

December 4, 2018

For further information, please contact Superintendent, Student Services K. Diakiw or the Director of Education.



ASSOCIATION FOR BRIGHT CHILDREN OF ONTARIO
SOCIÉTÉ POUR ENFANTS DOUÉS ET SURDOUÉS DE L'ONTARIO

president@abcontario.ca
www.abcontario.ca

Ms. Lori Davenport
 Administrative Assistant,
 Education and Community Services
 York Region District School Board
 60 Wellington Street West
 Aurora, Ontario
 L4G 3H2

Dear Ms. Davenport,

I am writing to nominate Sarah Chow for the position of SEAC Representative – York Region North for the Association for Bright Children of Ontario on the Special Education Advisory Committee of the York Region District School Board. This nomination is for the 2018-2022 term.

Ms. Chow has the qualifications required under the Ontario Education Act:

- Canadian citizen
- Resident of the board's jurisdiction
- **Public** school supporter
- Not employee of the Board

Ms. Chow is a member in good standing of the Association for Bright Children of Ontario. The Association for Bright Children of Ontario is a Provincial Association as described in Regulation 464/97 and represents the Gifted Exceptionality. Ms. Chow's contact information is:

Sarah Chow

sarah.chow.shen@gmail.com

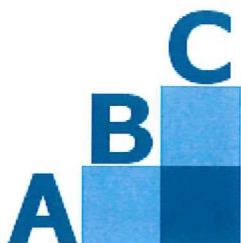
If further information is required, please contact the undersigned.

Regards,

Maria Lourenco

Maria Lourenco
 Director,
 The Association for Bright Children of Ontario

CC: Kate Diakiw, Superintendent Student Services, YRDSB
 Christine Thammavongsa, Acting President, ABC Ontario



ASSOCIATION FOR BRIGHT CHILDREN OF ONTARIO
SOCIÉTÉ POUR ENFANTS DOUÉS ET SURDOUÉS DE L'ONTARIO

president@abcontario.ca
www.abcontario.ca

Ms. Lori Davenport
 Administrative Assistant,
 Education and Community Services
 York Region District School Board
 60 Wellington Street West
 Aurora, Ontario
 L4G 3H2

Dear Ms. Davenport,

I am writing to nominate Mary Xue for the position of SEAC Representative – York Region South for the Association for Bright Children of Ontario on the Special Education Advisory Committee of the York Region District School Board. This nomination is for the 2018-2022 term.

Ms. Xue has the qualifications required under the Ontario Education Act:

- Canadian citizen
- Resident of the board's jurisdiction
- Public school supporter
- Not an employee of the Board

Ms. Xue is a member in good standing of the Association for Bright Children in Ontario. The Association for Bright Children of Ontario is a Provincial Association as described in Regulation 464/97 and represents the Gifted Exceptionality. Ms. Xue's contact information is:

Mary Xue

maryxue18@gmail.com

If further information is required, please contact the undersigned.

Regards,

Maria Lourenco

Maria Lourenco
 Director,
 The Association for Bright Children of Ontario

CC: Kate Diakiw, Superintendent Student Services, YRDSB
 Christine Thammavongsa, Acting President, ABC Ontario



York Region District School Board
60 Wellington St. West
Aurora, On L4G 3H2

September 11, 2018

Dear Ms. Davenport,

Please consider this our nomination letter from Autism Ontario York Region Chapter for the 2018 – 2022 SEAC term.

SEAC Representative: Sue Walters

SEAC Alternate Representative: Fiona Goy

Please contact me should you require any additional information at 416-887-7950 or teamcodyty@gmail.com

Best regards,

A handwritten signature in blue ink, appearing to read "Heidi Hitchmough".

Heidi Hitchmough
President Chapter Leadership Council
Autism Ontario York Region Chapter



July 16, 2018

York Region District School Board
The Education Centre - Aurora
ATTN.: Lori Davenport, Administrative Assistant
60 Wellington Street West
Aurora, ON L4G 3H2

Dear Ms. Davenport,

This letter is in response to your request for our nominations for members regarding the York Region District School Board's Special Education Advisory Committee. Our nominees are as follows:

Member:
Jasmine MacMillan

Alternate Member:
Kate Sisopha

jasmine.macmillan@clnad.com

kate.sisopha@clnad.com

Both nominees, named above, meet the Operational By-Laws for membership status. Please let me know if you require any further information. You may reach me at the office, 905-898-3000 x 516 or via email, andrew.fagan@clnad.com.

Sincerely,

A handwritten signature in black ink, appearing to read "A. Fagan", is written over a horizontal line.

Andrew Fagan

Director of Services and Community Partnerships

Inspiring Possibilities

clnad@clnad.com
www.clnad.com

Charitable Registration Number: 11905 6307 RR0001



September 20, 2018

Lori Davenport
Administrative Assistant
York Region District School Board
60 Wellington Street West
Aurora, Ontario
L4G 3H2

Dear Lori Davenport:

Community Living Georgina would like to nominate Ms. Chris McAdam and Mr. Roy O'Leary (alternate) for the Special Education Advisory Committee.

- Ms. Chris McAdam

chris.mcadam@rogers.com

- Mr. Roy O'Leary

roy.oleary@investorsgroup.com

Should you require any additional information please feel free to contact me.

Sincerely,



Susan Rome
Executive Director

August 13, 2018

Director of Education Louise Sirisko
York Region District School Board
60 Wellington St. West, Box 40
Aurora, ON L4G 3H2

Dear Director of Education L. Sirisko,

Re: Special Education Advisory Committee Representative

Community Living York South's Board of Directors has approved Rahila Chughtai as SEAC representative for the next term of 2018-2022 and Gowsica Sajepan has been approved for the alternate position on the SEAC for the 2018-2022 terms.

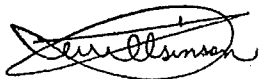
Rahila has a child, a son who has been diagnosed with an Autism Spectrum Disorder. She resides in Richmond Hill, her two kids are both studying in the York Board and she is a Canadian citizen. Rahila can be reached via email at: rahilac@gmail.com or via mail to Rahila's home number is: cell:

As you are already aware, Gowsica provide various supports to people with intellectual disabilities who live independently or at home with their families, to plan for typical life transitions. She works closely with people to assist with connections to services and resources, and to complete applications for individual funding, offer networking opportunities, and to promote advocacy.

Mail can be directed to either Rahila c/o or Gowsica c/o
Community Living York South, 101 Edward Avenue, Richmond Hill, Ontario, L4C 5E5.

Our Board of Directors would be pleased to have Rahila and Gowsica serve on the Special Education Advisory Committee. Community Living York South's Board of Directors is hopeful that your Board will consider our request to accept Rahila Chughtai and Gowsica Sajepan.

Sincerely,
Community Living York South



F.D. Wilkinson, Executive Director
On behalf of the Board of Directors

Cc: Kate Diakiw, Superintendent of Student Services
SEAC Representative (Rahila Chughtai) SEAC Alternate Representative (Gowsica Sajepan)



**DOWN SYNDROME
ASSOCIATION**
OF YORK REGION

PO Box 2063, Stn B
Richmond Hill, ON L4E 1A3
www.dsayr.ca 1-800-649-3639

September 12, 2018

YRDSB

Attn: **Lori Davenport**, Admin. Assistant, Education & Community Services
60 Wellington Street, Box 40
Aurora, ON
L4G 3H2

Dear Ms. Davenport,

This letter serves to inform the York Region District School Board that the Down Syndrome Association of York Region nominates the following members to the Special Education Advisory Committee:

- Tracey Armstrong-Smythe for the *Special Education Advisory Committee Representative*
- Susan Wu for the *Special Education Advisory Committee, Alternate Representative*

Both of these individuals carry our nominations for the 4 year term of 2018-2022.

The following is their full contact information:

SEAC Representative

Tracey Armstrong-Smythe

SEAC Alternate Representative

Susan Wu

email: tarmstrong@nor-line.com

email: wwsnbt@gmail.com

We look forward to our continued partnership in bettering Special Education in our schools.

Please note the new **President** of the DSAYR is **Domenic Gentilini**. Please make this change to your records. All contact information remains the same.

Regards,

Domenic Gentilini, DSAYR President



Helping Kids with
Physical Disabilities
Succeed

Lori Davenport, Administrative Assistant, Education and Community Services
York Region DSB
The Education Centre - Aurora
60 Wellington Street West, Box 40
Aurora, Ontario
L4G 3H2

September 13, 2018

Dear Ms. Davenport,

Easter Seals Ontario would like to nominate Sherry Caldwell as the member, and Nina Colatosti as the alternate representative to the York Region District School Board Special Education Advisory Committee (SEAC).

Sherry and Joanne are active Easter Seals volunteers and Canadian citizens over the age of eighteen. They both reside within the jurisdiction of the board and are public school electors. Neither are employees of the board. Sherry can be contacted by phone at [redacted] or e-mail at sherry_caldwell@icloud.com. Nina can be contacted at [redacted] or e-mail at ninacolatosti@hotmail.com.

Easter Seals Ontario was incorporated September 25, 1930, under the Ontario Corporation Number 000033730.

Easter Seals Ontario is the voice for children and youth with physical disabilities. Student's with physical disabilities have unique challenges in accessing education and require fully accessible classrooms and schools, as well as special equipment and personal care supports for activities of daily living. If you require additional information please do not hesitate to contact me.

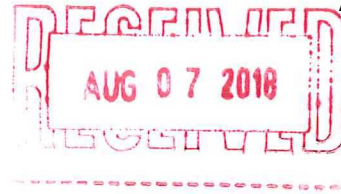
I look forward to your response in writing.

Sincerely,

A handwritten signature in cursive script that reads "Alison Morse".

Alison Morse,
Provincial Coordinator – Special Education
Easter Seals Ontario

cc: Kate Diakiw, Superintendent, Student Services
Sherry Caldwell,
Nina Colatosti,



Learning Disabilities Association of York Region
11181 Yonge Street, Unit 221
Richmond Hill, ON L4S 1L2
Tel: 905-884-7933 Fax: 905-770-9377
Email: info@ldayr.org Website: www.ldayr.org

June 26th 2018

Attention Director of Education:

The Learning Disabilities Association of York Region would like to nominate the following to SEAC for 2018-2022 Term:

1. Lynn Ziraldo

lynnziraldo@rogers.com

2. Alternate: Shelley Henderson

shelleyhenderson@sympatico.ca

We look forward to our continues partnership in ensuring that students with LDs reach their potential

Warmest regards

Jordana Winograd
Board Chair



October 15, 2018

Attn: Ms. Lori Davenport, Administrative Assistant, Education and Community Services
York Region District School Board
60 Wellington West
Aurora, ON
L4G 3H2

Dear Ms. Davenport,

IEWS for the Visually Impaired is a provincial parent organization providing advocacy and support for children, youth and young adults who are blind or have low vision. IIEWS is incorporated in the Province of Ontario.

IEWS wishes to nominate **Tina Morra** to represent our organization, as the Blind/Low Vision representative, on the York Region District School Board (YRDSB) Special Education Advisory Committee (SEAC). She is a IIEWS member, Canadian Citizen, over 18 years of age, resident of the YRDSB community, a supporter of the YRDSB, and not an employee of the YRDSB. Ms. Morra can be reached via email at tmorra@rogers.com or by phone at

Should you require any additional information, please feel free to contact me at

Thank you for your consideration.

Sincerely,

Helen McRobbie

Helen McRobbie
IEWS Coordinator of SEAC Representatives

cc. Tina Morra via email
Claudine Santos, IIEWS President via email

* Tina's address
has been sent
in on a separate
confidential
document.

IEWS for the Visually Impaired
c/o P.O. Box 298, Oil Springs, Ontario, N0N 1P0, Phone: (519) 616-4397
Charitable No: 11928-5872RR0001
www.viewson.ca

September 12, 2018

Lori Davenport
Administrative Assistant
Education and Community Services
York Region District School Board
60 Wellington Street West
Aurora, Ontario L4G 3H2

Dear Lori,

VOICE for deaf and hard of hearing children is a provincial parent organization that is eligible for SEAC membership, as defined in Section 206 (1) of the Education Act. VOICE is a parent support organization assisting families who have children with hearing loss through its main programs: Advocacy, Family Support and Public Information. VOICE's mission is to ensure that ALL children with hearing loss have their rights upheld with access to services for developing their abilities to learn to HEAR, LISTEN and SPEAK.

We would like to nominate Carolyn Viney as the VOICE Special Education Advisory Committee Representative for the York Region District School Board. Carolyn has been a SEAC Representative for numerous years with the York Region . We believe Ms. Viney is an excellent candidate for this position. In accordance with Ontario Regulation 464/97, Ms. Viney is eligible to vote for members of the Board, is a resident in the jurisdiction of the Board and is not an employee of the Board.

Her contact information is as follows:

Carolyn Viney

Email – acviney@sympatico.ca

Yours truly,

Mary Kay McCoy

Mary Kay McCoy

Chairperson, Board of Directors

c.c. Carolyn Viney



September 25, 2018

Ms. Lori Davenport
 Administrative Assistant, Education and Community Services
 York Region District School Board
 The Education Centre
 60 Wellington Street West
 Aurora, ON L4G 3H2

Dear Ms. Davenport,

I am pleased to nominate Anchel Krishna as CTN's SEAC representative for the next four year term (2018-2022). Prior to Anchel's maternity leave in June 2017, she had been our SEAC representative and I am pleased that she is willing to be nominated again as our SEAC member. She will be back to work as of October 15th, and looks forward to being back at the SEAC table.

Anchel's contact information is:

Anchel Krishna, Manager, Communications
 Children's Treatment Network of Simcoe York

Our alternative SEAC nominee is Wendy Clark and her contact information is:

Wendy Clark, Manager, School Based Rehab Services
 Children's Treatment Network of Simcoe York

I can also confirm that both Wendy and Anchel are:

- Canadian citizens,
- Of the full age of eighteen years,
- Residents within the area of jurisdiction of the board,
- Public school electors, and
- Not employed by the board in which they both reside

I look forward to CTN being well represented at SEAC for this next four year period.

Sincerely,

 A blue ink signature of Louise Paul, written in a cursive style.

Louise Paul
 Chief Executive Officer



Community & Health Services
Social Services

September 10, 2018

Lori Davenport
Administrative Assistant, Education and Community Services
The Education Centre – Aurora
60 Wellington Street West
Aurora, ON
L4G 3H2

Re: Early Intervention Services Representative

Dear Lori Davenport,

This letter is to confirm that Melanie Tsironikos, Early Interventionist with our North Early Intervention Services team will be our nominated representative for the Special Education Advisory Committee for the York Region District School Board.

Melanie Tsironikos

Melanie.tsironikos@york.ca

We appreciate the opportunity to participate on the committee and look forward to a productive term of service.

Sincerely,

A handwritten signature in black ink, appearing to read "Tamara", with a long horizontal line extending to the right.

Tamara Sergnese
Acting Manager,
Early Intervention
Inclusion Support Services

Cc: Melanie Tsironikos



Community & Health Services
Social Services

September 10, 2018

Lori Davenport
Administrative Assistant, Education and Community Services
The Education Centre – Aurora
60 Wellington Street West
Aurora, ON
L4G 3H2

Re: Early Intervention Services Representative

Dear Lori Davenport,

This letter is to confirm that Janet Odenwald, Early Interventionist with our West Early Intervention Services team will be our nominated Alternate Representative for the Special Education Advisory Committee for the York Region District School Board.

Janet Odenwald

Work Phone. 1877 464 9675 X 77549
Home Phone.
Email: janet.odenwald@york.ca Private:

We appreciate the opportunity to participate on the committee and look forward to a productive term of service.

Sincerely,

A handwritten signature in black ink, appearing to be "T. Sergnese", with a long horizontal line extending to the right.

Tamara Sergnese
Acting Manager,
Early Intervention
Inclusion Support Services

Cc: Janet Odenwald

**AURORA**

240 Edward St, Unit 3
Aurora, ON L4G 3S9
Ph: 905-898-6455
1-866-257-9776
Fax: 905-898-1171

MARKHAM

50 McIntosh Dr, Ste 239
Markham, ON L3R 9T3
Ph: 905-305-7440
1-800-887-3679
Fax: 905-305-7442

DS Access (children)

Ph: 905-898-3721
1-888-695-0070
ext. 2574

DS Access (adults)*(via DSO – CER)*

Ph: 905-953-0796
1-855-277-2121
Fax: 905-952-2077

Streamlined Access

Ph: 289-340-0348
1-844-660-6602
Fax: 905-898-6457

**Crisis Response
Service**

Ph: 905-953-5402
Fax: 905-953-5408
Crisis Line:
1-855-310-2673

www.yssn.ca



September 19, 2018

Lori Davenport
Administrative Assistant, Education and Community Services
York Region District School Board
60 Wellington Street W
Aurora, ON L4G 3H2

Dear Ms. Davenport:

I am writing to advise the nominees York Support Services Network wishes to submit for representation on the Special Education Advisory Committee for the next four-year term (2018-2022). We are pleased to put forward the following nominees, pending the Board's approval:

Member Nominee: Marilyn Graham

Alternate Member Nominee: Heather Langford

I trust this is the information you require. If, however, anything further is required, please don't hesitate to contact me at (905) 898-6455 X 2235.

We look forward to your favourable response.

Yours truly,

A handwritten signature in black ink, appearing to read "Marie Lauzier".

Marie Lauzier
Executive Director

cc: Marilyn Graham, YSSN, Aurora, ON
Heather Langford, YSSN, Aurora, ON

**YORK REGION DISTRICT SCHOOL BOARD
APPOINTMENT OF COMMUNITY MEMBERS TO THE
EQUITY AND INCLUSIVITY ADVISORY COMMITTEE**

Background:

The Equity and Inclusivity Advisory Committee (EIAC) supports York Region District School Board in its commitment to providing equitable and inclusive learning and working environments in all schools and workplaces. EIAC also provides advice regarding the development and implementation of the Board's Equity and Inclusivity Strategy, policies and procedures and helps to ensure that the Board addresses all dimensions of diversity including, but not limited to ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation and socio-economic status.

Rationale:

York Region District School Board's EIAC Operational By-Law specifies that the committee is to consist of two trustees and one alternate trustee, up to eight community members, up to ten community representatives, one member identified from each of the following; Parent, Family and Community Engagement Advisory Committee, Special Education Advisory Committee, York Regional Police, The Region of York – Community and Health Services, York Region Children's Aid Society, United Way of Greater Toronto, a 2SLGBTQ+ organization and up to three additional members from community organizations identified by the committee and approved by the Board, one Associate Director, one senior staff member, one principal, one or both student trustees, the President of the York Regional Presidents' Council, one student at large, two principals/vice-principals, two teachers, one support staff member of the Board. As outlined in Section 7, of the EIAC Operational By-Law, the Board is responsible for approving the appointments of community members and receiving for information the appointment of community representatives and student members.

Estimated Cost:

Not Applicable.

Timeline:

Effective December 11, 2018 for the term ending November 14, 2022.

Recommendations:

That York Region District School Board approve the appointment of the following Community Members on the Equity and Inclusivity Advisory Committee for the term ending November 14, 2022.

- Denise Anderson
- Maria Brisbane
- Kristine Carbis
- Chanel Grenaway-Mills
- Atia Haq
- Willem Hart
- Arielle Lewis
- Anne Mason

That the York Region District School Board receive for information the list of Community Representative Organizations.

- York Region Children's Aid Society
- United Way Greater Toronto
- The Regional Municipality of York
- York Regional Police
- PFLAG York Region
- Centre for Immigrant and Community Services (CICS Canada)
- 360° Kids
- Parent, Family and Community Engagement Advisory Committee
- Special Education Advisory Committee

Communications Implementation Plan:

Coordinating Council of Superintendents
Chair's Committee
Board Meeting

November 21, 2018
December 4, 2018
December 11, 2018

Appended Data:

Appendix A – Biographical Information
Appendix B – Selection Process

Respectfully submitted,

Cecil Roach, Coordinating Superintendent of Education, Indigenous Education and Equity

December 11, 2018

For further information, please contact Coordinating Superintendent of Education, Indigenous Education and Equity or the Director of Education.

Equity and Inclusivity Advisory Committee

Community Member Applicant Biographies

Denise Anderson

Denise is a social worker, an equity facilitator, educator and parent. She is keenly aware of the pivotal role that our education system has on individuals, families and communities. She has seen through her work and personal life how systemic oppression can create inequity and disparities that impact on individual's life. She has a strong desire to make a difference in her own community.

Maria Brisbane

Maria has a BA in Child and Youth Care and is currently pursuing a masters of education degree from the Ontario Institute for Studies in Education (OISE), in the Educational Leadership and Policy program. At OISE she is a member of the Graduate Students' Association Equity sub-committee. She has experience working on research projects at Ryerson University focused on Black youth in the child welfare system and has completed two internships in York Region in the healthcare and social service sectors. She currently works part time as a youth worker at 360 Kids at the Richmond Hill Hub where she works with youth who are continuously faced with discrimination due to precarious housing, race, gender identity and mental health.

Kristine Carbis

Kristine started her anti-poverty advocacy journey 14 years ago raising a child as a single parent living on a low income and living with a disability. They had many challenging experiences over the years while her son was in school and that is where she found her voice. She has, and continue to, assist many families by linking them to services and supporting them in maneuvering the obstacles in organizations such as the Region and YRDSB. Her perspective is from personal experience and as an ally on issues such as racism, immigration, and LGBTQ concerns. She has been a community member on EIAC since 2012 and a strong voice for equity and inclusion for all students.

Chanel Grenaway-Mills

Chanel works at a national level on issues related to gender equality, poverty reduction, youth engagement and violence against women for 14 years and would like to focus on related issues and needs in York Region. She is a values-driven professional committed to social change, and she has in-depth knowledge of community economic development, gender-based intersectional analysis, organizational capacity building, strength-based approaches, stakeholder engagement and participatory research.

Atia Haq

Atia has been part of EIAC and supporting the community consultation process. She is a trained counsellor with Addiction Services of York Region and as part of her work is involved in driving forward the conversation around anti-oppressive practices at our organization, and also connects to working within high schools as part of our agency's school-based services. She is keen to continue the work we started with the community consultation process and to build trusting relationships and maintain accountability to community members and students as well as the amazing and passionate educators engaged with the YRDSB.

Willem Hart

Willem has experience in policy work surrounding children and young adults. He recently worked as the Legislative Assistant in the Parliamentary office for Ontario's former Critic for Children, Youth and Families, and engaged in various critical issues facing young people in York Region and across the province. He has a deep appreciation for many cultures and people, and prefers to work, study and live in environments that promote ethnic and cultural diversity

Arielle Lewis

Arielle is a lawyer and a senior policy advisor at the Mental Health and Addictions Branch at the Ministry of Health and Long-Term Care. They are passionate about all human rights-related advocacy and focused their legal education on health, mental health and disability law. Within the Ontario Public Service, they volunteer as a Positive Space Champion and facilitate educational sessions on queer inclusion at work. They are also certified in Mental Health First Aid and they are completing a comprehensive Indigenous Cultural Safety Training course.

Anne Mason

Anne founded the York Region branch of Project Autism, which provides programs for children and youth with autism. The programs are completely inclusive regardless of a diagnosis. Although the programs are geared towards people with autism, they are inclusive of any disability and no official diagnosis is required. She is a member of the Parent, Family and Community Engagement Advisory Committee (PEAC) and has been PEACs representative on EIAC.

Equity and Inclusivity Advisory Committee

Membership Selection Process

The Membership Selection Process was reviewed and approved by the Equity and Inclusivity Advisory Committee at the September 13, 2018 meeting.

Timelines

- Review and approval of selection process by EIAC - September 13, 2018
- Call for Applications - October 18, 2018
- Applications accepted until - November 1, 2018
- EIAC Selection Committee - Short-Listing Candidates - November 5, 2018
- EIAC Selection Committee – Training, Review/score applications and final selection of Short-Listed Candidates - November 12, 2018
- Reference Assessment – November 13, 2018
- Final Report to CCS - November 16, 2018
- CCS Review of Board Report - November 21, 2018
- Chair's Committee - December 4, 2018
- Notify Selected Candidates (pending board approval) - Between December 5 and 10, 2018
- Board Approval of EIAC Membership - December 11, 2018 (latest possible date)
- New Member Orientation - January 2019

Membership Selection Review Committee

- Trustee – Allan Tam
- Coordinating Superintendent – Cecil Roach
- Principal – Aneta Fishman
- Community Representatives
 - Gayla Ber, PFLAG
 - Michael Bowe, Children's Aid Society
 - Jessica Peacock, 360°Kids
- SEAC Representative – Rahila Chughtai

Of the 25 applications received, four applicants were board staff and one applicant lived outside York Region, making them ineligible. This left the Membership Selection Review Committee to consider 20 eligible candidates. The candidates were provide an applicant number and the reviewers did not know the names of the candidates that they were reviewing. The application included information on experience with dimensions of equity and community involvement. After reviewing the candidates, each was scored. The top eight applicants were then reviewed with a focus on the breadth of diversity to ensure appropriate representation of York Region.

YORK REGION DISTRICT SCHOOL BOARD

**Appointment of Parent Members to the
Parent, Family and Community Engagement Advisory Committee**

Background:

In September 2010, the Ministry of Education approved Regulation 330/10 amending *Regulation 612/00, School Councils and Parent Involvement Committees* of Education Act which mandates that each school board in the Province have a parent involvement committee. This formally recognizes and supports the vision of schools as places of partnership and respect where every parent feels included. It builds on and strengthens the vital relationships between parents and schools, school boards and the Ministry of Education and sets a new direction to help ensure that all partners will have the skills, knowledge, and tools they need to build positive partnerships. The York Region District School Board has a parent involvement committee called the Parent, Family and Community Engagement Advisory Committee (PEAC) and it has been aligned to meet the Ministry's requirement.

Rationale:

The York Region District School Board PEAC Operational By-Law specifies that the committee is to consist of 12 parent members and up to three community representatives.

One candidate is being recommended to fill a vacancy.

Parent Member	Administrative Area	Term	Status
Zil-E-Uzma Akbar	Parent Member, Central/Secondary	2018-2020	Recommended: December 11, 2018

Estimated Cost:

Not applicable.

Timeline:

Effective December 11, 2018.

Recommendation:

That the York Region District School Board approve the following appointment for Zil-E-Uzma Akbar, Parent Member Central/Secondary to the Parent, Family and Community Engagement Advisory Committee, effective December 11, 2018.

Communication Plan:

Coordinating Council of Superintendents
Chair's Committee
Board Meeting

November 28, 2018
December 4, 2018
December 11, 2018

Appended Data:

Appendix A – Biographical Information.

Respectfully submitted,

December 3, 2018

For further information, please contact Associate Director of Education, Schools K. Friedman.

Biographical Information

Zil-E-Uzma Akbar – Parent Member, Central/Elementary – (2 year term)

- Has children in both panels with older child attending Richmond Hill High School
- Volunteer for school trips
- Worked for a non-profit organization and participated in organizing events
- Worked as a computer programmer designing programs for students
- Developed websites which cater to French and English speaking audience



CONSTRUCTION PROJECTS REVIEW REPORT

DECEMBER 11, 2018



Legend: Assistant Managers of Construction

JL – Jennifer Lang

MF – Michael Ferreira

EC – Emil Caraghin

NEW ELEMENTARY SCHOOLS		
Projects		
BLOCK 12 #2 E.S. (EC) <ul style="list-style-type: none">✓ Site Services✓ Footings and Foundations✓ Masonry✓ Core Slab✓ Structural Steel✓ Roofing✓ Mechanical<ul style="list-style-type: none">- HVAC- Plumbing- Sprinklers✓ Electrical✓ Controls✓ Door & Hardware✓ PA & Telephone✓ Windows✓ Interior Finishes✓ Landscaping	<ul style="list-style-type: none">- 99% complete- 100% complete- 25% complete- 0% complete- 0% complete- 0% complete- 0% complete- 0% complete- 5% complete- 0% complete- 0% complete- 0% complete- 0% complete- 0% complete- 0% complete	ARCHITECT: M.C. ARCHITECTS INC, CONTRACTOR: REMO CONSTRUCTION LTD. START DATE ON SITE: JUNE 11, 2018
		PROPOSED OCCUPANCY DATE: JULY 31, 2019
		SCHEDULING: BEHIND SCHEDULE

NEW ELEMENTARY SCHOOLS		
Projects		
CORNELL #4 E.S. (M.F) <ul style="list-style-type: none">✓ Site Services – 98% complete✓ Footings and Foundations – 100% complete✓ Masonry – 25% complete✓ Core Slab - 0% complete✓ Structural Steel – 8% complete✓ Roofing – 0% complete✓ Mechanical<ul style="list-style-type: none">- HVAC – 0% complete- Plumbing – 12% complete- Sprinklers – 0% complete✓ Electrical – 8% complete✓ Controls - 0% complete✓ Door & Hardware – 0% complete✓ PA & Telephone – 0% complete✓ Windows - 0%complete✓ Interior Finishes – 0% complete✓ Landscaping – 0% complete		ARCHITECT: HOSSACK AND ASSOCIATES CONTRACTOR: AQUICON CONSTRUCTION CO. LTD. START DATE ON SITE: JULY 10, 2018 PROPOSED OCCUPANCY DATE: JULY 31, 2019 SCHEDULING: ON SCHEDULE

Legend: Assistant Managers of Construction

JL – Jennifer Lang

MF – Michael Ferreira

EC – Emil Caraghin

COMPLETED PROJECTS IN WARRANTY	
Projects	
BILL HOGARTH SECONDARY SCHOOL (JL) <ul style="list-style-type: none"> ➤ Formal Occupancy granted by the City of Markham on November 14, 2017. ➤ Building under warranty until November 2018 	ARCHITECT: SNYDER ARCHITECTS
	CONTRACTOR: PERCON CONSTRUCTION INC.
VICTORIA SQUARE PUBLIC SCHOOL (EC) <ul style="list-style-type: none"> ➤ Formal Occupancy granted by the City of Markham on August 31, 2018. ➤ Building under warranty until August 31, 2019. ➤ Mechanical & electrical equipment demonstration and training scheduled for November 23, 2018. 	ARCHITECT: SNYDER ARCHITECTS
	CONTRACTOR: REMO CONSTRUCTION LTD.

December 11, 2018 For further information please contact Louise Sirisko, Director of Education, or Clayton LaTouche – Associate Director of Education.

Legend: Assistant Managers of Construction
 JL – Jennifer Lang
 MF – Michael Ferreira
 EC – Emil Caraghin

YORK REGION DISTRICT SCHOOL BOARD RECOGNITION OF HERITAGE/SIGNIFICANT MONTHS/DAYS

Background:

At the October 2016 Chair's Committee meeting Corporate Communications shared research related to the recognition of heritage/significant months/days by trustees at Board meetings. Chair's Committee requested that a list of heritage months and celebrations for the upcoming year be scheduled for consideration by Chair's Committee in December annually.

Since January 2017, York Region District School Board has been recognizing heritage months and celebrations through the following:

- Public website: recognize events identified in the holidays and observances calendar; and heritage months.
- Twitter: tweets regarding heritage months and tweeting to some specific events that may occur throughout the year at individual sites.
- Board meetings: recognition is done informally by the Director during "information items" and formally and informally by trustees during "special announcements."

Rationale:

Corporate Communications has reviewed the list of months and days recognized by the Province of Ontario (as listed on the [Ministry of Citizenship website](#)) and other significant days that the Board has recognized through the mediums listed in the Background.

While other dates may be added on an ongoing basis, it is recommended that the Board formally recognize the heritage months listed in Appendix A at the appropriate regular monthly Board meetings. Other heritage or notable dates that trustees may wish to recognize during Special Announcements are outlined in Appendix B.

Relationship to Board Priorities:

This report reinforces the Board's commitment to the engagement of students, staff, parents/guardians and community members in public education. It also emphasizes positive relationships among students, staff, parents/guardians, and community members.

Estimated Cost:

Not applicable.

Timeline:

Immediate.

Recommendations:

That the York Region District School Board approve the following recommendations.

- 1) That the Heritage and History Months, outlined in Appendix A of the staff report, be recognized at the appropriate regular monthly Board meeting.**
- 2) That trustees wishing to recognize other heritage or significant months or days, outlined in Appendix B of the staff report, do so as part of Special Announcements at the appropriate regular monthly Board meeting.**

Communications Implementation Plan:

Coordinating Council of Superintendents
Chair's Committee
Board Meeting

November 21, 2018
December 4, 2018
December 11, 2018

Respectfully submitted,

December 4, 2018.

For further information, please contact Corporate Communications or the Director of Education.

Appendix A * Revised

2019 Heritage Month	Month
Tamil Heritage Month	January
Black History Month	February
Bangladeshi Heritage Month	March
Greek Heritage Month	March
Sikh Heritage Month	April
Asian/South Asian Heritage Month	May
Dutch Heritage Month	May
Jewish Heritage Month	May
Pride Week	June
National Aboriginal History Month	June
Italian Heritage Month	June
Portuguese Heritage Month	June
Hispanic Heritage Month	October
LGBTQ History Month	October
Islamic Heritage Month	October
Albanian Heritage Month	November
Hindu Heritage Month	November

Appendix B

Month/Week/Day description	Month/Date
Lincoln Alexander Day	January 21
Holocaust Awareness Day	January 27
Family Literacy Day	January 27
Family Day	February 18
Pink Shirt Day	February 27
Heart Month	February
Irish Heritage Day	March 17
International Women's Day	March 8
Earth Hour	March 30
Co-op Education Week	March 18 -22
World Water Day	March 22
Social Work Month	March
National Nutrition Month	March
Autism Awareness Day	April 2
Day of Pink	April 11
World Health Day	April 7
Pause to Play Day	April date TBD
Vimy Ridge Day	April 9
Earth Week	week of April 22
Pitch In Canada Week	April date TBD
Day of Silence	April 12
Earth Day	April 22
Holocaust Memorial Day – Yom ha-Shoah	May 2
National Volunteer Week/Month	April 7-13
Administrative Professionals Day	April 24
Armenia Genocide Memorial Day	April 24
National Day of Mourning	April 28
Food Allergy Awareness Month	May
Education Week	May 6-10
Support Staff Appreciation Day	May 8
South Asian Arrival Day	May TBD
International Day Against Homophobia	May 17
Ontario Flag Day	May 21
No Tobacco Day	May 31
Aboriginal Awareness Week	May 24-27
Mental Health Week	May date TBD
Peace Tree Day	June 1
World Environment Day/Week	June 5
Portugal Day	June 10
United Empire Loyalists Day	June 19
National Aboriginal Day	June 21

National Day of Remembrance for Victims of Terrorism	June 23
Canadian Multiculturalism Day	June 27
Bike Month	June
Peace Tree Month	June
Brain injury awareness month	June
Emancipation Day	August 1
Ukrainian Heritage Day	September 7
International Literacy Day	September 8
World Suicide Prevention Day	September 10
Franco-Ontarian Day	September 25
Ally Week	September 26-30 TBD
Orange Shirt Day	September 30
Child Abuse Awareness Month	October
Mental Illness Awareness Week	October 6-12
Walk to School Day/Week	October 2
World Teacher Day	October 5
World Mental Health Day	October 10
Local Government Week	October TBD
International Eradication of Poverty Day	October 17
Waste Reduction Week	October 21-27
Spirit Day	October 19
Child Care Worker and Early Childhood Educator Appreciation Day	October TBD
Healthy Workplace Month	October
International Walk to School Month	October
Autism Awareness Month	October
Learning Disabilities Awareness Month	October
Character Community Week	October date TBD
Take Me Outside Day	October TBD
Media Literacy Week	Nov TBD
National Skilled Trades and Technology Week	October 31 - Nov 6
York Region Crime Prevention Week	November TBD
Take Our Kids to Work Day	November TBD
Remembrance Week	November 4-10
Remembrance Day	November 11
Treaties Recognition Week	November 4-10
Anti-Bullying Week (3rd week)	November 3rd week
International Day of Tolerance	November 16
Transgender Day of Remembrance	November 20
Universal Children's Day	November 20
Holodomor Memorial Day	November - 4th Friday
CPR Awareness Month	November
Financial Literacy Month	November
World AIDS Awareness Day	December 1
International Day of Disabled Persons	December 3

Trustee Appointments to Board Committees 2019

Audit Committee (Four-Year Term)

(December 1, 2018 to November 30, 2022)

Cindy Liang
Allan Tam
Elizabeth Terrell-Tracey
Alternate: Corrie McBain

Board Governance Review Committee (Two-Year Term)

(December 1, 2018 to November 30, 2020)

Cindy Liang
Corrie McBain (Chair)
Juanita Nathan
David Sherman

Chair's Committee

Linda Gilbert
Corrie McBain (Chair)
Juanita Nathan
Dr. Elizabeth Sinclair

Director of Education Performance Review Committee

Cynthia Cordova
Corrie McBain (Chair)
Bob McRoberts
Juanita Nathan
Dr. Elizabeth Sinclair

Equity and Inclusivity Advisory Committee

Linda Gilbert
Ron Lynn (Vice-Chair)
Alternate: Allan Tam

Joint Board Consortium

Corrie McBain
Juanita Nathan
Elizabeth Terrell-Tracey

Ontario Public School Boards' Association

****Election for these positions will occur at the December 11, 2018 Board Meeting.**

Parent, Family and Community Engagement Advisory Committee

Dr. Elizabeth Sinclair
Alternate: Linda Gilbert

Policy and By-Law Committee

Cynthia Cordova
Anna DeBartolo
Linda Gilbert
Cindy Liang
Ron Lynn
Bob McRoberts
David Sherman
Allan Tam
Ex-officio: Corrie McBain and Juanita Nathan

Property Management Committee

Linda Gilbert
Corrie McBain
Bob McRoberts
David Sherman
Allan Tam
Elizabeth Terrell-Tracey
Ex-officio: Juanita Nathan

Special Education Advisory Committee

Anna DeBartolo
Ron Lynn
Juanita Nathan
Alternate: Bob McRoberts

Student Discipline Committee

Cynthia Cordova
Anna DeBartolo
Bob McRoberts
Dr. Elizabeth Sinclair
Alternates: Linda Gilbert, Corrie McBain and Juanita Nathan

Transportation Working Group

Cynthia Cordova
Anna DeBartolo
Corrie McBain
Bob McRoberts
David Sherman

Trustee Optional Committee Participation 2019

Accessibility for Ontarians with Disabilities Act (AODA)

Elizabeth Terrell-Tracey

Assessment and Evaluation Steering Committee

Corrie McBain
Bob McRoberts
David Sherman

Celebrating Student Success

Cynthia Cordova (North)
Cindy Liang (Central)
Juanita Nathan (East)
David Sherman (West)

Eco Team

Cynthia Cordova
Elizabeth Terrell-Tracey

First Nation Liaison Committee

Cynthia Cordova

First Nation, Métis and Inuit Education Steering Committee

Cynthia Cordova

***Heritage Centre Advisory Committee, Richmond Hill**

Corrie McBain

***Heritage Richmond Hill**

Cindy Liang

***Markham Theatre Board**

Ron Lynn

***Mayor's Youth Task Force, Town of Markham**

Juanita Nathan

Program Planning Committee

Anna DeBartolo
Bob McRoberts
Juanita Nathan
David Sherman
Dr. Elizabeth Sinclair

Supervised Alternative Learning Review Committee

Cynthia Cordova

Staff Awards Committee

Anna DeBartolo
Dr. Elizabeth Sinclair
Alternate: David Sherman

Student Success Steering Committee

Corrie McBain
David Sherman

Well-Being Advisory Committee

Linda Gilbert
Corrie McBain

** The committees identified with an asterisk is a four-year appointment from December 1, 2018 to November 30, 2022*

Updated December 4, 2018



APPLICATION TO ATTEND A CONFERENCE OR WORKSHOP
(Excluding internal conferences and workshops organized by the York Region District School Board)

Please see reverse side before completing this form.

Name of Applicant: Anna DeBartolo
First Name Last Name

Department, School Location and Position: Trustee

Name of Convention, Conference or Workshop: Schooling Social Medias

Rationale: Improving Social Skills; Learning in Social Media Age

Learning Objectives: Modern Learning, Alignment to Trustee Multi Year Plan, Bring Awareness + Learning for Students + Parents

Location: NYC, New York Outside Ontario: ☐ NO ☒ YES

(If you checked YES, send a copy of this completed and approved form and a copy of the related expenses to the Chief Financial Officer.)

Alignments to Mental Health + Well Being, Ethical Leadership, Build Relationships, Champion Equity + Inclusivity.

If outside of Ontario, provide additional rationale for destination (attach as a separate document if necessary):

Itinerary Attached, speakers, workshops.

Estimated period of absence (including travelling time) from: May 2 to May 6, 2019
Date Date

Estimated Expenditures

1. Registration

\$ 549.00 USD. Early Bird. - CAD 713.00

2. Association Membership Fees

\$

3. Travel Costs

\$ 244.00 CAD - WJ

4. Accommodation and Meals

\$ 285.00 USD per night. Conference Block. - CAD 1482.00

5. Other Costs

\$ meals

Please include cost of taxes where applicable

Total \$ 2439.00 CAD. Approx.

An advance for expenses may be required if the total required exceeds \$200.00. If advance is required, complete a [Cheque Requisition](#), and attach to this application.

Name and date of last convention attended: OPSBA AGM, June 9, 2016 - no charges

A supply teacher ☒ Will not be required

☐ Will be required. Number of days: _____

Dec 4, 2018
Date

Anna DeBartolo
Signature of Applicant

FOR PRINCIPAL / MANAGER / OTHER APPROVAL:

☐ Approved

☐ Not Approved

Maximum amount approved for payment \$ _____

Budget Reference: _____

Date

Signature of Principal/Manager/Other

FOR SUPERINTENDENT/OTHER APPROVAL

Date
Form P 122-0 1 (Revised January 2018)

Signature of Superintendent/Other

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The Sheraton New York Times Square Hotel, New York, NY

1 2 3 4 5 6

I am registering as an individual

May 3 2019-May 5 2019 SELECT

Special early individual registration (THROUGH Dec 14, 2018)	\$549 *
Early individual registration (FROM Dec 15, 2018 THROUGH Mar 1, 2019)	\$569 *
General individual registration (FROM Mar 2, 2019 THROUGH Apr 18, 2019)	\$619 *
Late individual registration (AFTER Apr 18, 2019)	\$639 *

* Fees per person

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Schooling Social Minds

Promoting Social Skills, Learning, and Friendships in a Disconnected Age

May 3-5, 2019

The Sheraton New York Times Square Hotel,
New York, NY

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Children and teens today are spending more time texting, playing video games, and using social media than ever before. A 2018 Pew Research Center study reported that 95% of teens have access to a smartphone, with 45% of teens saying they are online almost constantly. Psychologists are finding that smartphone use is correlated to higher levels of anxiety, depression, and loss of social skills in children and teens. However, the loss of social skills and interactions are not conducive for academic achievement. Researchers in the cognitive and social sciences have found that this loss is being gained back through physical social interactions and collaboration and that there is a correlation between a child's academic performance and their social skills and behavior. Join us in New York this May and explore how our brains are wired for relationships and social connections and how the loss of social skills may be affecting achievement. Learn how you can help all students, including those with autism, navigate the social world and "fit in" today's socially disconnected world. Discover strategies to help children and teens develop social skills and friendships and increase their academic achievement through social learning, positive social interactions, and healthy teacher-student relationships.

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Temple Grandin, PhD (/education-speakers/Temple-Grandin)

Autism Rights Advocate; Professor, College of Agricultural Sciences, Colorado State University; Member, American Academy of Arts and Sciences; Author, *Calling All Minds: How To Think and Create Like an Inventor* (2018) and *Thinking in Pictures: My Life With Autism* (Expanded Edition, 2006); Co-Author, *Unwritten Rules of Social Relationships: Decoding Social Mysteries Through the Unique Perspectives of Autism* (2017) and *The Autistic Brain: Helping Different Kinds of Minds Succeed* (2014)

(/education-speakers/Adam-Alter)

Adam Alter, PhD (/education-speakers/Adam-Alter)

Associate Professor of Psychology and Marketing, Stern School of Business, New York University; Author, *Irresistible: The Rise of Addictive Technology and the Business of Keeping Us Hooked* (2018) and *Drunk Tank Pink: And Other Unexpected Forces That Shape How We Think, Feel, and Behave* (2014)

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(/education-speakers/Michelle-Winner)

Michelle Garcia Winner, MA, CCC-SLP (/education-speakers/Michelle-Winner)

Founder and CEO, Social Thinking; Author, *Social Media, the Social Mind, and Social Thinking* (2013, socialthinking.com) and *Think Social* (2006); Co-Author, *Good Intentions Are Not Good Enough* (2016), *Socially Curious and Curiously Social: A Social Thinking Guidebook for Bright Teens and Young Adults* (2011), and “Measuring the Effectiveness of Teaching Social Thinking to Children With Asperger Syndrome (AS) and High Functioning Autism (HFA)” (2008, *Journal of Autism and Developmental Disorders*)

(/education-speakers/Ty-Tashiro)

Ty Tashiro, PhD (/education-speakers/Ty-Tashiro)

Author and Consultant; Former Award-Winning Professor, University of Maryland and University of Colorado; Author, *Awkward: The Science of Why We're Socially Awkward and Why That's Awesome* (2018) and *The Science of Happily Ever After: What Really Matters in the Quest for Enduring Love* (2014)

(/education-speakers/Laurie-Santos)

Laurie R. Santos, PhD (/education-speakers/Laurie-Santos)

Director, Comparative Cognition Laboratory; Director, Canine and Primate Laboratory (aka CapLab), which explores the evolutionary origins of the human mind by comparing the cognitive abilities of humans and non-human animals, including primates and canines; Director of Psychology; Professor of Psychology and Cognitive Science, Yale University; Head of Silliman College; Her course titled “Psychology and the Good Life” became the most popular course in Yale’s history in 2018, Co-Author, “Developmental Shifts in Social Cognition: Socio-Emotional Across the Life Span in Rhesus Monkeys” (2018, *Behavioral Ecology*), “The Evolutionary Roots of Human Decision-Making” (2015, *Annual Review of Psychology*), “Comparative Developmental Psychology: How is Human Cognitive Development Unique?” (2014, *Evolutionary Psychology*) and “Sociobiology Young Children Are More Generous When Others Are Aware of Their Actions” (2013, *PloS ONE*)

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(/education-speakers/Mark-Greenberg)

Mark T. Greenberg, PhD (/education-speakers/Mark-Greenberg)

Founding Director; Bennett Chair and Professor of Prevention Research in Human Development and Family Studies; Edna Bennett Pierce Prevention Research Center, College of Health and Human Development, The Pennsylvania State University; Co-Author, *Social and Emotional Skills Training for Children: The Fast Track Friendship Group Manual* (2017), "Impacts of the CARE for Teachers Program on Teachers' Social and Emotional Competence and Classroom Interactions" (2017, *Journal of Educational Psychology*), and "Thriving in School: The Role of Sixth Grade Adolescent-Parent-School Relationships in Predicting Eighth Grade Academic Outcomes" (2016, *Youth & Society*)

(/education-speakers/Barry-Prizant)

Barry M. Prizant, Ph.D., CCC-SLP (/education-speakers/Barry-Prizant)

Adjunct Professor, Artists and Scientists as Partners, Department of Theatre Arts and Performance Studies, Brown University; Director, Childhood Communication Services; Author, *Uniquely Human: A Different Way of Seeing Autism* (2016); Co-Author, *The Scerts Model: A Comprehensive Educational Approach for Children With Autism Spectrum Disorders* (2005)

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School of Education, Johns Hopkins University (<http://education.jhu.edu/>)

Neuroscience Research Institute, University of California, Santa Barbara (<https://www.nri.ucsb.edu>)

Dana Alliance for Brain Initiatives, The Dana Foundation (<http://www.dana.org>)

National Association of Secondary School Principals (NAASP) (<http://www.naasp.org>)

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**YORK REGION DISTRICT SCHOOL BOARD
BOARD MEETING
DRAFT SEATING ARRANGEMENT
As of December 11, 2018**

**Corrie McBain
Chair**

**L. Sirisko
(Director)**

**Juanita Nathan
Vice Chair**

**Bill Liu
Student Trustee**

**Allen Lu
Student Trustee**

Bob McRoberts

Linda Gilbert

Cynthia Cordova

Ron Lynn

Allan Tam

Cindy Liang

**Lisa Reinhardt,
Manager, Corporate
Secretariat and
Trustee Services**

**Elizabeth Terrell-
Tracey**

Dr. Elizabeth Sinclair

Anna DeBartolo

David Sherman

K. Friedman

C. LaTouche

**W. Muirhead-
Toporek**

C. Roach

**A. Anirud
Human Rights
Commissioner**

**Audrey Ballard
Administrative
Assistant**

H. Sears

S. Logue

K. Diakiw

R. Russo

M. Loya

T. Dungey



Elementary Teachers' Federation of Ontario
Fédération des enseignantes et des enseignants
de l'élémentaire de l'Ontario

136 ISABELLA STREET, TORONTO, ONTARIO M4Y 0B5
 TELEPHONE: 416-962-3836 TOLL FREE: 1-888-838-3836
 FAX: 416-642-2424 WEBSITE: www.etfo.ca



November 5, 2018

Louise Sirisko
 Director of Education
 York Region District School Board
 60 Wellington Street West
 Aurora, ON L4G 3H2

OFFICE OF THE CHAIR					
	DIR	CH	AD	SO	TR
ACTION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INFO	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LOG#	09073				
DATE	NOV 15 2018				
INIT	AEB				
NOTE	Chair's Committee				

Dear Louise Sirisko:

While the school year is off to an incredible start, there are many evolving changes in the education system that will affect children and the staff who work with them on a daily basis. I was heartened this summer to see school boards express concerns over the repeal of the *2015 Health and Physical Education Curriculum* – the collective actions on the part of the school boards sent a powerful message of support to students and their families. I am writing to you today to ask you to take another strong stand on behalf of the staff who work in your system.

Last year, the Ontario government passed *Bill 148*, an important piece of legislation that offered minimum protections and standards for working people, particularly those in precarious employment situations. The amendments included in this legislation directly improved the working conditions of ETFO members by providing fair and reasonable protections for education workers.

The current government has introduced new legislation, *Bill 47, Making Ontario Open for Business Act, 2018*, that would repeal many of the reforms contained in *Bill 148*. While *Bill 47*, if adopted, will roll back the minimum standards on workers, I am asking your school board to maintain entitlements that were introduced through *Bill 148*.

While *Bill 47* appears to be a hastily drafted piece of legislation that strips protections from all workers, it does not mean that employers must reduce standards to the barebones minimum and turn back the clock on workers' rights.

.../2



The *Employment Standards Act* outlines only the minimum basic requirement for workers, but your school board could take a supportive approach to continue providing the entitlements that our members have received over the last year. We would be happy to sit down and discuss the implications and how the board may continue to support your staff with you.

By maintaining these provisions, you can help to maintain decent work. No worker, regardless of where they work or for whom, should have their basic working rights trampled upon. Workers have families, experience illness, stress, and each of them, in every school around this province, plays an important role in fostering the critical and creative minds of tomorrow.

Together, I believe we can develop better schools and ensure healthy learning conditions for children and educators.

Respectfully sent on behalf of the 83,000 ETFO members.

Sincerely,

Sam Hammond
President

SH:DH:VO

Copy Chairperson, York Region District School Board



5050 Yonge Street, Toronto, Ontario M2N 5N8
Tel: (416) 397-3951 Fax: (416) 397-3226

November 2, 2018

The Honourable Lisa Thompson
Minister of Education
14th Floor, Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

OFFICE OF THE CHAIR					
	DIR	CH	AD	SO	TR
ACTION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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COR-	NOV 06 2018				ABB
LOG#	Chair's Committee				INIT
NOTE					

Dear Minister Thompson,

On behalf of the Toronto District School Board, I am writing you to advocate for the inclusion of student voice in all consultations that relate to education issues and curriculum changes – specifically your consultation on [Education in Ontario](#) or more commonly known as [fortheparents.ca](#). This consultation needs to be repositioned to include a consultation portion that is directed to students.

While this consultation is open to anyone, it appears your government has not effectively promoted it to students across the province and has solely focused on parents. We understand that parents play an important role in student achievement and wellbeing, but students have a voice too – and they deserve to be heard.

When you're looking for information that will help improve student performance, and ensure they have right skills to live and secure a job – who would be better to ask than students themselves? Students live and breathe our learning spaces and curriculum every day, and we believe that by listening to, and learning from students, we can improve our education system.

Moving forward, I ask that you include student voice in any and all future consultations regarding education issues and curriculum changes. Also, I would appreciate any information you may have that supports the inclusion of student voice in your current consultation: [Education in Ontario](#).

As always, I would be more than pleased to discuss this topic with you at any time.

Sincerely,

A handwritten signature in black ink, appearing to read 'Robin Pilkey', with a stylized, flowing script.

Robin Pilkey
Chair
Toronto District School Board

Cc: Hon. Doug Ford, Premier of Ontario
Ontario Members of Provincial Parliament
Chairs of Ontario's Provincial School Boards
OSTA-AECO, the Ontario Student Trustee Association
Ontario Public School Board's Association

**YORK REGION DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE**

The regular meeting of the Special Education Advisory Committee (SEAC) was held on Thursday, November 1, 2018, in the Board Room of the Education Centre, Aurora at 7:01 p.m. with SEAC Chair L. Aversa presiding and the following members present:

Members: T. Armstrong-Smythe, S. Facchini, M. Graham, A. Krishna, R. MacAlpine, C. McAdam, C. Viney, S. Walters and L. Ziraldo

Alternate: G. Sajepan

Trustees: L. Aversa and C. Chan

Staff: L. Davenport, K. Diakiw, C. Civello, K. Kurek, H. Sears, J. Sepkowski and W. Swaine

Regrets: SEAC representatives R. Chughtai, D. Engel, F. MacDonald, J. MacMillan, Trustee A. Tam and Director of Education L. Sirisko

Absent: S. Caldwell and M. Tsironikos

Also in Attendance: Superintendent of Schools S. Bredin

SEAC Chair L. Aversa welcomed SEAC members to the last meeting of the committee term.

APPROVAL OF AGENDA

(*)1. Moved by R. MacAlpine, seconded by C. Viney:

That the agenda be approved as amended.

- Carried -

DECLARATION OF CONFLICT OF INTEREST

SEAC Chair L. Aversa asked any trustee who has a direct personal interest or direct or indirect pecuniary interest in any matter being discussed during the meeting to state their conflict and the nature thereof. No conflicts were declared by trustees at this time.

MOMENT OF REFLECTION

*Action
Item*

On behalf of SEAC member J. MacMillan, Principal, Student Services J. Sepkowski presented an electronic version of the Moment of Reflection in support of people with disabilities. An electronic copy will be provided to Committee members for information. F. MacDonald will deliver the Moment of Reflection at the December 6, 2018 SEAC meeting.

APPROVAL OF MINUTES – OCTOBER 4, 2018

(*)2. Moved by C. McAdam, seconded by M. Graham:

That the minutes of the October 4, 2018 Special Education Advisory Committee meeting be approved as written.

- Carried -

BUSINESS ARISING

There was no business arising from the minutes.

SPECIAL ANNOUNCEMENTS

Superintendent of Education, Student Services K. Diakiw recognized Principal, Student Services J. Sepkowski, recipient of a provincial award from the Ontario Principals' Council (OPC).

SEAC Vice-Chair L. Ziraldo recognized Trustee C. Chan and SEAC Chair L. Aversa for their dedication to all students and expressed her appreciation for their continued support for the work of SEAC.

EVERY STUDENT COUNTS SURVEY IMPLEMENTATION

Superintendent of Education, Student Services K. Diakiw introduced Coordinating Superintendent of Education, Indigenous Education and Equity C. Roach and Manager, Research Services J. McPhee to provide an overview of the implementation of the Every Student Counts Survey (ESCS).

C. Roach shared the objectives of the survey and explained its methodology. He highlighted accommodations available to ensure that every student has the opportunity to participate. A sample of the survey is located on the Board website. He explained the timelines and summarized the methods of communication with parents.

J. McPhee outlined key differences of the kindergarten to grade six surveys in comparison to surveys issued to students in grades seven to twelve. She noted the various identity-based student demographic questions developed jointly by the York Region District School Board and the Ministry of Education. She clarified supports will be provided to students with special education needs in the completion of the survey. She summarized topic areas and gave some sample questions.

Survey results will be used to;

- identify achievement gaps among groups of students,
- align programs, strategies and resources to better meet the needs of underserved and underperforming students, and
- establish baseline data to measure improvement over time.

In response to committee member questions, staff clarified;

- timelines for administering the survey,
- language translation availability for students in grades seven to twelve,
- expected response rates,
- best practices from other school boards who have completed similar surveys,
- how responses will support the transition to post-secondary,
- ESCS data cannot be used in conjunction with data from other Board surveys to analyze trends,
- how the results will provide baseline data to assist with future surveys,
- findings will be used to monitor and refine the goals contained within the Director's Annual Plan (DAP), and
- confidential versus anonymity of the results.

Action Item SEAC members were invited to explore special education based themed questions for inclusion in future surveys.

Superintendent of Education, Student Services K. Diakiw thanked staff for their hard work and collaborative efforts to consider and include students with special education needs in every facet of this survey.

(*)3. Moved by S. Facchini, seconded by S. Walters:

That the Special Education Advisory Committee receive the Every Student Counts Survey Implementation presentation for information.

- Carried -

BOARD WEBSITE USAGE BY SEAC ORGANIZATIONS

SEAC Vice-Chair L. Ziraldo explained the SEAC webpages are being updated to meet Accessibility for Ontarians with Disabilities Act (AODA) standards.

Principal, Student Services W. Swaine asked members to assist in the process by documenting priorities and suggestions during a group activity.

Note: The SEAC divided into work groups at 7:48 p.m. The meeting resumed at 7:59 p.m.

The following feedback was shared for consideration as part of the SEAC website update.

- Update and improve existing visual aspects, graphics and information currently posted.
- Highlight frequently referenced Board documents.
- Ensure information for various exceptionalities and diagnoses is equally represented.
- Include links to the Director's Annual Plan (DAP), Ministry of Education documents and other relevant tools and resources.
- Add supportive transition and mental health and well-being information and resources.
- Contain current evaluation information for the Board's special education services.

Committee members were thanked for providing their input.

(*)4. Moved by R. MacAlpine, seconded by C. Viney:

That the Special Education Advisory Committee receive the Board Website Usage by SEAC Organizations presentation for information.

- Carried -

SPECIAL EDUCATION PLAN UPDATE

Principal, Student Services J. Sepkowski reminded members to provide feedback on the Special Education Plan. Input will be used to inform revisions throughout the year.

She referenced language changes currently being made to the following areas in the Special Education Plan;

- Speech-Language Pathology Support Services, and
- Physical Therapy and Occupational Therapy Support Services.

(*)5. Moved by C. McAdam, seconded by S. Walters:

That the Special Education Advisory Committee receive the Special Education Plan Update for information.

- Carried -

STUDENT SERVICES REPORT

Superintendent of Education, Student Services K. Diakiw noted the collaborated efforts of staff in support of the Director's Annual Plan (DAP). She shared information regarding the first Student Services Well-Being Steering Committee and Learning Disabilities Steering Committee meetings.

***Action
Item***

Principal, Student Services W. Swaine requested members provide feedback on the Special Education - A Communication Guide for Parents and Students by November 30, 2018.

Superintendent of Education, Curriculum and Instructional Services H. Sears made reference to the recent contracting of approximately 800 new teachers. She shared information regarding learning opportunities for new elementary and secondary teachers and the creation of further supports for all teachers. In response to a question she clarified that new teachers are provided with mandatory training under the guidelines of the New Teacher Induction Program (NTIP) which includes training in special education. New teachers are encouraged to engage in ongoing professional learning opportunities.

In response to a question K. Diakiw clarified that special education courses are required components of post-secondary teacher training.

(*)6. Moved by R. MacAlpine, seconded by C. McAdam:

That the Special Education Advisory Committee receive the Student Services Report for information.

- Carried -

SUCCESSFUL PRACTICES AND CHALLENGES

SEAC member T. Armstrong-Smythe shared information about the Down Syndrome Association of York Region Buddy-Walk event.

Several committee members highlighted successful practices with regard to Halloween for children with disabilities.

REPORT FROM THE BOARD

At the October 16, 2018 Board Standing Committee meeting Trustees received results of the 2017-2018 Provincial Assessments and Ontario Secondary School Literacy Test (OSSLT) and Education Quality and Accountability Office (EQAO) assessments.

(*)7. Moved by C. McAdam, seconded by S. Facchini:

That the Special Education Advisory Committee receive the Report from the Board for information.

- Carried -

POLICY UPDATES

*Action
Item*

SEAC Vice-Chair L. Ziraldo noted the importance of reviewing Board policies and procedures and reminded members where to locate working document policies that are currently out for comment. She referenced the following policies on which the Board is currently collecting feedback;

- External Research,
- Student Leadership and Student Voice,
- Partisan Activities and Campaigning, and
- Use of Technology.

(*)8. Moved by C. Viney, seconded by M. Graham:

That the Special Education Advisory Committee receive the Policy Updates for information.

- Carried -

COMMUNICATIONS SUB-COMMITTEE UPDATE

SEAC Vice-Chair L. Ziraldo reminded members to confirm their attendance at the Annual Holiday Dinner.

She shared the following information from the Sub-Committee meeting.

*Action
Item*

- The 2017-2018 SEAC Annual Report was shared with Trustees at the October 16, 2018 Board Standing Committee meeting.
- SEAC representation at the Quest Conference.
- Revisions to the SEAC Handbook are almost complete.

*Action
Item*

- A new online audio module about the Special Education Advisory Committee is being developed and will be shared electronically with members when available.

*Action
Item*

- Student Services will provide a presentation to SEAC regarding Mental Health and Well-Being at the February 7, 2019 meeting.
- Members are requested to submit information for the November/December Special Edition Newsletter to Principal, Student Services W. Swaine prior to November 29, 2018

(*)9. Moved by R. MacAlpine, seconded by C. McAdam:

That the Special Education Advisory Committee receive the Communications Sub-Committee Update for information.

- Carried -

FUTURE PRESENTATIONS

- Education Quality and Accountability Office (EQAO) Results - December 2018
- Human Rights Commissioner's Office - January 2019
- Mental Health and Well-Being – February 2019

ADJOURNMENT

(*)10. Moved by R. MacAlpine, seconded by C. McAdam:

That the Special Education Advisory Committee meeting adjourn at 8:38 p.m.

- Carried -

**YORK REGION DISTRICT SCHOOL BOARD
PARENT, FAMILY AND COMMUNITY ENGAGEMENT ADVISORY COMMITTEE**

MINUTES, MEETING #2

November 13, 2018

The Parent, Family and Community Engagement Advisory Committee (PEAC) met at 7:08 p.m. in the Board Room of the Education Centre, Aurora on Tuesday, November 13, 2018 with PEAC Vice-Chair Anna DeBartolo presiding and the following members present:

Parent members: S. Abdille, H. Abeywardane, C. Coore, J. Herszkowicz, S. Kassam, I. Lambie, A. Mason and D. Mousavi

Community members: D. Parmer, A. Siddiqi and L. Singh

Trustee member: Anna DeBartolo (Vice-Chair)

Also in attendance: Trustee C. Chan (alternate)

Staff members: Associate Director of Education, Schools and Program K. Friedman, Secondary Vice-Principal K. Pummell, Elementary Vice-Principal J. Bunbury, Superintendents of Schools, P. Tse and C. Sarellas and Administrative Assistant K. Donkers

Regrets: Parent members M. Houston, A. Jovani, M. Ogunsanya

Absent: Student Trustees B. Liu and A. Lu

CALL TO ORDER

PEAC Vice-Chair A. DeBartolo called the meeting to order at 7:08 p.m.

LAND ACKNOWLEDGEMENT

PEAC Vice-Chair A. DeBartolo provided remarks and an acknowledgement of thanks and appreciation to the First Peoples of the Williams Treaty First Nations, other Indigenous Peoples and the Chippewas of Georgina Island First Nation as the Board's closest community and partners in education.

APPROVAL OF AGENDA

The agenda was amended to include discussion regarding the Parent Family and Community Engagement Advisory Committee Operational By-Law.

(*)1. Moved by L. Singh, seconded by C. Viney:

That the agenda be approved as amended.

- Carried -

DECLARATION OF CONFLICT OF INTEREST

PEAC Vice-Chair A. DeBartolo asked any trustee who has a direct personal interest or direct or indirect pecuniary interest in any matter being discussed during the meeting to state their conflict and the nature thereof. No conflicts were declared by trustees at this time.

SPECIAL ANNOUNCEMENTS

There were no special announcements shared at this time.

MOMENT OF REFLECTION

D. Mousavi delivered the moment of reflection in support of gratitude.

APPROVAL OF MINUTES

The minutes were amended to note that Parent Member S. Kassam was present at the October 9, 2018 Parent Family Community Engagement Advisory Committee meeting.

(*)2. Moved by L. Singh and seconded by D. Mousavi:

That the minutes of the October 9, 2018 Parent, Family and Community Engagement Advisory Committee meeting be approved as amended.

- Carried -

BUSINESS ARISING

K. Friedman spoke about the various subcommittees that support the work of PEAC and encouraged members to think about which sub-committees they might wish to join going forward.

In response to committee member questions, Associate Director Friedman outlined timing of PEAC Steering Sub-Committee meetings. It was noted that the 2018-2019 Steering Sub-Committee will reflect on past practice and consider how they will engage in their work early in the next committee year. An update will be provided at a future meeting.

ORIENTATION

Elementary Principal, Inclusive School and Community Services D. Ford expressed thanks to N. Pleten for joining the meeting and helping to support the transition of new members to the committee.

Committee members participated in an inclusion activity that helps members begin to develop relationships by understanding individual preferences on everyday items.

Principal D. Ford reviewed Ontario Regulation 612/00, School Councils and Parent Involvement and the purpose of the Parent, Family and Community Engagement Advisory Committee. The structure of the committee was outlined and how PEAC supports the Multi-Year Strategic Plan was highlighted.

N. Pleten;

- spoke to the differences between parent involvement and parent engagement,
- identified some barriers to parent engagement, and
- noted that as part of the new member selection process, PEAC has worked on how to reach more parents in order to expand the interest in applying to serve on PEAC.

It was noted that the mandate of PEAC is to support the work of school councils as per the Parent Family and Community Engagement Advisory Committee Operational By-Law 1 (2)(b).

Associate Director K. Friedman noted a presentation on Board priorities including the Director's Annual Plan and the Board Improvement Plan for Student Achievement will be provided at a future PEAC meeting.

Note: At this time, committee members engaged in a group activity to begin to develop goals for PEAC.

It was noted that the data collected, and emergent themes will be shared with PEAC at a future meeting so that specific goals can be established that are aligned with the Multi-Year Strategic Plan and the Director's Annual Plan.

Committee members outlined and reviewed the purpose, mandate and activities of the following PEAC Sub-Committees.

- Orientation Sub-Committee
- PEA Steering Sub-Committee
- Selection Sub-Committee
- Communication Sub-Committee

Committee members spoke their experiences on the various Sub-Committees and the importance of ensuring guidelines and processes are in place to guide their work. This

is particularly important with regard to the process by which members are selected. When needed, staff subject matter experts are engaged to support the process and ensure equitable and informed decisions are made.

Principal D. Ford outlined the important role the School Council Forum and shared dates for upcoming sessions. She explained methods in which PEAC can communicate with school councils to support their work. In the spring, PEAC will support the Regional Parent Symposium and noted that changes to Ministry funding will impact resources available for this event.

Members were advised that they will receive a copy of the recently updated PEAC Operational By-Law.

SCHOOL CLIMATE SURVEY FOR STUDENTS PRESENTATION

As promised at the October 9, 2018 PEAC meeting, Associate Director of Education, Schools and Program K. Friedman shared input generated by PEAC. She noted that the input is a valuable source of information to inform the work of the committee and their goal setting process.

STAFF REPORT

PEAC Operational By-Laws

It was noted that the Board has approved revisions to the PEAC Operational By-Law.

(*)3. Moved by C. Coore, seconded by S. Kassam:

That the following be provided to PEAC at the next regularly scheduled meeting;

- **information that went to Chair's Committee for consideration,**
- **the decision of Chair's Committee with regard to proposed revisions to the PEAC Operational By-Law,**
- **an overview of the process used by Chair's Committee to consider recommendations prior to submission to the Board for approval,**
- **the process of reporting information back to Advisory Committees with regard to input received on Board policy and the Operational By-Law, and**
- **a final copy of the revised PEAC Operational By-Law.**

- Carried -

BOARD REPORT

PEAC Vice-Chair A. DeBartolo highlighted the Board EQAO results are above the Provincial average and Advisory Committees annual reports were received for information.

Capital Strategy is available on-line. Information on the Multi-Year Strategic Plan and the Director's Annual Plan will be shared a future meeting.

Committee members were encouraged to review policies that are open for comment.

PROMISING PRACTICES AND CHALLENGES

D. Ford reported that a guide was released to support educators to support areas of discrimination in schools. This guide will assist members of the school community build capacity and deepen their understanding of supporting impacted students.

ADJOURNMENT

(*)4. Moved by C. Viney seconded by H. Aberdayne

That the Parent, Family and Community Engagement Advisory Committee meeting adjourn at 9:20 p.m.

- Carried -

YORK REGION DISTRICT SCHOOL BOARD ANNUAL ACCESSIBILITY REPORT AND MULTI-YEAR PLAN

Background:

Under the *Ontarians with Disabilities Act, 2001* (ODA) the York Region District School Board is required to prepare annual accessibility reports and to make these plans available to the public. In addition, the Board is required to prepare a Multi-Year Plan under the Integrated Accessibility Standard, Ontario Regulation 191/11 (IAS). These requirements are both contained in the Annual Accessibility Report and Multi-Year Plan which are posted each year on the Board's website.

Rationale:

The AODA Advisory Committee has approved the Annual Accessibility Report and Multi-Year Plan to ensure the Board's Compliance with its legal requirement requirements. The work described in the document supports the full integration of persons with disabilities within the York Region District School Board and contributes to the Board's work within the area of equity and inclusivity.

Relationship to Board Priorities:

This work supports the Trustees' Multi-Year Plan, contributing to student success and well-being by providing inviting and innovative physical environments in schools and workplaces and contributing to safe and supportive schools and workplaces. It also supports the four imperatives (demographic, business, legal and social) driving the Board's Employment Equity Plan, as well as the Stewardship of Board Resources by demonstrating professionalism and accountability for high standards of practice in all Board operations.

Estimated Cost:

Generally, costs associated with structure changes/accommodations are reflected in department budgets. To cover some of the specific training costs and conversion of required documents, an accessibility budget attributed to the Human Rights Commissioner's Office of \$15,000 was created.

Timeline:

The Annual Accessibility Report and Multi-Year Plan should be made available to the public in due course.

Recommendation:

That the York Region District School Board receive the Annual Accessibility Report and Multi-Year Plan and make it available to the public in accordance with the *Ontarians with Disabilities Act, 2001* (ODA) and the Integrated Accessibility Standard, Ontario Regulation 191/11 (IAS).

Communication Implementation Plan:

Coordinating Council of Superintendents
Board Meeting

December 5, 2018
December 11, 2018

Following the Board Meeting, the report will be posted on the Board's website and highlighted in the weekly summary.

Appended Data:

Appendix 1 - Annual Accessibility Report and Multi-Year Plan for the York Region District
School Board, December 2018.

Respectfully submitted,

Anthony Anirud
Human Rights Commissioner

For further information, please contact Anthony Anirud, Human Rights Commissioner.



ANNUAL ACCESSIBILITY REPORT AND MULTI-YEAR PLAN

December 2018

Prepared by: AODA Advisory Committee

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AIM, OBJECTIVES & COMMITMENT TO ACCESSIBILITY PLANNING

Aim

The York Region District School Board (YRDSB) has developed this Annual Accessibility Report and Multi-Year Plan in accordance with the Integrated Accessibility Standard, Ontario Regulation 191/11 under the *Accessibility for Ontarians with Disabilities Act*, 2005 (AODA). It incorporates the intentions of the YRDSB to meet its obligations under the *Ontarians with Disabilities Act*, 2001 (ODA). This plan describes the measures that the YRDSB has taken in the past school year and measures that will be taken over the period of 2018-2022 to identify, remove, and prevent barriers for people with disabilities who work, learn and participate in the school YRDSB's community. In order to meet legislated requirements, this plan is submitted annually to the Ministry. This plan will be guided by the YRDSB's Accessibility Policy.

Should this report be required in an alternate format please contact [Corporate Communications](#).

Objectives

This report:

1. Reviews earlier efforts to remove and prevent barriers to people with disabilities.
2. Provides an annual status report on the YRDSB's implementation of the Multi-Year Accessibility Plan.
3. Lists the policies, programs, practices, and services that the YRDSB will review in the coming years to identify barriers to people with disabilities.
4. Describes how the YRDSB will make this accessibility plan available to the public.

Commitment to Accessibility Planning

The YRDSB is committed to:

1. Establishing an AODA Advisory Committee (former Accessibility Working Committee) with representation from all stakeholder groups.
2. Consulting with people with disabilities in the development and review of its accessibility plans.
3. Ensuring that YRDSB policies and procedures are consistent with the principles of accessibility.
4. Improving access to facilities, programs, policies, practices and services for students, staff, parents/guardians, volunteers and members of the community.
5. Reviewing and updating the Multi-Year plan at least once every five years.

The Human Rights Commissioner's Office assumed responsibility for the accessibility portfolio with YRDSB in September 2017. However, it was a four month transition period where the Accessibility Working Committee under the leadership of the Coordinating Superintendent of Human Resources, Plant and Planning Services completed the annual 2016 - 2017 Annual Accessibility Report and Multi-Year Plan for submission. In January 2018, the AODA Advisory Committee officially replaced the former Accessibility Working Committee. This Annual Report and Multi-Year Plan reflects the transition during the 2017-2018 school year.

The Annual Accessibility Report and Multi-Year Plan will be presented to the Coordinating Council of Superintendents and subsequently to the Board of Trustees each fall. The annual report is posted on the York Region District School Board website (www.yrdsb.ca) along with any additional material that will be useful in the

identification, removal and/or prevention of barriers to people with disabilities. The posting of the Annual Accessibility Report and Multi-Year Plan is to be communicated to all York Region District School Board locations.

OVERVIEW OF THE YORK REGION DISTRICT SCHOOL BOARD

Mission

To advance student achievement and well-being through public education, which motivates learners, fosters inclusion, inspires innovation and builds community.

Vision

To be a leader in public education by empowering all students to become engaged and caring citizens of the world.

Values

Our School Board operates based on a set of values which guides our actions.

Inclusivity

We demonstrate equity and inclusivity in all that we do. We demand an environment in which all students, staff, parents and our community feel valued and have a sense of belonging. We expect empathy, mutual respect and understanding to be demonstrated in our words and actions.

Relationships

We value positive, meaningful relationships with students, staff, parents and our community. We value diversity of opinion, sincere dialogue and community engagement.

Innovation

We continuously strive to provide the best educational programs for all students. We empower staff and students to take initiative and to be innovative leaders.

Engagement

We encourage active participation in all learning and activities by creating an environment that engages students, staff, parents and our community.

Responsibility

We are individually and collectively responsible for creating the best possible school community to support the achievement and well-being of all individuals. We are responsible for the delivery of effective and sustainable educational programs and stewardship of Board resources.

Optimism

We approach all situations with optimism. We cultivate confidence and resiliency in all students and staff.



Message from the Human Rights Commissioner

Dignity, independence, integration and equal opportunity are the overarching principles in empowering people with disabilities to thrive at our Board. To this end, we are especially mindful of our legal and moral obligations under the *Ontario Human Rights Code*, and the *Accessibility for Ontarians with Disabilities Act* (“the AODA) and related *Integrated Accessibility Standards Regulations*, as well as our commitment to equity.

Through our Board’s Mission and Vision Statements, we remain firmly committed to fostering a working and learning culture in which we embrace all aspects of diversity and where principles of equity and human rights govern our actions at all times. Accessibility remains central to enabling all members of our community to construct and celebrate a barrier-free educational environment. We strive for nurturing inclusive pathways and opportunities supportive of all abilities. Being creative, innovative and bold when promoting initiatives that recognize the self-worth of all people remain integral to our approach to a barrier-free culture and creating a welcoming environment.

While our commitment to accessibility is foremost in our interactions with all members of our community, we are especially committed to accessibility culture through a student-centered lens and referenced through our:

1. Mission - To advance student achievement and well-being through public education, which motivates learners, fosters inclusion, inspires innovation and builds community.
2. Vision - To be a leader in public education by empowering all students to become engaged and caring citizens of the world.
3. Values - Our School Board operates based on the values of inclusivity, relationships, innovation, engagement, responsibility and optimism which guide our actions.

This report is the first being submitted by the Human Rights Commissioner’s Office (HRCO) since assuming the accessibility portfolio, specifically in regard to the Board’s compliance obligations under the AODA. This year, we are especially excited about aligning all elements of accessibility with the Trustees’ Multi-Year Strategic Plan (MYSP) toward: 1) Fostering Well-Being and Mental Health 2) Championing Equity and Inclusivity 3) Building Collaborative Relationships 4) Empowering Ethical Leadership.

I would like to thank the AODA Advisory Committee and the seven supporting subcommittees for their ongoing engagement and support in driving initiatives toward barrier elimination when attending to the needs of our students, families and colleagues. I welcome your input in identifying barriers across our system through Barrier Buster or through using the Customer Service feedback tools on the accessibility pages of the HRCO website at: <http://www.yrdsb.ca/hrco/Pages/Accessibility.aspx>

Sincerely,

Anthony Anirud
Human Rights Commissioner

ACHIEVEMENTS FOR THE 2017-2018 SCHOOL YEAR

During the past school year many of our service departments continued their efforts to support the elimination of barriers.

Plant Services

Plant Services, within budgetary allocations, annually schedules projects to update and modify our existing buildings to make them more accessible. Many of our facilities were built years before accessibility standards were in place. Plant Services works in conjunction with Student Services and Human Resource Services to identify and support the needs of our students, staff and community. During the 2017-2018 school year, a total of over \$2.7 million were spent on accessibility projects. Work that was started/completed on our buildings during the 2017-2018 school year includes:

School	Description of Work
Alexander Mackenzie High School	Supplied and installed automatic door openers
Armadale Public School	Installed stage lift and automatic door openers
Central Park Public School	Installed stage lift and automatic door openers
Cornell Village Public School	Supplied and installed automatic door openers
Devins Drive Public School	Installed stage lift and automatic door openers
Discovery Public School	Added a barrier door opener to ground floor barrier washroom
Donald Cousens Public School	Supplied and installed automatic door openers

Doncrest Public School	Supplied and installed automatic door opener
Education Centre Aurora	Installed automatic door opener
Elders Mills Public School	Created a ramp to allow barrier free access
Kettleby Public School	Installed stair lifts and automatic door openers
King City Secondary School	Installed automatic door openers
Langstaff Secondary School	Supplied and installed automatic door opener Created an asphalt path from front entrance across driveway for safe wheelchair access.
Lester B. Pearson Public School	Installed stage lift and ramp to front door
Little Rouge Public School	Installed ramp to folding stage and automatic door opener
Maple High School	Added barrier free door openers and modified door hardware
Markville Secondary School	Installed automatic door opener
Mazo de la Roche Public School	Installed stage lift and automatic door openers
Michaelle Jean Public School	Installed ramp to folding stage
Middlefield Collegiate Institute	Created depressed curb at walkway for accessibility
Milliken Mills Public School	Installed stage lift and automatic door openers Created a barrier-free washroom on 2nd floor
Nobleton Public School	Installed stage lift and automatic door openers
Park Avenue Public School	Installed stage lift and a barrier-free washroom on 2nd floor
Silver Stream Public School	Supplied and installed automatic door opener and magnetic door hold open

Stephen Lewis Secondary School	Added grab bars in student barrier-free washrooms on 2nd and 3rd floor Installed locking closure arms on doors
Summitview Public School	Installed automatic door openers
Thornhill Woods Public School	Supplied and installed automatic door opener
Thornlea Secondary School	Installed automatic door opener
Unionville High School	Installed automatic door openers
Uplands Community Learning Centre	Installed new toilet seat in staff washroom Installed 2 new grab bars in washrooms Installed automatic door openers
Wellington Public School	Installed automatic door opener and security system
Westminster Public School	Created a barrier-free washroom on 2nd floor
Westmount Collegiate Institute	Installed automatic door openers
Wilcay Public School	Installed automatic door opener
William Armstrong Public School	Installed stage lift and automatic door openers
Yorkhill Elementary School	Installed stage lift and created a barrier-free washroom on 2nd floor

All Access Washroom Pilot Project

YRDSB has completed two pilot projects to develop a prospectus for an “All Access” washroom. The initial concept to create gender neutral washroom(s) was introduced in 2016 and later modified in 2017 to be more inclusive and create “All Access” washrooms in schools, where feasible, for students identifying themselves as gender diverse or feel the need for privacy for religious or personal reasons.

Since 2016, YRDSB has implemented 9 elementary and 14 secondary schools with “All Access” washrooms. The next step in this initiative is to implement an “All Access” washroom(s) in every school. All schools will be assessed to determine the requirements to implement this initiative across the system.

Planning Services

Planning Services continues to ensure all schools that are either in the design and construction phase or any additions which are being made to existing schools, meet or exceed accessibility standards. Since the start of the Board’s Capital Strategy in 1999, a total of 87 new elementary schools, 14 secondary schools, and 55 additions to schools have been constructed. One elementary school, one secondary school and one school

addition opened in 2017-18, in accordance with the YRDSB's accessibility standards. The school names are Barbara Reid Public School, Bill Hogarth Secondary School and Charles Howitt Public School.

YRDSB is currently constructing a new elementary school which will meet or exceed the accessibility standards. This school project is scheduled to open in the 2018-19 school year.

Early Years Outdoor Learning Area Pilot Project

In 2017, a pilot project was undertaken by the YRDSB to install four Early Years Outdoor Learning Areas. Each is AODA compliant. The four locations are at:

- Discover PS,
- HG Bernard PS,
- Highgate PS, and
- Lakeside PS.

Student Services

Student Services advocates for the needs of students by reducing and/or eliminating barriers to their physical and learning environments. YRDSB strives to provide each student the opportunity to develop the skills, attitudes and knowledge required to reach their full potential. During the 2017-2018 school year, 19,497 students with special needs received supports and services.

Students who have been identified as exceptional have an Individual Education Plan (IEP) which is a Ministry of Education requirement. An IEP is written for students receiving special education supports and services in order to meet their individual academic, emotional, social and behavioural needs. In consultation with parents, classroom teachers and the Special Education Teacher, the IEP is written within 30 school days of a student's placement in a special education program. Accommodations set out in the IEP are implemented to reduce or remove barriers that hinder the learning of a student with special needs. Access to assistive technology, extra time on tests, varying assessment methods, and providing photocopied notes are some examples of accommodations. The IEP includes the following elements:

- strengths and needs related to the student's learning;
- relevant assessment data;
- specialized health support services;
- list of instructional, environmental and assessment accommodations the student requires;
- current level of achievement for each modified subject/course/alternative program area;
- annual program goals, learning expectations and strategies;
- assessment methods;
- documentation of parent consultation;
- transition plan for all students; and
- a safety plan, if applicable.

To help eliminate barriers in York Region students' learning environments, during the 2017-2018 year, the Ministry of Education approved 1494 Special Equipment Amount (SEA) claims for the purchase of assistive technology for students with special needs as well as 170 claims for non-technology related equipment. Thus the SEA process supported 1664 SEA claims in the 2017-2018 year. This equipment includes positioning

devices, brailers, amplification systems, computers, and software that provide access to curriculum, such as word prediction programs, speech-to-text programs, and text-to-speech programs.

On an ongoing basis, administrators work to identify physical barriers in schools which hinder the learning of students with special needs. Providing classroom adaptations for students with complexities, ramps, electronic door openers, lift, handrails in bathrooms, and evacuation chairs to support student and staff exit in case of an emergency are examples of some physical changes to buildings that the Plant Services Department implemented.

Braille Pilot Project

The Braille pilot project is in preliminary stages and YRDSB is in the process of examining the needs in the system.

Human Resource Services

The Recruitment and Retention Team continues to ensure that the YRDSB's employment practices are equitable. Some examples of this past year's work include:

- ensuring that the Recruitment/Careers site on the internal portal and external website is available to those who are visually impaired;
- auto-acknowledgment of recruitment application which include information that details accommodations process;
- increasing accessibility to job opportunities by advertising on websites that support persons with disabilities;
- updating redeployment communication to align with AODA;
- adding a statement around equity, diversity and accommodation in all job postings;
- ongoing review of communications to ensure that all materials and website are reflective of the provision of accommodations;
- ensuring that all candidates are receiving consistent communication by including any policies that relate to AODA within job postings and email communication through Apply to Education; and
- aligning the process for hiring teachers and the process for hiring non-teachers.

The Disability Management Team serviced 2057 clients during the 2017-2018 school year. Their work included removing barriers in the workplace for staff who had an identified disability. During the school year there were 404 employees with permanent accommodations in the workplace. Assistive devices were used in many instances to help the individual overcome encountered barriers. Assistive devices/services purchased included:

- Voice amplification systems;
- Computerized note taker services;
- Arranging work site ergonomic assessments;
- Functional Abilities Evaluation (FAE) assessments to coordinate work within the individual's functional limitations;
- Accessibility devices (scooters, wheelchairs, wheeled carts, stools);
- Flat panel monitors for visual impairment;
- Dragon naturally speaking;
- Modified work stations, including specific desk, monitors, keyboards, mouse, chairs and lighting;
- Hearing systems – wireless FM transmitters, receivers, auto hubs, microphones, and sound barrier devices for the classroom;
- Custom Ear plugs;
- Specialized phones and headsets;

- Installation of whiteboards in the classrooms;
- Sign language interpreters;
- Document camera;
- Zoomtext Plus technology; and
- Air cleaners and humidifiers for scent sensitivities / allergies.

Accessibility Working Committee/AODA Advisory Committee

As per Ministry direction, accessibility specific to AODA compliance falls under the Human Rights Commissioner's Office. The AODA Advisory Committee, which was established in January of 2018, is the successor to the former Accessibility Working Committee.

For a provisional period, Shellyann Rodney, Investigations Officer, Human Rights Commissioner's Office, is acting as the Interim AODA Accessibility Coordinator. In the 2018-2019 school year, an Accessibility Office will become the lead contact for Accessibility.

There are seven subcommittees under the AODA Advisory Committee:

Plant & Planning Services & Barrier Buster Subcommittee

The Plant & Planning Services Subcommittee & Barrier Buster (PPSBB) is responsible for reviewing relevant YRDSB projects and site plans to promote compliance with the AODA legislation regarding barrier-free accessible buildings. It is also responsible for reviewing submissions sent by member of the YRDSB community through the online Barrier Busters form for referral to Plant Services or other relevant YRDSB unit. Recommendations arising out of this review process are conveyed to project managers and other relevant YRDSB staff in various departments for review and follow up. It is composed of two specialized working groups:

- (1) Barrier Buster
- (2) Planning Services

Student Services Subcommittee

The mandate of the Student Services Subcommittee (SSS) is to consider accessibility issues pertaining specifically to students and their accessibility to programming and services at the YRDSB.

Human Resources Subcommittee

The Human Resources Subcommittee (HRS) is charged with reviewing all aspects of Human Resources pertaining to areas of HR specific to accessibility impacting on recruitment, hiring, disability management, duty to accommodate, and any other issues relevant to employee/employer relationships.

Curriculum (Library) Working Group

The mandate of the Curriculum Working Group (CWG) is to consider inclusive design for learning practice with regards to curriculum, learning materials and resources and instruction, as it pertains to accessibility.

Digital Media, Website Management & Learning

The Digital Media, Website Management & Learning subcommittee is responsible for all aspects of AODA compliance with regard to Communications and IT Services at the YRDSB.

YRDSB Accessibility Policy Review Subcommittee

The YRDSB Accessibility Policy Review Subcommittee (YAPRS) is responsible for reviewing Policy #407.0 and Policy #425.0 for the purpose of combining them into one comprehensive accessibility policy.

During the 2017-2018 school year, Accessibility Working Committee/AODA Advisory Committee and subcommittees met to discuss the impact of the Integrated Accessibility Standard (IAS), under the AODA and to review the 2017-2018 plan.

2017- 2018

General Requirements

Item	Description	Responsibilities and Timelines	Implementation
Policy	Engage in a routine review of the Board's Accessibility Policy and Procedures on how the organization will continue to achieve accessibility. Update to include references or new procedures on Accessible Formats, Service Animals, and Training for Volunteers.	<u>Responsibility:</u> Accessibility Working Committee/AODA Advisory Committee, Human Rights Commissioner's Office, Board of Trustees <u>Timeline:</u> February - April 2018	<p>The Board's Accessibility Policy and Procedures have been reviewed and discussed.</p> <p>Each of the Accessibility Working Committee/AODA Advisory Committee subcommittees and/or working groups (the Subcommittees) have considered the use of support persons and services animals to identify what, if any, impacts there will be to operations of their unit.</p> <p>Training for volunteers is arranged through school orientation. Supplementary information can be found in the Board's volunteer handbook.</p> <p>The Subcommittees also considered the accessibility of documents provided by their unit and strategies for making documents more accessible.</p>

	Include as part of the Policy Review Process the need to look through the accessibility lens when writing documents and the need to provide in an accessible format.	<p><u>Responsibility:</u> Board and Trustee Services, Corporate Communications, Director's Office</p> <p><u>Timeline:</u> Ongoing</p>	<p>The Subcommittees considered whether there are any barriers to accessibility caused by documents for Board staff and/or students used by their unit.</p> <p>As an ongoing project, plain text versions of new documents have been retained for efficient conversation to alternate formats.</p>
Accessibility Plans	Renew the board's multi-year accessibility plan as part of a 5-year review and update, which outlines the organization's strategy to prevent and remove barriers and meet its regulatory requirements from 2018-2022. Post on the board's website in an accessible format.	<p><u>Responsibility:</u> Accessibility Working Committee /AODA Advisory Committee, Human Rights Commissioner's Office, Board of Trustees</p> <p><u>Timeline:</u> November 2017 - February 2018</p>	The Board's Multi-Year Accessibility Plan 2018-2022 is available on the Board's external website and is available in accessible formats.
Training	<p>Develop strategies to improve monitoring of compliance training for current and new employees, including <i>AODA for Educators, AODA Working Together</i> (6 Part Series). This includes gathering requirements for reports that support the reconciliation of data from our HR and LMS systems.</p> <p>Assess the requirements to effectively deliver compliance training of all volunteers.</p>	<p><u>Responsibility:</u> Human Rights Commissioner's Office, Human Resource Services, Leadership Development</p> <p><u>Timeline:</u> September 2017 - June 2018</p>	<p>Strategies to improve monitoring of compliance training for current and new employees have been developed:</p> <ul style="list-style-type: none"> • Reports for compliance training have been built. • Correspondence regarding compliance training has been redrafted to make messaging clearer. • A process to run reports regarding compliance with training have been developed and communication has been drafted

			<p>regarding non-compliance.</p> <ul style="list-style-type: none"> • An improved process has been established where staff are notified of AODA compliance training in a system memo circulated. • A catalogue of compliance training for all staff has also been created for easier access. • Reminders about AODA compliance training are provided to all Principals and Vice Principals. • A template and e-form have been created for compliance declaration for staff.
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Information and Communication Standards

Item	Description	Responsibilities and Timelines	Implementation
Feedback	Continue to receive feedback on barriers and inefficiencies to incorporate into MYP and make improvements.	<p><u>Responsibility:</u> Human Rights Commissioner's Office, Corporate Communications, Accessibility Working Committee /AODA Advisory Committee members</p> <p><u>Timeline:</u> Ongoing</p>	<p>Ongoing.</p> <p>The Subcommittees have considered what procedures are in place within their unit to receive and respond to feedback related to the services provided.</p> <p>The Barrier Buster process, which is used to gather feedback from the Board community to identify and</p>

			describe barriers that may prevent someone with a disability from fully accessing services, facilities or opportunities, is a way in which feedback can also be received and responded to.
Libraries of educational and training institutions	<p>Ongoing learning with new teacher librarians and library technicians in existing structures and forums. Capacity building continues around the expectation of requests for alternate formats; accessing alternative formats; and, accessible school library websites.</p> <p>Task team working to make accessible school library websites.</p>	<p><u>Responsibility:</u> Curriculum and Instructional Services, Corporate Communications</p> <p><u>Timeline:</u> August 2017 - Ongoing throughout this school year</p>	<p>Ongoing.</p> <p>Layout for school library websites have been developed and will be implemented as a next step.</p>
Accessible websites and web content	Continue to implement strategies and monitor public facing websites for compliance ensuring any web content posted after January 1, 2012 meets Web Content Accessibility Guidelines (WCAG) 2.0 Level A.	<p><u>Responsibility:</u> Corporate Communications, Key Content Contributors</p> <p><u>Timeline:</u> Ongoing By January 1, 2021</p>	Work is continuing with respect to the updating of information posted on the internal and external websites to be accessible by all.

	Continue to implement strategies and monitor public facing websites and web content posted after January 1, 2012 for compliance ensuring they meet WCAG 2.0 Level AA other than criteria 1.2.4 (live captions) and 1.2.5 (pre-recorded audio descriptions).	<u>Responsibility:</u> Corporate Communications, Key Content Contributors <u>Timeline:</u> Ongoing By January 1, 2021	A new plan to set milestones for compliance audits of all public facing sites has been created. A plan on how to implement this moving forward is being created.
Accessible Documents Training	<p>Re-run the full day Making Word, Excel and PDFs Documents Accessible for those who are new key content contributors to the board's public facing website. Assess licensing requirements for latest Adobe Acrobat that provides the Accessibility Checker application.</p> <p>Ongoing support for teachers to reinforce requirements as to accessible learning materials/documents and awareness of strategies/tools to support the same.</p>	<u>Responsibility:</u> ITS, Leadership Development <u>Timeline:</u> August 2017 - June 2018	<p>Ongoing.</p> <p>Invitation lists of key content contributors for the internal and external websites have been reviewed and kept up to date.</p> <p>AODA Advisory training sessions have been approved.</p> <p>Data has been cross referenced to determine whether key content contributors have completed training modules and to determine whether more intense training is needed.</p> <p>Full day course training with an external instructor was deferred based on survey results concluding that the needs of participants are being met.</p>

Employment Standards

Item	Description	Responsibilities and Timelines	Implementation
Assistive Devices	Continue to explore and provide appropriate assistive device to staff who are struggling at work.	<u>Responsibility:</u> Human Resource Services - Disability Management <u>Timeline:</u> Ongoing	Ongoing. Various assistive devices and services were purchased and provided to staff in need of accommodation.
Mental Health	Commence the implementation of the Staff Mental Health Strategy, including the administration of the Guarding Minds at Work Survey.	<u>Responsibility:</u> Human Resource Services to coordinate and lead stakeholder committee <u>Timeline:</u> Spring 2018	The Guarding Minds Survey was conducted in the Spring of 2018.
Candidate Support	Continue to explore & provide appropriate support to candidates as they move through the recruitment process.	<u>Responsibility:</u> Human Resource Services – Recruitment <u>Timeline:</u> Ongoing	<p>External job fairs are accessible to those with disabilities.</p> <p>All postings on the Board's external website are compliant with AODA standard.</p> <p>All pre-employment training is compliant with AODA standard and posted on the Board's external site.</p> <p>Recruitment ensures that candidates are aware that they can request accommodation at each stage of the recruitment process. Once hired employees can request</p>

			support at the pre-employment training.
Attendance Management Support	Continue to provide guidance to school system leaders in having supportive conversations with staff, as a proactive approach to support employees in need.	<u>Responsibility:</u> Human Resource Services – Attendance Support <u>Timeline:</u> Ongoing	Ongoing. The Employee Attendance Support Process was introduced to all school based and plant service staff in September 2017. The goal of the Attendance Support is to promote optimal health across the Board and to assist the employees in achieving and sustaining regular attendance at work.
	Provide training to non-school system leaders in engaging employees in supportive conversations in order to support staff struggling with attendance issues.	<u>Responsibility:</u> Human Resource Services – Attendance Support <u>Timeline:</u> Spring 2018	

Transportation Standards

Item	Description	Responsibilities and Timelines	Implementation
Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> • Accessibility equipment • Storage of mobility aids • Service disruptions 	<u>Responsibility:</u> Transportation Services Student Services <u>Timeline:</u> Ongoing	Documentation supplied by Student Services via SSNET program re accessibility equipment and storage of mobility aids is shared by STSYR with the school and school vehicle service provider. Service disruptions are posted by the service providers on STSYR website for parents to review and are e-mailed to schools to share with parents as required.

Safety	<p>Collaborate with school staff on the following safety measures and compliance:</p> <ul style="list-style-type: none"> Ppre-boarding and on-board announcement requirements • Safety plan implementation • Medical plan implementation • Seat belt clips 	<p><u>Responsibility:</u> Transportation Services Operations</p> <p><u>Timeline:</u> Ongoing</p>	<p>Safety and Medical Plan information is received from the schools via the SSNET program and is shared by STSYR with the school vehicle service provider. Copies of the plans are kept at STSYR, with company Dispatch and on the vehicle for the driver's information. The school and driver work together for pre-boarding and on-board announcements. The provision of seat belt locks\ clips is added to the route manifest to be referenced by school staff and drivers.</p>
Accessibility	<p>Engage in ongoing training to support policy and protocol implementation and compliance.</p>	<p><u>Responsibility:</u> Transportation Services</p> <p><u>Timeline:</u> Ongoing</p>	<p>School vehicle service providers are required to meet accessible legislation requirements. STSYR shares loading protocol with service providers each year to be included in ongoing driver training programs.</p>
Service Animals	<p>Education and outreach solutions to be developed to increase public awareness on service animals including ways to safely transport the animal.</p>	<p><u>Responsibility:</u> Transportation Services</p> <p><u>Timeline:</u> June 2018</p>	<p>STSYR has created a procedure which clearly explains the roles and responsibilities of all stakeholders including parents, student services and school vehicle service providers. This includes STSYR Safety Analyst working with service providers to ensure the service animal is transported safely.</p>

Design of Public Spaces

Item	Description	Responsibilities and Timelines	Implementation
Accessibility Upgrades	Accessibility upgrades are completed annually based on a multi-year plan with priority given to buildings with student or staff needs.	<p><u>Responsibility:</u> Plant Services</p> <p><u>Timeline:</u> Ongoing</p>	<p>The removal of barriers is ongoing both proactively and reactively, to meet more ongoing and immediate needs. Retrofits to existing schools are handled through Barrier Buster applications.</p> <p>The Head of Plant Services is leading the review of the overall physical spaces across the Board. However, all units are encouraged to identify specific access issues they may observe.</p> <p>There is an accessibility plan in place to make spaces more accessible. Priorities for accessibility upgrades are established based on student needs.</p>
Interior spaces	New and renewed interior public spaces are built to comply with or exceed governing codes and regulations.	<p><u>Responsibility:</u> Plant Services</p> <p><u>Timeline:</u> Ongoing</p>	<p>New schools meet Ontario Building Code and Board Standards regarding accessibility.</p> <p>AODA new school standards that relate to interior spaces are as follows:</p> <ul style="list-style-type: none"> • Universal washroom on each floor of the facility. • Barrier free staff washroom on each floor of the facility. • Lift/elevator. • Stage lift.

			<ul style="list-style-type: none"> • Accessible art/BBT/Program related areas. <p>Retrofits to existing schools are handled through the Barrier Buster process, including accessible door installations.</p>
Exterior spaces	New and renewed exterior public spaces are built to comply with governing regulations and guides. Development of standard details for school based request to meet or exceed governing regulations and guides.	<p><u>Responsibility:</u> Plant Services</p> <p><u>Timeline:</u> Ongoing</p>	<p>New schools meet Ontario Building Code and Board Standards regarding accessibility.</p> <p>AODA new school standards that relate to exterior spaces are as follows:</p> <ul style="list-style-type: none"> • Front door accessible ramp. • Front door opener. • Accessible parking near the front entrance of the building. • Appropriate curb cuts and routing from parking to building. <p>Accessible ramps to portables are installed on a case by case basis.</p> <p>All ground enhancement projects/plans are to be pre-approved through the School Grounds Enhancement Advisory Committee. All outdoor ground enhancements are AODA compliant.</p> <p>Retrofits to existing schools are handled through the Barrier Buster process.</p>

Customer Service Standards

Item	Description	Responsibilities and Timelines	Implementation
Service Animals	<p>Include in the review of Policy and Procedures any updates required for service animals based on changed legislation.</p> <p>Ensure that services animals is compliant with the Human Rights Code and CNIB certification process.</p>	<p><u>Responsibility:</u> Student Services, Human Rights Commissioner's Office</p> <p><u>Timeline:</u> Spring 2018</p>	<p>The Board's Accessibility Policy and Procedures have been reviewed and discussed.</p> <p>Each of the Subcommittees have considered the use of support persons and services animals to identify what, if any, impacts there will be to operations of their unit.</p>
Training & Monitoring	<p>Develop strategies to improve monitoring of compliance training for current and new employees, including Accessibility Standards for Customer Service. This includes gathering requirements for reports that support the reconciliation of data from our HR and LMS systems.</p> <p>Assess the requirements to effectively deliver compliance training of all volunteers.</p> <p>Create tracking system for all training delivered through participatory workshops.</p>	<p><u>Responsibility:</u> Human Rights Commissioner's Office, Leadership Development, School Operations, Plant Services, Human Resource Services</p> <p><u>Timeline:</u> September 2017 - June 2018</p>	<p>Strategies to improve monitoring of compliance training for current and new employees have been developed:</p> <ul style="list-style-type: none"> • Reports for compliance training have been built. • Correspondence regarding compliance training has been redrafted to make messaging clearer. • A process to run reports regarding compliance with training have been developed and communication has been drafted regarding non-compliance. • An improved process has been established where staff are notified of AODA compliance training in a system memo circulated.

			<ul style="list-style-type: none"> • A catalogue of compliance training for all staff has also been created for easier access. • Reminders about AODA compliance training are provided to all Principals and Vice Principals. • A template and e-form have been created for compliance declaration for staff.
Training	<p>Review and update content for all training modules</p> <p>Request input from Board areas that require targeted training on specific issues pertaining to addressing attitudinal barriers</p>	<p><u>Responsibility:</u> Human Rights Commissioner's Office, Leadership Development</p> <p><u>Timeline:</u> January 2018 - June 2018</p>	<p>The customer service standard training is required training for all new employees.</p> <p>Each of the Subcommittees have considered further training for staff that needs to be developed beyond the Board's current AODA training.</p>

Compliance

Item	Description	Responsibilities and Timelines	Implementation
Lead Compliance	Transition the Human Rights Office to take the lead on board compliance with the provisions of the Accessibility for Ontarians with Disabilities Act, 2005 (AODA).	<p><u>Responsibility:</u> Human Resource Services, Human Rights Commissioner's Office</p> <p><u>Timeline:</u> August - December 2017</p>	The Human Rights Commissioner's Office (HRCO) has taken the lead on Board compliance with the provisions of the AODA.

Accessibility Working Committee (AWC)	Several members of the Accessibility Working Committee are original to the committee and others have undergone significant role changes. Membership will be refreshed to confirm representation and engagement.	<u>Responsibility:</u> Human Rights Commissioner's Office, Human Resource Services <u>Timeline:</u> November 2017 - February 2018	During the 2017/2018 school year, the Accessibility Working Committee existed from September to December 2017. The AODA Advisory Committee was established in January 2018.
AWC Project Teams (previously sub-committees)	Based on the AWC's recommendation and the new Multi-Year Plan (Accessibility Plan), there is a need to continue with and start new project teams.	<u>Responsibility:</u> Human Rights Commissioner's Office, Accessibility Working Committee/AODA Advisory Committee <u>Timeline:</u> November 2017 - February 2018	Seven subcommittees were established under the AODA Advisory Committee: (1) Plant & Planning Services Subcommittee (2) Barrier Busters (3) Student Services Subcommittee (4) Human Resources Subcommittee (5) Curriculum (Library) Working Group (6) Digital Media, Website Management & Learning Subcommittee (7) YRDSB Accessibility Policy Review Subcommittee
Municipal Diversity and Inclusion Group (MDIG)	Revisit Project Charter roll-out/tasks required to align with MDIG.	<u>Responsibility:</u> Human Rights Commissioner's Office, Accessibility Working Committee/AODA Advisory Committee <u>Timeline:</u> Spring 2018	In June of 2018 the Inclusion Charter for York Region was presented and endorsed. This Charter reflects the YRDSB commitments to student achievement, well-being, excellence in equity, inclusive leadership and building collaborative relationships. In June of 2018, YRDSB created and signed a commitment to the Inclusion Charter.

MULTI-YEAR ACCESSIBILITY PLAN 2018 – 2022

The YRDSB remains firmly committed to ensuring that all stakeholders served, are provided with a barrier free environment that affords them independence and, where they are treated with dignity. We believe that all members of the YRDSB community have the right to experience inclusion, diversity, and equal opportunity in all aspects of their interactions with the YRDSB .

The Multi-Year Accessibility Plan (2018 – 2022) outlines the YRDSB’s commitment and implementation strategy to meeting the needs of persons with disabilities in a timely manner and being proactive in identifying and removing possible barriers to accessibility and stigma in accordance with the AODA and the Human Rights Code. Compliance processes and achievements that were implemented in the first 5-Year Multi-Year Plan (2012-2017) are ongoing and operational. The details of many of these processes and achievements are documented as part of routine operations and practices, and as such are excluded in this go-forward document.

INTEGRATED ACCESSIBILITY STANDARDS

Accessibility standards are laws that our board must follow to become more accessible. They help identify and remove barriers to improve accessibility for people with disabilities in 5 areas of daily life. In addition to the 5 standards, there are general and compliance requirements as follows:

GENERAL REQUIREMENTS

Standard 1: INFORMATION AND COMMUNICATION STANDARDS

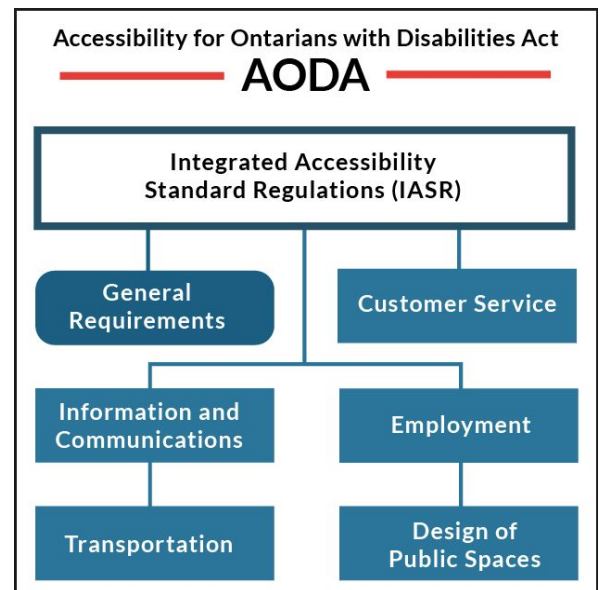
Standard 2: EMPLOYMENT STANDARDS

Standard 3: TRANSPORTATION STANDARDS

Standard 4: DESIGN OF PUBLIC SPACES STANDARDS

Standard 5: CUSTOMER SERVICE STANDARDS

COMPLIANCE



SCHOOL YEAR 2018-2019

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
GENERAL REQUIREMENTS	Policy	Update all policy and procedures in an accessible format as part of Policy Review Process.	Board and Trustee Services, Corporate Communications, Director's Office	January 2019
	Training	Continue to develop strategies to improve monitoring of compliance training for all staff and volunteers, including <i>AODA for Educators, AODA Working Together (6 Part Series)</i> . Monitoring includes reconciliation with HR and LMS systems. Streamline the reconciliation process through the development and implementation of integrated reports based on requirements gathered in 2017-18.	Human Rights Commissioner's Office, Human Resource Services, Leadership Development	Ongoing
1: INFORMATION AND COMMUNICATION STANDARDS	Feedback	Update the Barrier Buster, the board's vehicle for receiving feedback on barriers, to expand list of potential barriers.	Human Rights Commissioner's Office, Accessibility Working Committee	Fall 2018
		Develop a process to, and engage in, auditing all work locations to ensure that they have visible Customer Feedback forms available to all, including the public. Include as part of the audit, verification that 'How May I Help You' signs are posted in visually appropriate areas e.g. entrance doors, reception.	Human Rights Commissioner's Office, Accessibility Working Committee	Fall 2018
		Continue to receive feedback on barriers and inefficiencies to incorporate into the MYP.	Human Rights Commissioner's Office, Corporate Communication, Accessibility Working Committee members	Ongoing

	Accessible formats and communication supports	<p>Develop a process for staff to support requests from the public for accessible formats. Train all staff who engage with public on the process.</p> <p>Provide accessible or conversion ready versions of printed materials that are educational or training supplementary learning resources.</p>	Student Services, Corporate Communications, Human Rights Commissioner's Office	Spring 2019
	Accessible websites and web content	<p>Re-run (in alternate years) the full day 'Making Word, Excel and PDFs Documents Accessible' for those who are new key content contributors to the Board's public facing website. Assess licensing requirements for latest Adobe Acrobat that provides the Accessibility Checker application.</p> <p>Establish a Web Advisory Subcommittee under the direction of the Accessibility Working Committee to help identify training needs specific to accessible websites and web content.</p>	Human Rights Commissioner's Office, Leadership Development, ITS	Ongoing
		Revisit the Webcast/Video/Document AODA Protocol , finalize and implement.	Human Rights Commissioner's Office, Learning Design and Development, Corporate Communications	Spring 2019
		<p>Continue to implement strategies and monitor public facing websites for compliance ensuring any web content posted after January 1, 2012 meets Web Content Accessibility Guidelines (WCAG) 2.0 Level A.</p> <p>Continue to implement strategies and monitor public facing websites and web content posted after January 1, 2012 for compliance ensuring they meet</p>	Corporate Communications, Key Content Contributors	<p>Ongoing</p> <p>By January 1, 2021</p>

		<p>WCAG 2.0 Level AA other than criteria 1.2.4 (live captions) and 1.2.5 (pre-recorded audio descriptions)</p> <p>Use <i>Siteimprove</i> to identify inaccessible web sites or web content.</p> <p>Continue training departmental content owners to build internal capacity for creating accessible digital documents and information.</p>		
	Educational and training resources and material, etc.	Revisit resources in draft form that would support educational and training resources and material e.g. Planning Accessible Conferences, Meetings, Other Events & Making Word, Excel and PDF Documents Accessible	Human Rights Commissioner's Office, Accessibility Working Committee, Corporate Communications and Leadership Development	Spring 2019
2: EMPLOYMENT STANDARDS	Disability Management	Create and administer an employee disability management satisfaction tool to gather information indicating whether or not employees feel/felt supported throughout their involvement with the disability management process. Based on this data, program improvements will be developed and implemented.	Human Resource Services - Disability Management	School year
	Mental Health	Develop Mental Health support implementation plan based on feedback received from the Guarding Minds at Work Survey.	Stakeholder committee led by HRS	School year
	Assistive Devices/Support	<p>Continue to explore and provide appropriate assistive devices to staff who are struggling at work.</p> <p>Continue to explore and provide appropriate support to candidates who apply to work with the Board.</p>	Human Resource Services - Disability Management and Recruitment	Ongoing

	Attendance Management Supports	Review the supportive conversation process with key stakeholder and revise accordingly.	Human Resource Services - Attendance Support	School year
3: TRANSPORTATION STANDARDS	Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> • Accessibility equipment • Storage of mobility aids • Service disruptions 	Transportation Services Student Services	Ongoing
	Safety	Collaborate with school staff on the following safety measures and compliance: <ul style="list-style-type: none"> • pre-boarding and on-board announcement requirements • Safety plan implementation • Medical plan implementation • Seat belt clips 	Transportation Services Operations	Ongoing
	Accessibility	Engage in ongoing training to support policy and protocol implementation and compliance.	Transportation Services	Ongoing
	Service Animals	Continued education and outreach solutions to be developed to increase public awareness on service animals including ways to safely transport the animal.	Transportation Services	Ongoing
	Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> • Accessibility equipment • Storage of mobility aids • Service disruptions 	Transportation Services Student Services	Ongoing
4: DESIGN OF PUBLIC SPACES STANDARDS	Accessibility Upgrades	<p>Accessibility upgrades are completed annually based on a multi-year plan with priority given to buildings with student or staff needs.</p> <p>Plant Services will continue to comply with the regulation and apply the new standards when</p>	Plant Services	Ongoing

		designing new facilities and when carrying modification to existing facilities. When identified and when viable to do so, existing non-conforming facilities will be brought up to the new standards as per the legislation.		
	Interior spaces	New and renewed interior public spaces are built to comply with or exceed governing codes and regulations.	Plant Services	Ongoing
	Exterior spaces	<p>New and renewed exterior public spaces are built to comply with governing regulations and guides. Development of standard details for school based request to meet or exceed governing regulations and guides.</p> <p>Newly constructed outdoor public spaces and all services areas (built after January 1, 2018) will meet all requirements, including:</p> <ul style="list-style-type: none"> ● Recreational areas ● Public eating areas ● Outdoor play areas ● Exterior paths ● Accessible parking 	Plant Services	Ongoing
5: CUSTOMER SERVICE STANDARDS	Training & Monitoring	<p>Continue to develop strategies to improve monitoring of compliance training for current and new employees, including Accessibility Standards for Customer Service. Monitoring includes reconciliation with HR and LMS systems.</p> <p>Streamline the reconciliation process through the development and implementation of integrated reports based on requirements gathered in 2017-18.</p>	Human Rights Commissioner's Office, Leadership Development, School Operations, Plant Services, Human Resource Services	Ongoing
	Training	Review, differentiate & update current training to reflect new legislation and updated approaches.	Human Rights Commissioner's Office, Leadership Development, School Operations, Accessibility	Ongoing

			Working Committee	
COMPLIANCE	Communication Plan	Develop a communication plan based on a school year cycle, to improve awareness of compliance items and effective practices.	Human Rights Commissioner's Office, Accessibility Working Committee, Corporate Communications	June 2019
	AWC Project Teams (previously sub-committees)	Based on the AWC's recommendation and the Multi-Year Plan (Accessibility Plan), there is a need to continue with and start new project teams.	Human Rights Commissioner's Office, Human Resource Services, Leadership Development	Ongoing
	Superintendent Monitoring	Develop a set of monitoring questions categorized by 'area of responsibility' to be part of the 'check-in' process.	Human Rights Commissioner's Office, Accessibility Working Committee, Senior Team	September 2018 - June 2019

SCHOOL YEAR 2019-2020

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
GENERAL REQUIREMENTS	Policy	Update all policy and procedures in an accessible format as part of Policy Review Process.	Board and Trustee Services, Corporate Communications, Director's Office	June 2020
	Training	Review external resources produced by others and determine those that would support capacity building in AODA compliance areas. Implement accordingly.	Human Rights Commissioner's Office, Corporate Communications, ITS	June 2020
1: INFORMATION AND COMMUNICATION STANDARDS	Feedback	Continue to receive feedback on barriers and inefficiencies to incorporate into MYP and make improvements.	Human Rights Commissioner's Office, Corporate Communications, Accessibility Working Committee members	Ongoing
	Accessible websites and web content	Share the accessibility formatted school newsletter templates with a focus group and determine a process to implement in schools.	ITS, Human Rights Commissioner's Office	Spring 2020
		Continue to implement strategies and monitor public facing websites for compliance ensuring any web content posted after January 1, 2012 meets Web Content Accessibility Guidelines (WCAG) 2.0 Level A	Corporate Communications, Key Content Contributors	Ongoing
		Continue to implement strategies and monitor public facing websites and web content posted after January 1, 2012 for compliance ensuring they meet WCAG 2.0 Level AA other than criteria 1.2.4 (live captions) and 1.2.5 (pre-recorded audio descriptions)		By January 1, 2021
	Educational and training resources and material, etc.	Revisit resources that would support educational and training resources and material e.g. I am an Accessible Presenter	Human Rights Commissioner's Office, Accessibility Working	Ongoing

		<p>Create the Digital Media Services (DMS) Working Group under the direction of the Accessibility Working Committee to ensure prompt and cost-effective captioning of material</p> <p>Adopt the Described and Caption Media Program (DCMP) Captioning Key as the standard and best practice for video transcription and closed captioning.</p>	Committee, Corporate Communications, Leadership Development	
2: EMPLOYMENT STANDARDS	Mental Health	Continue work on the established plan created by stakeholder group.	Human Resource Services to lead	Ongoing
	Disability Management	Based on data from the employee disability management satisfaction tool, develop and implement program improvements.	Human Resource Services - Disability Management	School Year
	Assistive Devices	<p>Continue to explore and provide appropriate assistive devices to staff who are struggling at work.</p> <p>Continue to explore and provide support to applicants applying to work at the Board.</p>	Human Resource Services - Disability Management Recruitment	Ongoing
	Attendance Management Supports	Engage in supportive conversations as a proactive approach to support employee absences and attend to employee needs. Continue to develop appropriate resources.	Human Resource Services - Attendance Support	Ongoing
3: TRANSPORTATION STANDARDS	Communication	<p>Collaborate with Student Services & principals to ensure communication and compliance regarding:</p> <ul style="list-style-type: none"> • Accessibility equipment • Storage of mobility aids • Service disruptions 	Transportation Services Student Services	Ongoing
	Safety	<p>Collaborate with school staff on the following safety measures and compliance:</p> <ul style="list-style-type: none"> • pre-boarding and on-board announcement requirements • Safety plan implementation • Medical plan implementation 	Transportation Services Operations	Ongoing

		<ul style="list-style-type: none"> • Seat belt clips 		
	Accessibility	Engage in ongoing training to support policy and protocol implementation and compliance.	Transportation Services	Ongoing
	Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> • Accessibility equipment • Storage of mobility aids • Service disruptions 	Transportation Services Student Services	Ongoing
4: DESIGN OF PUBLIC SPACES STANDARDS	Accessibility Upgrades	Accessibility upgrades are completed annually based on a multi-year plan with priority given to buildings with student or staff needs.	Plant Services	Ongoing
	Interior spaces	New and renewed interior public spaces are built to comply with or exceed governing codes and regulations.	Plant Services	Ongoing
	Exterior spaces	New and renewed exterior public spaces are built to comply with governing regulations and guides. Development of standard details for school based request to meet or exceed governing regulations and guides.	Plant Services,	Ongoing
5: CUSTOMER SERVICE STANDARDS	Training & Monitoring	Continue to develop strategies to improve monitoring of compliance training for current and new employees, including Accessibility Standards for Customer Service.	Human Rights Commissioner's Office, Leadership Development, School Operations	Ongoing
	Training	Review, differentiate & update current training to reflect new legislation and updated approaches.	Human Rights Commissioner's Office, Leadership Development, School Operations	Ongoing
COMPLIANCE	Beyond Compliance Tool	Complete the Beyond Compliance survey to continue to generate ideas to improve accessibility.	Human Rights Commissioner's Office, Accessibility Working Committee	Spring 2020
	BWW	Revisit the Accessibility web pages and make improvements.	Human Rights Commissioner's	September 2019 -

			Office, Corporate Communications, ITS	June 2020
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SCHOOL YEAR 2020-2021

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
GENERAL REQUIREMENTS	Policy	Update all policy and procedures in an accessible format as part of Policy Review Process.	Board and Trustee Services, Corporate Communications, Director's Office	June 2021
1: INFORMATION AND COMMUNICATION STANDARDS	Feedback	Continue to receive feedback on barriers and inefficiencies to incorporate into MYP and make improvements.	Human Rights Commissioner's Office, Corporate Communications, Accessibility Working Committee members	Ongoing
	Accessible websites and web content	Re-run (in alternate years) the full day 'Making Word, Excel and PDFs Documents Accessible' for those who are new key content contributors to the board's public facing website. Assess licensing requirements for latest Adobe Acrobat that provides the Accessibility Checker application.	Human Rights Commissioner's Office, Leadership Development, ITS	Ongoing
		Continue to implement strategies and monitor public facing websites for compliance ensuring any web content posted after January 1, 2012 meets Web Content Accessibility Guidelines (WCAG) 2.0 Level A Continue to implement strategies and monitor public facing websites and web content posted after January 1, 2012 for compliance ensuring they meet WCAG 2.0 Level AA other than criteria 1.2.4 (live captions) and 1.2.5 (pre-recorded audio descriptions)	Corporate Communications, Key Content Contributors	Ongoing By January 1, 2021
2: EMPLOYMENT STANDARDS	Disability Management	Continue work established from program review.	Human Resource Services - Disability Management	Ongoing
	Mental Health	Continue work on the established	Human Resource	Ongoing

		plan created by stakeholder group.	Services to lead	
	Assistive Devices	Continue to explore and provide appropriate assistive devices to staff who are struggling at work. Continue to explore and provide support to applicants applying to work at the Board.	Human Resource Services – Disability Management Recruitment	Ongoing
	Attendance Management Supports	Engage in supportive conversations as a proactive approach to support employee absences and attend to employee needs. Continue to develop appropriate supportive resources.	Human Resource Services- Disability Management	Ongoing
3: TRANSPORTATION STANDARDS	Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> • Accessibility equipment • Storage of mobility aids • Service disruptions 	Transportation Services Student Services	Ongoing
	Safety	Collaborate with school staff on the following safety measures and compliance: <ul style="list-style-type: none"> • pre-boarding and on-board announcement requirements • Safety plan implementation • Medical plan implementation • Seat belt clips 	Transportation Services Operations	Ongoing
	Accessibility	Engage in ongoing training to support policy and protocol implementation and compliance.	Transportation Services	Ongoing
	Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> • Accessibility equipment • Storage of mobility aids • Service disruptions 	Transportation Services Student Services	Ongoing
4: DESIGN OF PUBLIC SPACES STANDARDS	Accessibility Upgrades	Accessibility upgrades are completed annually based on a multi-year plan with priority given to buildings with student or staff needs.	Plant Services	Ongoing
	Interior spaces	New and renewed interior public	Plant Services	Ongoing

		spaces are built to comply with or exceed governing codes and regulations.		
	Exterior spaces	New and renewed exterior public spaces are built to comply with governing regulations and guides. Development of standard details for school based request to meet or exceed governing regulations and guides.	Plant Services	Ongoing
5: CUSTOMER SERVICE STANDARDS	Training & Monitoring	Continue to develop strategies to improve monitoring of compliance training for current and new employees, including <i>Accessibility Standards for Customer Service</i> .	Human Rights Commissioner's Office, School Operations, Leadership Development	Ongoing
	Training	Review, differentiate & update current training to reflect new legislation and updated approaches.	Human Rights Commissioner's Office, School Operations, Leadership Development	Ongoing
COMPLIANCE	BWW	Continue to revisit and update the Accessibility web pages and make improvements.	Human Rights Commissioner's Office, Corporate Communications, ITS	September 2020 - June 2021

SCHOOL YEAR 2021-2022

STANDARD	ITEM	DESCRIPTION	RESPONSIBILITY	TIMELINE
GENERAL REQUIREMENTS	Policy	Update all policy and procedures in an accessible format as part of Policy Review Process.	Board and Trustee Services, Corporate Communications, Director's Office	June 2022
1: INFORMATION AND COMMUNICATION STANDARDS	Feedback	Continue to receive feedback on barriers and inefficiencies to incorporate into MYP and make improvements.	Human Rights Commissioner's Office, Corporate Communications, Accessibility Working Committee members	Ongoing
	Accessible websites and web content	Continue to implement strategies and monitor public facing websites for compliance ensuring any web content posted after January 1, 2012 meets Web Content Accessibility Guidelines (WCAG) 2.0 Level A Continue to implement strategies and monitor public facing websites and web content posted after January 1, 2012 for compliance ensuring they meet WCAG 2.0 Level AA other than criteria 1.2.4 (live captions) and 1.2.5 (pre-recorded audio descriptions)	Corporate Communications, Key Content Contributors	Ongoing Ongoing
2: EMPLOYMENT STANDARDS	Mental Health	Continue work on the established plan created by stakeholder group.	Human Resource Services to lead	Ongoing
	Disability Management	Continue to monitor and support programming based on employee disability management satisfaction tool	Human Resource Services	Ongoing
	Assistive Devices	Continue to explore and provide appropriate assistive devices to staff who are struggling at work.	Human Resources- Disability Management Recruitment	Ongoing

		Continue to explore and provide support to applicants applying to work at the Board.		
	Attendance Management Supports	Engage in supportive conversations as a proactive approach to support employee absences and attend to employee needs.	Human Resources	Ongoing
3: TRANSPORTATION STANDARDS	Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> • Accessibility equipment • Storage of mobility aids • Service disruptions 	Transportation Services Student Services	Ongoing
	Safety	Collaborate with school staff on the following safety measures and compliance: <ul style="list-style-type: none"> • pre-boarding and on-board announcement requirements • Safety plan implementation • Medical plan implementation • Seat belt clips 	Transportation Services Operations	Ongoing
	Accessibility	Engage in ongoing training to support policy and protocol implementation and compliance.	Transportation Services	Ongoing
	Communication	Collaborate with Student Services & principals to ensure communication and compliance regarding: <ul style="list-style-type: none"> • Accessibility equipment • Storage of mobility aids • Service disruptions 	Transportation Services Student Services	Ongoing
4: DESIGN OF PUBLIC SPACES STANDARDS	Accessibility Upgrades	Accessibility upgrades are completed annually based on a multi-year plan with priority given to buildings with student or staff needs.	Plant Services	Ongoing
	Interior spaces	New and renewed interior public spaces are built to comply with or exceed governing codes and regulations.	Plant Services	Ongoing
	Exterior spaces	New and renewed exterior public spaces are built to comply with governing regulations and guides. Development of standard details for	Plant Services	Ongoing

		school based request to meet or exceed governing regulations and guides.		
5: CUSTOMER SERVICE STANDARDS	Training & Monitoring	Continue to develop strategies to improve monitoring of compliance training for current and new employees, including <i>Accessibility Standards for Customer Service</i> .	Human Rights Commissioner's Office, School Operations, Leadership Development	Ongoing
	Training	Review, differentiate & update current training to reflect new legislation and updated approaches.	Human Rights Commissioner's Office, School Operations, Leadership Development,	Ongoing
COMPLIANCE	BWW	Continue to revise and revisit the Accessibility web pages and make improvements.	Human Rights Commissioner's Office, Corporate Communications, ITS	September 2021 - June 2022

Appendix 1 - AODA Advisory Committee Terms of Reference 2018 – 2019

As per Ministry direction, Accessibility will fall under the newly created Human Rights Commissioner's Office. On January 18, 2018, the AODA Advisory Committee replaces the Accessibility Working Group.

Purpose

Under the direction of the Human Rights Commissioner's Office (HRCO), the York Region District School Board's ("the Board") commitment to the Accessibility for Ontarians with Disabilities Act ("the AODA") is articulated through the work of the AODA Advisory Committee.

Mandate

The work of the AODA Advisory Committee includes but is not limited to:

- Ensuring that the Board maintains and complies with the requirements of the AODA.
- Providing leadership, review and recommendations to the various constituencies within the Board on AODA compliance, along with the goal of identifying and eliminating of barriers in the service, work and learning environment for our students, teachers, Board staff, volunteers and other relevant stakeholders.
- Identifying concerns based on feedback, respond appropriately on any gaps with the goal of recommending systemic changes as may be required.
- Developing the multi-year and annual accessibility plan in accordance with the Customer Service, IASR (Employment, Information and Communication and Transportation Standard) and the Built Environment Design of Public Spaces Standard.
- Ensuring that the accessible plans conform to the principles of the AODA and Ontario Human Rights Commission policies and are available to the public in accessible format on request.
- Championing and integrating accessibility and universal design principles while promoting, planning and implementing AODA deliverables to strengthen a culture of inclusion within the Board.
- Ensuring that the Board maintains and complies with the requirements of the AODA.
- Providing recommendations relating to the provisions of the AODA to the Board's senior leadership team and the Director of Education.
- Identifying the roles and responsibilities relating to Board programs, departments and units as it relates to the facility, delivery of accessible goods and services to students, teachers, Board staff, volunteers and other relevant stakeholders.
- Assisting the Board in promoting an accessible, respectful and welcoming environment.
- Providing guidance on all matters related to the implementation of the AODA, including but not limited to the Customer Service, Employment, Built Environment, Information and Communication and Transportation Standards.
- Ensure that all material developed by the AODA Committee is available in accessible format.

AODA Advisory Committee Co Chairs

Anthony Anirud	Human Rights Commissioner
Shellyann Rodney	Investigations Officer (acting as Interim AODA Accessibility Officer)

AODA Advisory Committee Composition

The AODA Committee shall be composed of 17 members (5 unions, 4 managers and coordinators, 3 human resources staff, 2 board trustees, 2 school administrators, 2 plant and facility, 2 vice chairs (ex officio) HRCO, 1 administrative assistant (Ex officio):

- 1 ETFO - YR member (union)
- 1 EFTO - OT member (union)
- 1 CUPE 1734 member (union)
- 1 CUPE 1196 member (union)
- 1 OSSTF member (union)
- 1 OPSEU member (union)
- 1 PPSP member (union)
- 2 members from Human Resources
- 2 members who are Board Trustees
- 2 members who are School Administrators (1 elementary and 1 secondary)
- 4 members who are managers or coordinators
- 2 Plant and Facility
- 1 member from PEAC
- 1 member from SEAC
- 1 member from EIAC
- 1 Teacher Equity Liaison

Committee Members as of November 2018

Adams, Dawn	Property Planning	Johnson, Brenda	PSSP
Anirud, Anthony	Human Rights Commissioner's Office	Khushal, Shelly	HRCO
Banerjee, Lopa	PEAC	Logue, Susan	Caring Safe Schools & Comm Services
Baxter-Lyn, Nicole	Equity Teacher Facilitator	Long, Gail	Human Resource Services
Beetlestone, Pam	ETFO YR	Loya, Mark	Human Resource Services
Bett, Karen	Leadership Development	Luong, Stephanie	Corporate Communications
Brusselers, Dale	Corporate Communications (Dir Office)	Nunes, Susie	Continuing Education
Burgis, Julie	HRCO	Parker, Jackie	CUPE 1734
Chan, Carol	Trustee	Petri, Derek	Facilities Services
CUPE 1196	President	Richarz, Susan	OPSEU
Estriga, Teresa	Disability Management (HRS)	Robbins, Tom	CUPE 1734
Flynn, James	Principal (Elementary)	Rodney, Shellyann	HRCO
Harrison, Gerald	OSSTF	Rutledge, Steve	Learning Resource Services

Sellers, John Enterprise Application Support
Selvazzo, Robert Facilities Services
Smith, Jacqueline Enterprise Application Support
Starr, Rhonda ETFO OT
Swaine, Wendy Regional Special Ed Services

Vellathottam, George Curriculum Services
Viney, Carolyn SEAC
Wieringa, Tina Leadership Development
Willis, Dan Transportation

Sub-Committees

Plant & Planning Services & Barrier Buster

The Plant & Planning Services Subcommittee & Barrier Buster (PPSBB) is responsible for reviewing relevant Board projects and site plans to promote compliance with the AODA legislation regarding barrier-free accessible buildings. It is also responsible for reviewing submissions sent by member of the Board community through the online Barrier Busters form for referral to Plant Services or other relevant Board unit. Recommendations arising out of this review process are conveyed to project managers and other relevant Board staff in various departments for review and follow up. It is composed of two specialized working groups:

- Barrier Buster +
- Planning Services

Barrier Buster Committee Members

1. Anthony Anirud
2. Shellyann Rodney
3. Julie Burgis
4. Shelly Khushal
5. Robert Selvazzo
6. Derek Petri

Planning Services Committee Members

1. Dawn Adams
2. James Flynn
3. Carol Chan
4. Lopa Banerjee (PEAC)
5. Susie Nunes

Student Services

The mandate of the Student Services Subcommittee (SSS) is to consider accessibility issues pertaining specifically to students and their accessibility to programming and services at the YRDSB.

Student Services Committee Members

1. Nicole Baxter-Lyn
2. Jackie Parker (CUPE 1734)
3. Tom Robbins (CUPE 1734)
4. Wendy Swaine
5. Carol Viney (SEAC)
6. Lopa Banerjee (PEAC)
7. Susan Richarz (OPSEU)

Human Resources

The Human Resources Subcommittee (HRS) is charged with reviewing all aspects of Human Resources pertaining to areas of HR specific to accessibility impacting on recruitment, hiring, disability management, duty to accommodate, and any other issues relevant to employee/employer relationships.

Human Resources Committee Members

1. Gail Long
2. Teresa Estriga
3. Gerald Harrison (OSSTF)
4. Jackie Parker (CUPE1734)
5. Tom Robbins (CUPE 1734)

Curriculum (Library)

The mandate of the Curriculum Working Group (CWG) is to consider inclusive design for learning practice with regards to curriculum, learning materials and resources and instruction, as it pertains to accessibility.

Curriculum Working Group Members

1. George Vellathottam
2. Steve Rutledge

Digital Media, Website Management & Learning

This subcommittee is responsible for all aspects of AODA compliance with regard to Communications and IT Services at the Board

Digital Media, Website Management & Learning Working Group Members

1. Karen Bett
2. Jacqueline Smith
3. John Sellers
4. Tina Wieringa
5. Dale Brusselers
6. Stephanie Luong

YRDSB Accessibility Policy Review

The YRDSB Accessibility Policy Review Subcommittee (YAPRS) is responsible for reviewing Policy #407.0 and Policy #425.0 for the purpose of combining them into one comprehensive accessibility policy.

1. Anthony Anirud
2. Mark Loya
3. Tod Dungey
4. Stephanie Lynn
5. Shellyann Rodney

Appendix 2 – AODA DEFINITIONS

A number of terms used throughout the Plan are clarified by the following definitions.

Accessibility

Ability to be reached; easy to approach, enter, speak with or use.

Barrier

Anything that prevents a person with a disability from full participation in all aspects of society because of his or her disability, including:

Architectural

Building design, area adjacent to the building, shape of room, size of doorways, etc.

Attitudinal

Staff who do not know how to communicate with people with disabilities; staff who refuse to provide service; discriminatory behaviours.

Communication

Difficulties receiving information in person or by telephone; difficulties interacting with receptionists or other staff; difficulties receiving training.

Information

Inadequate or incomprehensible signage, difficulties reading brochures, forms, manuals, web sites, fax transmissions, equipment labels, computer screens, etc.

Physical

Objects added to the environment: doors, windows, elevators, furniture, workstations, recreational facilities, playgrounds, bathroom hardware, etc.

Policy or Practice

Rules, regulations and protocols that prevent one from performing his/her job satisfactorily; or from serving the public; or that restrict public participation.

Technological

Computers, photocopiers, fax machines, telephones and switches, inadequate or inappropriate assistive technologies.

Disability

- (a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- (b) a condition of mental impairment or a developmental disability,
- (c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- (d) a mental disorder, or
- (e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997; ("handicap")

Appendix 3 - Inclusion Charter - collaboration with Municipal Diversity & Inclusion Group

Together with other participating organizations, The Regional Municipality of York is committed to taking action to achieve the vision of the Charter in our organization and in the community. The Charter supports York Region's vision to promote an inclusive community that is welcoming of all people and will be accomplished through an inclusion action plan. The Region Celebrates its growing and diverse population as a source of strength, vitality and economic opportunity, and is committed to creating an inclusive organization that attracts and retains the best talent, promotes innovation and achieves exceptional customer experience for those we serve.

The Inclusion Charter for York Region is a partnership initiative that brings together businesses, community organizations, municipalities, police services, hospitals, school boards, conservation authorities and agencies with a common commitment to create an inclusive environment with equality for all who work, live and play here. Together our organizations share the vision of York Region as a welcoming and inclusive community where diversity is celebrated and where everyone can develop to their full potential, participate freely in society and live with respect, dignity and freedom from discrimination.

The Charter reflects the YRDSB commitments to student achievement, well-being, excellence in equity, inclusive leadership and building collaborative relationships. YRDSB is committed to ensuring an equitable and inclusive learning and working environment that upholds and reflects the Seven Guiding Principles of [Ontario's Equity and Inclusive Education Strategy](#) and the eight focus areas for equity and inclusive education within the [Policy and Program Memorandum No. 119](#).

By endorsing this Charter we affirm our commitment to inclusion, whereby all people feel they belong and have access to the same opportunities. The Charter is an evolving document that supports existing federal and provincial legislation that promote human rights and accessibility.

Endorsement of Charter

June 28, 2018 - Bruce Macgregor, Chief Administrative Officer, presented the Inclusion Charter for York Region, a community initiative with a common commitment to creating inclusive communities in York Region.

The Inclusion Charter for York Region was developed in collaboration with the Municipal Diversity and Inclusion Group and the Community Partnership Council. Over 1,800 residents and organizations were consulted throughout its development. It was moved by Mayor Scarpitti and seconded by Mayor Hackson.

**YORK REGION DISTRICT SCHOOL BOARD
AUDIT COMMITTEE REPORT TO THE BOARD
2017-2018 AUDITED FINANCIAL STATEMENTS**

Background:

To present to the Board for approval the 2017-2018 Audited Financial Statements.

Rationale:

The primary role of the audit committee is to assist the Board of Trustees in fulfilling its duties related to governance and oversight.

BDO Canada LLP introduced the 2017-2018 Audited Financial Statements and presented the 2017-2018 Auditor's Report and Management Letter to the Audit Committee on Wednesday, November 28, 2018.

The Audit Committee is satisfied with the Auditor's Report and 2017-2018 Audited Financial Statements and in accordance with Ontario Regulation 361/10, Audit Committees, is recommending that the Board approve the 2017-2018 Audited Financial Statements.

Relationship to Board Priorities:

Stewardship of Board Resources - To ensure that we create safe, healthy and inclusive learning and working environments, develop the knowledge, skills and attitudes to remove barriers in support of all learners, build trusting relationships based on respectful and responsive communication and lead ethically by focusing on students and upholding our values.

Estimated Cost:

Not applicable.

Timeline:

Not applicable.

Recommendation:

That the York Region District School Board approve the Audited Financial Statements for the year ended August 31, 2018.

Communications Implementation Plan:

Coordinating Council of Superintendents
Audit Committee Meeting
Board Meeting

November 21, 2018
November 28, 2018
December 11, 2018

Appended Data:

Appendix A - 2017-2018 Audited Financial Statements

Respectfully submitted,

Chief Financial Officer
Wanda Muirhead-Toporek

December 11, 2018

For further information, please contact Chief Financial Officer W. Muirhead-Toporek, or the Director of Education.

Financial statements of

York Region District School Board

For the year ended August 31, 2018

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York Region District School Board

August 31, 2018

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Management Report

Year ended August 31, 2018

Re: Management's Responsibility for the Financial Statements

The accompanying financial statements of the York Region District School Board are the responsibility of the Board's management and have been prepared in accordance with the Financial Administration Act, supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act, as described in Note 1(a) to the financial statements.

The preparation of the financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Board management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the financial statements. These systems are monitored and evaluated by management.

The Audit Committee of the Board meets with the external auditors to review the financial statements and discuss any significant financial reporting or internal control matters prior to the Board of Trustee's approval of the financial statements.

The financial statements have been audited by BDO Canada LLP, independent external auditors appointed by the Board. The accompanying Independent Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the Board's financial statements.

Director of Education

Chief Financial Officer

_____, 2018
Date

_____, 2018
Date

Independent Auditor's Report

To the Board of Trustees of the York Region District School Board

We have audited the accompanying financial statements of York Region District School Board, which comprise the statement of financial position as at August 31, 2018, and the statements of operations and accumulated surplus, change in net debt, and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation of these financial statements in accordance with the basis of accounting described in Note 1(a) to the financial statements and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements of York Region District School Board as at and for the year ended August 31, 2018 are prepared, in all material respects, in accordance with the basis of accounting described in Note 1(a) to the financial statements.

Emphasis of Matter

Without modifying our opinion, we draw attention to Note 1(a) to the financial statement, which describes the basis of accounting used in the preparation of these financial statements and the significant differences between such basis of accounting and Canadian public sector accounting standards.

BDO Canada LLP
Chartered Professional Accountants, Licensed Public Accountants
Report Date

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York Region District School Board

Statement of financial position as at August 31, 2018

	2018	2017
	\$	\$
Financial assets		
Cash	103,182,960	102,501,986
Short-term investments (Note 2)	298,000,000	242,000,000
Accounts receivable	89,588,131	90,972,363
Accounts receivable - Government of Ontario (Note 3)	635,271,501	691,216,273
Assets held for sale (Note 4)	35,469	-
	1,126,078,061	1,126,690,622
Liabilities		
Accounts payable and accrued liabilities (Note 11)	108,190,081	112,333,847
Other liability (Note 5)	1,923,278	1,923,278
Net long-term borrowings (Note 6)	643,113,097	687,484,318
Deferred revenue	38,346,380	37,140,089
Deferred revenue - other (Note 7)	49,523,824	54,656,054
Retirement and other employee future benefit liabilities (Note 8)	70,625,001	70,955,814
Deferred capital contributions (Note 9)	1,328,163,720	1,323,578,674
	2,239,885,381	2,288,072,074
Net debt	(1,113,807,320)	(1,161,381,452)
Non-financial assets		
Tangible capital assets (Note 10)	1,854,223,542	1,835,874,183
Accumulated surplus (Note 19)	740,416,222	674,492,731

Approved on behalf of the Board

Original signed by _____ Chair of the School Board

Original signed by _____ Director of Education

The accompanying notes to the financial statements are an integral part of this financial statement.

York Region District School Board

Statement of operations and accumulated surplus year ended August 31, 2018

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
Revenues			
Legislative grants	1,344,189,604	1,344,260,173	1,288,307,047
Government of Ontario - other	5,611,986	20,673,405	11,737,901
Government of Canada (Note 14)	211,821	638,479	533,971
Other fees and revenue	65,930,988	100,758,248	92,672,807
Investment income	6,354,426	10,997,922	8,594,867
School fundraising	30,641,000	33,425,643	34,141,075
Amortization of deferred capital contributions (Note 9)	60,505,873	61,738,475	59,487,498
	1,513,445,698	1,572,492,345	1,495,475,166
Expenses (Note 13)			
Instruction	1,147,232,247	1,159,634,159	1,098,632,832
Administration	37,561,972	37,355,327	33,771,167
Pupil transportation	40,643,188	40,410,888	38,288,591
Pupil accommodation	220,150,182	220,846,170	214,411,868
Other	4,767,827	14,558,582	6,246,214
School funded activities	30,641,000	33,763,728	33,841,936
	1,480,996,416	1,506,568,854	1,425,192,608
Annual surplus	32,449,282	65,923,491	70,282,558
Accumulated surplus, beginning of year	632,662,931	674,492,731	604,210,173
Accumulated surplus, end of year (Note 19)	665,112,213	740,416,222	674,492,731

The accompanying notes to the financial statements are an integral part of this financial statement.

York Region District School Board

Statement of change in net debt
year ended August 31, 2018

	Budget	2018	2017
	\$	\$	\$
Annual surplus	32,449,282	65,923,491	70,282,558
Acquisition of tangible capital assets (Note 10)	(60,462,457)	(83,768,869)	(108,502,006)
Amortization of tangible capital assets (Note 10)	64,151,105	64,533,518	61,829,229
Loss (Gain) on sale of tangible capital assets	-	-	403,889
Proceeds on sale of tangible capital assets	-	-	655,186
Less: Gain on sale allocated to deferred revenue	-	-	(637,845)
Transfer to assets held for sale (Note 4)	-	35,469	-
Write-downs of tangible capital assets (Note 10)	-	850,518	901,987
	3,688,648	(18,349,364)	(45,349,560)
Change in net debt	36,137,930	47,574,127	24,932,998
Net debt, beginning of the year	(1,161,381,447)	(1,161,381,447)	(1,186,314,445)
Net debt, end of year	(1,125,243,517)	(1,113,807,320)	(1,161,381,447)

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York Region District School Board

Statement of cash flows year ended August 31, 2018

	2018	2017
	\$	\$
Operating transactions		
Annual surplus	65,923,491	70,282,558
Items not involving cash		
Amortization of tangible capital assets (Note 10)	64,533,518	61,829,229
Write-down of tangible capital assets (Note 10)	850,518	901,987
Loss on disposal of tangible capital assets	-	408,889
Deferred Gain on Sale of tangible capital assets	-	(637,845)
Amortization of deferred capital contributions (Note 9)	(61,738,475)	(59,118,984)
Changes in non-cash working capital		
Short-term investments	(56,000,000)	(4,000,000)
Accounts receivable	1,384,228	(2,642,320)
Accounts receivable - Government of Ontario	55,944,771	25,733,996
Accounts payable and accrued liabilities - including liability for contaminated sites	(4,143,766)	10,777,978
Other liability (Note 5)	-	-
Deferred revenue	1,206,294	2,485,531
Deferred revenue - other	(5,132,230)	1,630,114
Retirement and other employee future benefit liabilities	(330,813)	(6,705,155)
	62,497,536	100,940,978
Capital transactions		
Acquisition and transfer of tangible capital assets	(83,768,869)	(108,502,006)
Proceeds on sale of tangible capital assets	-	655,186
	(83,768,869)	(107,846,820)
Financing transactions		
Proceeds from long-term borrowings	-	-
Repayment of long-term borrowings and sinking fund contributions	(44,371,221)	(43,026,005)
Additions to (disposals from) deferred capital contributions	66,323,528	87,700,840
	21,952,307	44,674,835
Net change in cash	680,974	37,768,993
Cash, beginning of the year	102,501,986	64,732,993
Cash, end of year	103,182,960	102,501,986

The accompanying notes to the financial statements are an integral part of this financial statement.

York Region District School Board

Notes to the financial statements

August 31, 2018

1. Significant accounting policies

The financial statements have been prepared by management in accordance with the basis of accounting described below. The financial statements are the representation of management.

(a) Basis of accounting

The financial statements have been prepared in accordance with the Financial Administration Act supplemented by Ontario Ministry of Education (the "Ministry") memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act.

The Financial Administration Act requires that the financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry of the Province of Ontario. A directive was provided by the Ontario Ministry of Education within memorandum 2004:B2 requiring school boards in Ontario to adopt Canadian public sector accounting standards commencing with their year ended August 31, 2004 and that changes may be required to the application of these standards as a result of regulation.

In 2011, the Government of Ontario passed Ontario Regulation 395/11 of the Financial Administration Act (the "Regulation"). The Regulation requires that contributions received or receivable for the acquisition or development of depreciable tangible capital assets and contributions of depreciable tangible capital assets for use in providing services, be recorded as deferred capital contributions and be recognized as revenue in the statement of operations and accumulated surplus over the periods during which the tangible capital asset is used to provide service at the same rate that amortization is recognized in respect of the related tangible capital asset. The Regulation further requires that if the net book value of the depreciable tangible capital asset is reduced for any reason other than depreciation, a proportionate reduction of the deferred capital contribution along with a proportionate increase in the revenue be recognized. For Ontario school boards, these contributions include government transfers, externally restricted contributions and, historically, property tax revenue.

The accounting policy requirements under Regulation 395/11 are significantly different from the requirements of Canadian public sector accounting standards which require that:

- Government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with Canadian public sector accounting standard PS 3410;
- Externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with Canadian public sector accounting standard PS 3100; and
- Property taxation revenue be reported as revenue when received or receivable in accordance with public sector accounting standard PS3510.

As a result, revenue recognized in the statement of operations and accumulated surplus and certain related deferred revenues and deferred capital contributions would be recorded differently under Canadian public sector accounting standards.

(b) Reporting entity

The financial statements reflect the assets, liabilities, revenues, and expenses of the reporting entity. The reporting entity is comprised of all organizations which are controlled by the York Region District School Board (the "School Board").

School generated funds, which include the assets, liabilities, revenues, and expenses of various organizations that exist at the school level and which are controlled by the School Board, are reflected in the financial statements.

York Region District School Board

Notes to the financial statements

August 31, 2018

1. Significant accounting policies (continued)

(c) Short-term investments

Investments consist of marketable securities which are liquid short-term investments with maturities of one year or less at the date of acquisition, and are carried on the statement of financial position at the lower of cost or market value.

(d) Tangible capital assets

Tangible capital assets are recorded at historical cost less accumulated amortization. Historical cost includes amounts that are directly attributable to acquisition, construction, development or betterment of the tangible capital asset, as well as interest related to financing during construction. When historical cost records were not available, other methods were used to estimate the costs and accumulated amortization.

Tangible capital assets, except land, are amortized on a straight line basis over their estimated useful life, as follows:

Land improvements with finite lives	15 years
Buildings	40 years
Portable structures	20 years
Other buildings	20 years
First-time equipping	10 years
Equipment	5-15 years
Furniture	10 years
Computer hardware	5 years
Computer software	5 years
Vehicles	5-10 years

Tangible capital assets under construction and tangible capital assets that relate to pre-acquisition and pre-construction costs are not amortized until the tangible capital assets are available for productive use.

Land permanently removed from service and held for sale is recorded at the lower of cost and net realizable value. Cost includes amounts for improvements to prepare land for sale or servicing. Buildings permanently removed from service and held for sale cease to be amortized and are recorded at the lower of carrying value and estimated net realizable value. Tangible capital assets which meet the criteria for financial assets are reclassified as "assets held for sale" on the statement of financial position.

Works of art and cultural and historic assets are not recorded as assets in these financial statements.

(e) Deferred revenue

The School Board defers revenue received which relates to future years. These amounts are recognized in the fiscal year in which the services are provided or the related expenses are incurred.

(f) Deferred revenue - other

Certain amounts are received pursuant to legislation, regulation, or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year the related expenses are incurred or services performed.

York Region District School Board

Notes to the financial statements

August 31, 2018

1. Significant accounting policies (continued)

(g) *Deferred capital contributions*

Contributions received or receivable for the purpose of acquiring or developing a depreciable tangible capital asset for use in providing services, or any contributions in the form of depreciable tangible capital assets received or receivable for use in providing services, is recognized as deferred capital contributions as defined in Ontario Regulation 395/11 of the Financial Administration Act. These amounts are recognized as revenue at the same rate as the related tangible capital asset is amortized. The following items fall under this category:

- Government transfers received or receivable for capital purposes;
- Other restricted contributions received or receivable for capital purposes;
- Amounts previously recognized as property tax revenue which were historically used to fund capital assets.

(h) *Retirement and other employee future benefit liabilities*

The School Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, life insurance, health care benefits, dental benefits, retirement gratuity, sick days and worker's compensation benefits.

As part of ratified labour collective agreements for unionized employees that bargain centrally and ratified central discussions with the principals and vice-principals' associations, the following Employee Life and Health Trusts (ELHTs) were established in 2016-17: ETFO, OSSTF. The following ELHTs were established in 2017-18: CUPE and ONE-T for non-unionized employees including principals and vice-principals. The ELHTs provide health, life and dental benefits to teachers (excluding daily occasional teachers), education workers (excluding casual and temporary staff), other school board staff and retired individuals up to a school board's participation date into the ELHT. These benefits are being provided through a joint governance structure between the bargaining/employee groups, school board trustees associations and the Government of Ontario. The Board is no longer responsible to provide certain benefits to ETFO and OSSTF effective June 1, 2017; CUPE and principals-vice-principals effective April 1, 2018; and non-unionized employees effective June 1, 2018. Upon transition of the employee groups' health, dental and life benefit plans to the ELHT, school boards are required to remit a centrally negotiated amount per full-time equivalency (FTE) on a monthly basis. Funding for the ELHTs is based on the existing benefits funding embedded within the Grants for Student Needs (GSN) and additional ministry funding in the form of a Crown contribution as well as a Stabilization Adjustment.

Depending on prior arrangements and employee group, the Board provides health, dental and life insurance benefits for retired individuals and continues to have a liability for payment of benefits for those who are on long-term disability and for some retirees who are retired under these plans.

The School Board has adopted the following policies with respect to accounting for these employee benefits:

- (i) The costs of self-insured retirement and other employee future benefit plans are actuarially determined using management's best estimate of insurance and health care cost trends, disability recovery rates, long-term inflation rates and discount rates. The cost of retirement gratuities is actuarially determined using the employee's salary, banked sick days and years of service as at August 31, 2012 and management's best estimate of discount rates. Any actuarial gains and losses arising from changes to the discount rate are amortized over the expected average remaining service life of the employee group.

For self-insured retirement and other employee future benefits that vest or accumulate over the periods of service provided by employees, such as life insurance and health care benefits for retirees, the cost is actuarially determined using the projected benefit method prorated on service. Under this method, the benefit costs are recognized over the expected average service life of the employee group.

York Region District School Board

Notes to the financial statements

August 31, 2018

1. Significant accounting policies (continued)

For those self-insured benefit obligations that arise from specific events that occur from time to time, such as obligations for worker's compensation, long-term disability and life insurance and health care benefits for those on disability leave, the cost is recognized immediately in the period the events occur. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise.

(ii) The costs of multi-employer defined pension plan benefits, such as the Ontario Municipal Employees Retirement System pension, are the employer's contributions due to the plan in the period;

(iii) The costs of insured benefits are the employer's portion of insurance premiums owed for coverage of employees during the period.

(i) *Reserves and reserve funds*

Certain amounts, as approved by the Trustees, are set aside in reserves and reserve funds for future operating and capital purposes. Transfers to and/or from reserves and reserve funds are an adjustment to the respective fund when approved.

(j) *Government transfers*

Government transfers, which include legislative grants, are recognized in the financial statements in the period in which events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met, and reasonable estimates of the amount can be made. If government transfers contain stipulations which give rise to a liability, they are deferred and recognized in revenue when the stipulations are met.

Government transfers for capital are deferred as required by Regulation 395/11, recorded as deferred capital contributions and recognized as revenue in the statement of operations at the same rate and over the same periods as the tangible capital assets are amortized.

(k) *Investment income*

Investment income is reported as revenue in the period earned.

When required by the funding government or related Act, investment income earned on externally restricted funds such as pupil accommodation, education development charges and special education is added to the balance and forms part of the respective deferred revenue balances.

(l) *Budget figures*

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Trustees. The budget approved by the Trustees is developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model.

(m) *Long-term Debt*

Long-term debt is recorded net of related sinking fund balances.

(n) *Liability for contaminated sites*

The Board annually reviews its sites which are no longer in productive use, to assess whether contamination has occurred that would require the recording of a liability in the financial statements.

York Region District School Board

Notes to the financial statements

August 31, 2018

1. Significant accounting policies (continued)

(o) Use of estimates

The preparation of these financial statements in conformity with the basis of accounting described in Note 1(a) requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the year. Accounts subject to significant estimates include certain accrued liabilities, deferred revenue, the useful lives of tangible capital assets and related amortization as well as assumptions related to employee future benefits. Actual results could differ from these estimates. These estimates are reviewed periodically and, as adjustments become necessary, they are reported in the periods in which they become known.

(p) Property Tax Revenue

Under Canadian Public Sector Accounting Standards, the entity that determines and sets the tax levy records the revenue in the financial statements, which in the case of the School Board, is the Province of Ontario. As a result, property tax revenue received from the municipalities is recorded as part of Provincial Legislative Grants.

2. Short-term investments

Short-term investments are comprised of \$298,000,000 (2017 - \$242,000,000) in commercial Guaranteed Investment Certificates ("GIC's") bearing interest at 1.85%, 2.05%, 2.07%, 2.10%, 2.18% and 2.41% (2017 - 1.10%, 1.55%, 1.59%, 1.60%, 1.61% and 1.80%) per annum, with maturities as follows: September 28, 2018 - \$20,000,000, October 3, 2018 - \$40,000,000, January 9, 2019 - \$20,000,000, April 3, 2019 - \$80,000,000, April 3, 2019 - \$20,000,000, July 26, 2019 - \$20,000,000 and July 31, 2019 - \$98,000,000.

3. Accounts receivable - Government of Ontario

The Province of Ontario replaced variable capital funding with a one-time debt support grant in fiscal 2009-10. York Region District School Board received a one-time grant that recognizes capital debt as of August 31, 2010 that is supported by the existing capital programs. The School Board receives this grant in cash over the remaining term of the existing capital debt instruments. The School Board may also receive yearly capital grants to support capital programs which would be reflected in this account receivable.

The School Board has an account receivable from the Province of Ontario of \$635,271,501 (2017 - \$691,216,273) with respect to capital grants.

4. Assets held for sale

As of August 31, 2018, there was \$35,469 (2017 - \$Nil) assets held for sale.

5. Other liability

Other liability pertain to funds received for the Capacity Building, The Literacy and Numeracy Secretariat Initiative and Lead Teacher and Principal Training Projects managed on behalf of the Ministry. The School Board was named the Coordinating Board who acts as the financial administrator and co-ordinator of the projects. As a result, the amounts received on behalf of the projects and the expenses incurred are not recorded on the School Board's Statement of operations and accumulated surplus. At the end of the projects, any unspent funds must be returned to the Ministry.

York Region District School Board

Notes to the financial statements

August 31, 2018

5. Other liability (continued)

The transactions to date for the projects are as follows:

	2018	2017
	\$	\$
Balance, beginning of year	1,923,278	1,923,278
Expenses on behalf of projects	-	-
Balance, end of year	1,923,278	1,923,278

6. Net long-term debt

Net long-term debt reported on the statement of financial position is comprised of the following:

	2018	2017
	\$	\$
Debentures	592,976,531	629,243,336
Sinking fund debenture	150,000,000	150,000,000
	742,976,531	779,243,336
Less: sinking fund assets	(99,863,437)	(91,759,018)
	643,113,094	687,484,318

Principal repayments and sinking fund contributions relating to net long-term borrowings of \$643,113,094 outstanding as at August 31, 2018 (2017 - \$687,484,318) are due as follows:

	Principal and sinking fund contributions	Interest	Total
	\$	\$	\$
2018-2019	41,858,698	38,496,920	80,355,618
2019-2020	43,885,940	36,469,679	80,355,619
2020-2021	46,023,374	34,332,244	80,355,618
2021-2022	48,277,121	32,078,498	80,355,619
2022-2023	46,984,588	29,701,974	76,686,562
Thereafter	380,623,038	102,583,817	483,206,855
	607,652,759	273,663,132	881,315,891

Retirement of sinking funds in the year that they mature (April 2023) are not included as payments in the above chart. Interest on sinking fund contributions together with remaining contributions and internal appropriations is expected to be sufficient to retire the outstanding sinking fund debenture at maturity.

Debentures mature between April 2023 and March 2041 (2017 - April 2023 and March 2041) and carry interest rates ranging from 2.993% to 6.45% (2017 - 2.993% to 6.45%). Included in the net long-term debt are outstanding sinking fund debentures of \$150,000,000 (2017 - \$150,000,000) secured by sinking fund assets with a carrying value of \$99,863,437 (market value - \$108,852,787) (2017 - \$91,759,018 (market value - \$104,614,226)). Sinking fund assets are comprised of bonds from Province of Ontario, Ontario Hydro, Hydro Quebec, Province of Quebec and Province of Manitoba with maturity dates between March 2022 and November 2023 (2017 - March 2022 and November 2023) and interest rates between 2.0224% to 6.65% (2017 - 2.0252% to 6.65%).

York Region District School Board

Notes to the financial statements

August 31, 2018

6. Net long-term debt (continued)

Principal, sinking fund contributions and interest payments relating to long-term borrowings for the year are as follows:

	2018	2017
	\$	\$
Principal payments on long-term borrowings including contributions to sinking funds	44,371,223	43,026,005
Interest payments on long-term borrowings	39,941,159	41,833,818
	84,312,382	84,859,823

7. Deferred revenue - other

Revenues received and that have been set aside for specific purposes by legislation, regulation or agreement are included in deferred revenue and reported on the statement of financial position.

Deferred revenue set aside for specific purposes by legislation, regulation or agreement as at August 31, 2018 is comprised of:

	Balance as at August 31, 2017	Externally restricted revenue and investment income	Revenue recongized in the year/ Transfers to deferred capital contributions	Balance as at Augst 31, 2018
	\$	\$	\$	\$
Proceeds of disposition of land and buildings	29,660,742	480,504	(3,161,987)	26,979,259
Schools first child care retrofit	4,900,987	-	(152,011)	4,748,976
Special education	7,846,703	4,419,439	(5,073,034)	7,193,108
Student Achievement	903,022	8,191,225	(7,232,189)	1,862,058
Reserve for school renewal	10,581,829	16,971,929	(20,560,449)	6,993,309
Temporary Accommodation	344,822	1,560,000	(1,385,926)	518,896
Education Program Other grants	417,949	15,238,979	(14,428,710)	1,228,218
Total	54,656,054	46,862,076	(51,994,306)	49,523,824

York Region District School Board

Notes to the financial statements

August 31, 2018

8. Retirement and other employee future benefit liabilities

Retirement and other employee future benefit liabilities

			2018	2017
	Retirement and sick leave benefits	Other employee future benefits	Total employee future benefits	Total employee future benefits
	\$	\$	\$	\$
Accrued employee future benefit obligations	55,095,641	17,536,037	72,631,678	74,856,371
Unamortized actuarial loss	(2,366,586)	359,909	(2,006,677)	(3,900,557)
Employee future benefit liabilities	52,729,055	17,895,946	70,625,001	70,955,814

Retirement and other employee future benefit expenses

			2018	2017
	Retirement and sick leave benefits	Other employee future benefits	Total employee future benefits	Total employee future benefits
	\$	\$	\$	\$
Current year benefit cost	695,904	6,460,597	7,156,501	1,129,004
Interest on accrued benefit obligation	1,454,460	402,837	1,857,297	1,622,242
Cost of plan amendments	-	166,546	166,546	-
Change due to Voluntary Early Gratuity Payout	-	-	-	-
Amortization of actuarial (gain) losses	556,898	(11,765)	545,133	765,825
Employee future benefits expense	2,707,262	7,018,215	9,725,477	3,517,071

The employee future benefits expense above excludes pension contributions to the Ontario Municipal Employees Retirement System, a multi-employer pension plan, described below.

The amount of benefits paid during the year were \$6,523,348 (2017 - \$7,559,795) for retirement and sick leave benefits and \$3,532,942 (2017 - \$2,662,431) for other employee future benefits.

Retirement benefits

(i) Ontario Teachers' Pension Plan

Teachers and related employee groups are eligible to be members of the Ontario Teachers' Pension Plan. Employer contributions for these employees are provided directly by the Province of Ontario. The pension costs and obligations related to this plan are a direct responsibility of the Province of Ontario. Accordingly, no expenses or liabilities related to this plan are included in the School Board's financial statements.

York Region District School Board

Notes to the financial statements

August 31, 2018

8. Retirement and other employee future benefit liabilities (continued)

(ii) Ontario Municipal Employees Retirement System

All non-teaching employees of the School Board are eligible to be members of the Ontario Municipal Employees Retirement System (OMERS), a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. The School Board contributions equal the employee contributions to the plan. During the year ended August 31, 2018, the School Board contributed \$18,164,417 (2017 - \$17,254,007) to the plan. As this is a multi-employer pension plan, these contributions are the School Board's pension benefit expense for the fiscal year. No pension liability for this plan is included in the School Board's financial statements. For information on OMERS, visit <https://www.omers.com>

(iii) Retirement gratuities

The School Board provides retirement gratuities to certain groups of employees hired prior to specified dates. The School Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the School Board's financial statements. The amount of the gratuities payable to eligible employees at retirement is based on their salary, accumulated sick days and years of service at August 31, 2012.

(iv) Post Retirement life insurance, dental and health care benefits

The School Board provides life insurance, dental and health care benefits to certain employee groups after retirement until the members reach 65 years of age. The premiums are based on the School Board's experience and retirees' premiums are subsidized by the School Board. The benefit costs and liabilities related to the plan are provided through an unfunded defined benefit plan and are included in the School Board's financial statements.

Other employee future benefits

(i) Workplace Safety and Insurance Board

The School Board is a Schedule 2 employer under the Workplace Safety and Insurance Act (the "Act") and, as such, assumes responsibility for the payment of all claims to its injured workers under the Act. The benefit costs and liabilities related to this plan are included in the School Board's financial statements. School boards are required to provide salary top-up to a maximum of 4.5 years for employees receiving payments from the Workplace Safety and Insurance Board, where the collective agreement negotiated prior to 2012 included such a provision.

(ii) Sick leave top-up benefits

A maximum of eleven (11) unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short-term leave and disability plan in that year. The benefit costs expensed in the financial statements are \$695,904 (2017 - \$600,641).

For accounting purposes, the valuation of the accrued benefit obligation for the sick leave top-up is based on actuarial assumptions about future events determined as at August 31, 2018 (the date at which the probabilities of usage were determined) and is based on the average daily salary and banked sick days of employees as at August 31, 2018.

York Region District School Board

Notes to the financial statements

August 31, 2018

8. Retirement and other employee future benefit liabilities (continued)

Actuarial assumptions

The accrued benefit obligations for employee future benefit plans as at August 31, 2018 are based on actuarial valuations for accounting purposes as at August 31, 2018. These actuarial valuations were based on assumptions about future events. The economic assumptions used in these valuations are the School Board's best estimates of expected rates of:

	2018	2017
	%	%
Inflation	1.50	1.50
Inflation (WSIB)	2.00	2.00
Salary grid placement	0.00	0.00
Health care cost escalation	7.75	8.00
Health care cost escalation (WSIB)	4.00	4.00
Dental costs escalation	3.75	4.00
Discount on accrued benefit obligations	2.90	2.55

9. Deferred capital contributions

Deferred capital contributions include grants and contributions received that are used for the acquisition of tangible capital assets in accordance with Regulation 395/11 that have been expended by year end. The contributions are amortized into revenue over the life of the tangible capital asset acquired.

	2018	2017
	\$	\$
Balance, beginning of year	1,323,578,674	1,294,996,818
Additions to deferred capital contributions	66,323,521	88,069,354
Disposals from deferred capital contributions	-	(368,514)
Revenue recognized in the period	(61,738,475)	(59,118,984)
Balance, end of year	1,328,163,720	1,323,578,674

York Region District School Board

Notes to the financial statements

August 31, 2018

10. Tangible capital assets (all values in table are in '000s)

	Balance at August 31, 2017	Additions and transfers	Disposals	Cost Balance at August 31, 2018	Balance at August 31, 2018	Amortization and write-off	Accumulated amortization Disposals, and adjustments	Balance at August 31, 2018	Net book value August 31, 2018	Net book value August 31, 2017
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Land	436,534	16,878	-	453,412	-	-	-	-	453,412	436,534
Land improvements	24,361	9,177	-	33,538	3,954	1,842	-	5,796	27,742	20,407
Buildings (40 years)	1,917,091	78,282	-	1,995,373	621,325	52,178	-	673,503	1,321,871	1,295,766
Portable structures	21,883	1,132	-	23,015	4,916	1,128	-	6,044	16,971	16,967
Equipment	8,412	363	161	8,614	3,967	878	161	4,684	3,930	4,445
First-time equipping	34,900	2,179	4,045	33,034	18,232	3,318	4,045	17,505	15,529	16,668
Furniture	533	117	-	650	205	59	-	264	386	328
Computer hardware	17,187	2,501	3,251	16,437	8,405	3,362	3,251	8,516	7,921	8,782
Computer software	341	465	6	800	114	81	6	189	611	227
Vehicles	1,848	361	257	1,952	1,368	183	257	1,294	658	480
Construction in progress	34,521	(30,486)	-	4,035	-	-	-	-	4,035	34,521
Pre-construction costs	207	305	-	512	-	-	-	-	512	207
Pre-acquisition costs	541	105	-	646	-	-	-	-	646	541
Asset Permanently Removed from Service	2,009	2,355	-	4,364	2,009	2,355	-	4,364	-	-
	2,500,368	83,734	7,720	2,576,382	664,495	65,384	7,720	722,159	1,854,224	1,835,873

a) Assets under construction, pre-construction and pre-acquisition costs

Assets under construction, pre-construction costs, and pre-acquisition costs have not been amortized. Amortization of these tangible capital assets will commence when the asset is put into service.

b) Write-down of tangible capital assets

The write-down of tangible capital assets during the year was \$850,518 (2017 - \$901,987).

c) Asset inventories for sale (assets permanently removed from service)

The School Board has reclassified \$2,354,866 (2017 - \$2,008,615) tangible capital assets with a net book value of \$Nil (2017 - \$Nil) that qualifies as "assets permanently removed from service" from tangible capital assets at the year-end date.

York Region District School Board

Notes to the financial statements

August 31, 2018

11. Accounts payable and accrued liabilities

Accounts payable and accrued liabilities as at August 31, 2018 is comprised of:

	2018	2017
	\$	\$
Due to Province of Ontario	14,683,282	14,160,395
Liability for contaminated sites	-	-
Trade payables and accruals	93,506,799	98,173,452
	108,190,081	112,333,847

12. Bank and short-term borrowing

The School Board has two available credit facilities which include a \$60,000,000 general operating facility and a \$10,000,000 facility to provide interim funding for capital projects pending receipt of the Ministry of Education capital grants. The capital borrowing facility can be increased to \$60,000,000 on an optional basis if required. The facilities bear interest at the banks' prime lending rate minus 0.5% for the general operating facility and at the banks' prime lending rate minus 0.25% for the facility relating to funds for capital projects. At year end, none of the facilities were utilized.

13. Expenses by object

The following is a summary of the expenses reported on the statement of operations and accumulated surplus by object:

	2018	2017
	\$	\$
Salaries and wages	1,054,087,358	995,642,023
Employee benefits	163,080,158	144,818,333
Staff development	3,957,649	3,217,081
Supplies and services	86,350,387	84,417,455
Interest & payments on long-term borrowing	39,941,159	41,833,818
Rental expenditures	4,444,163	4,835,999
Fee and contract services	52,245,883	50,370,152
Other	3,314,326	3,080,707
Amortization of tangible capital assets (incl. writedowns & losses)	65,384,041	63,135,104
School funded activities	33,763,728	33,841,936
	1,506,568,852	1,425,192,608

14. Government of Canada

The Government of Canada on behalf of Chippewas of Georgina Island paid \$224,371 (2017 - \$194,814) for tuition fees for First Nations pupils attending York Region District School Board schools as per the Tuition Agreement, and \$201,865 (2017 - \$97,631) for the costs of operating Waabgon Gamig First Nation School including seconded staff as per the Education Services Agreement. The Board also collected revenues of \$212,243 (2017 - \$241,526) from Government of Canada for the Language Instruction for New Canadians ("LINC") program.

York Region District School Board

Notes to the financial statements

August 31, 2018

15. Repayment of "55 School Board Trust" funding

On June 1, 2003, the School Board received \$11,433,816 from the "55 School Board Trust" for its capital related debt eligible for provincial funding support pursuant to a 30-year agreement it entered into with the trust. The "55 School Board Trust" was created to refinance the outstanding not permanently financed (NPF) debt of participating boards who are beneficiaries of the trust. Under the terms of the agreement, the "55 School Board Trust" repaid the School Board's debt in consideration for the assignment by the School Board to the trust of future provincial grants payable to the School Board in respect of the NPF debt. As a result of the above agreement, the liability in respect of the NPF debt is no longer reflected in the School Board's statement of financial position.

The flow-through in grants in respect of the above agreement for the year ended August 31, 2018 was \$851,827 (2017 - \$851,827).

16. Contractual obligations

The School Board has awarded tenders for capital projects to various builders for a total of \$41,600,000 (2017 - \$56,700,000). As at August 31, 2018, approximately \$17,600,000 (2017 - \$40,201,000) has been applied against these contracts.

17. Contingent liabilities

Legal claims

The Board has been named as the defendant in certain legal actions, in which damages have been sought. Any losses arising from these actions are recorded in the year that the related litigation is settled or when any likely amounts are measurable. Where the outcomes of actions are not determinable as at August 31, 2018, no provision is made in the financial statements.

Other contingent liabilities

The Board has provided letters of credit related to construction projects amounting to approximately \$81,193 (2017 - \$81,193) as at year end.

18. Transportation Consortium

On September 2008, the School Board renewed its agreement with the York Catholic District School Board in order to provide common administration of student transportation in the region. This agreement was executed in an effort to increase delivery efficiency and cost effectiveness of student transportation for each of the Boards. Under this agreement, decisions related to the financial and operating activities of Student Transportation Services of York Region Consortium are shared. No partner is in a position to exercise unilateral control.

The following provides the School Board's share of expenses:

	2018		2017	
	Total	Board portion	Total	Board portion
	\$	\$	\$	\$
Expenses	1,711,655	856,528	1,673,370	837,683

York Region District School Board

Notes to the financial statements

August 31, 2018

19. Accumulated Surplus

Accumulated surplus consists of the following:

	2018	2017
	\$	\$
Employee future benefits	-	146,591
School generated funds	13,989,562	14,327,647
Revenues recognized for land	453,204,506	402,109,432
Other	(11,576,676)	(12,055,276)
	<u>455,617,392</u>	<u>404,528,394</u>
Available for compliance - unappropriated	141,614,787	131,005,180
Available for compliance - internally appropriated	143,184,043	138,959,156
	<u>740,416,222</u>	<u>674,492,730</u>

An Internally Restricted Reserve has been established to ensure adequate funding is provided to cover the actual amount of future retirement gratuity payments.

YORK REGION DISTRICT SCHOOL BOARD

BOARD OF TRUSTEES ASSESSMENT

Background:

At the June 12, 2018 Board meeting, trustees approved the development of a Trustee Self-Assessment Working Group to create a process connected to the assessment of the Board of Trustees. The following four trustees were identified as regular participants: Board Chair C. McBain and Trustees L. Aversa, C. Cordova and A. DeBartolo.

Over the summer, the Trustee Self-Assessment Working Group engaged the support of an external consultant to develop the Governance Policy and Board of Trustees Assessment procedure (Appendix A) which was considered by the Policy and By-Law Committee on September 12, 2018 and approved at the October 2, 2018 Board meeting. The policy and procedure were submitted to the Minister of Education in accordance with the requirements outlined in Direction 19.

Rationale:

As part of the mandate of the Trustee Self-Assessment Working Group, the team engaged the support of an external consultant to create a Board of Trustees Assessment Tool (Appendix B) by which the Board of Trustees can assess their performance on the following factors:

Board Climate

- Trustee to the Board as a Whole
- Trustee to Trustee
- Trustee to Director of Education and other members of Senior Team

Governance

- Establishing Strategic Priorities and Goals
- Board Policy and Resource Allocation
- Oversight of the Director and Overall Performance of the Board of Trustees
- Board Chair
- Board Vice-Chair
- Committee Chairs

Individual Success Factors

- Overall Governance
- Organizational Knowledge and Self-Awareness

The Board of Trustees Assessment process will occur annually in accordance with the Board of Trustees Assessment procedure. The results of the assessment will be used to identify learning needs for the Board of Trustees as a whole and provide individual trustees with an opportunity to reflect on personal learning needs and seek support and guidance from the Board Chair and/or staff to ensure they are successful in their governance role.

Once approved by the Board, the Trustee Self-Assessment Working Group will transition to the Board Governance Review Committee on which members will serve a two-year term.

Relationship to Board Priorities:

The implementation of the Governance policy and Board of Trustees Assessment procedure demonstrates the Board's commitment to good governance practice, ethical leadership and building collaborative relationships.

Timeline:

The Board Governance Review Committee will initiate a Request for Proposal early in 2019 to engage an external consulting firm to administer the Board of Trustees Assessment Tool. Upon selection of the consulting firm, the Board Governance Review Committee will engage in a process to assess their performance associated with the governance of the York Region District School Board and the first Board of Trustees Assessment questionnaire will be completed by November 2019.

The Board Governance Review Committee will prepare a report to the Board summarizing the results and making recommendations as outlined in Board policy.

Recommendation:

That the York Region District School Board approve the Board of Trustees Assessment Tool.

Communications Implementation Plan:

Board Meeting

December 11, 2018

Appended Data:

Appendix A: Policy #225.0, Governance and Procedure #225.1, Board of Trustees Assessment
Appendix B: Board of Trustees Assessment Tool

Respectfully submitted,

Corrie McBain
Chair of the Board

December 11, 2018

For further information, please contact the Board Chair, Manager, Corporate and Trustee Services or the Director of Education.

WORKING DOCUMENT**YORK REGION DISTRICT SCHOOL BOARD**

***Policy and Procedure #225.0, Governance
Procedure 225.1, Governance: Board of Trustees
Assessment***

The Governance policy and procedure outlines the roles and responsibilities within the Board of Trustees. It establishes a framework upon which the collective and individual effectiveness of the Board of Trustees and its individual members may be evaluated. The evaluation process will ensure alignment with the Board's strategic leadership, accountability and professional development responsibilities.

What has changed?

Major Changes to the Document	<i>New policy</i>
Reason for Review	<i>Ensures good governance of the York Region District School Board in support of the Mission, Vision and Values and strategic goals and priorities outlined in the Multi-Year Strategic Plan.</i>
Who is affected by these changes and what is the impact on current practice?	<ul style="list-style-type: none"> • <i>Board of Trustees</i> • <i>Individual trustees</i> • <i>Director of Education</i> • <i>External Consultant</i>
Implementation Timelines	<i>Immediate</i>
Lead Superintendents/ Subject Matter Expert	<i>Director of Education and Manager, Corporate Secretariat and Trustee Services</i>

Stakeholder Groups with Responsibilities Under this Policy and Procedure

- Board of Trustees
- Individual trustees
- Director of Education
- External Consultant

Relationship to Board priorities

York Region District School Board is committed to demonstrating [ethical leadership](#) and ensuring good governance of the York Region District School Board in support of the Mission, Vision and Values and strategic goals and priorities outlined in the Multi-Year Strategic Plan. Regular and ongoing review of governance practices contributes to a system that demonstrates accountability, transparency and confidence in public education.

What are the timelines and next steps?

That in accordance with Board Policy #285.0, Board Policies, Procedures and Supporting Documents, Working Document Policy #225.0 Governance be circulated for comment for six school months.

How do I find out more or provide feedback?

Questions about this policy and/or procedure should be raised with your principal, manager or supervisor. If additional clarification is required, principals, managers and supervisors may contact the lead superintendent and/or subject matter expert.

In accordance with Board Policy #285.0, [Board Policies, Procedures and Supporting Documents](#), the Board welcomes all comments and suggestions on Board policy.

Input is an important component of the review process. If you feel a policy and/or procedure needs to be revised, feedback may be submitted through the school council or by submitting the on-line form. In your response please;

- outline clearly the specific section(s) of the policy and/or procedure in which you are not comfortable,
- suggest specific alternate wording to reflect your position, and
- identify the reason(s) for your concern(s).

Specific recommendations or questions about the review process should be submitted using the on-line form or sent to the Assistant Manager, Corporate Policy via email at policy.committee@yrdsb.ca, or via telephone at 905-727-0022 extension 2570 or in hard copy at [The Education Centre – Aurora](#).

Department

Board and Trustee Services

Related Documents and/or Legislation

[Board Policies, Procedures and Supporting Documents policy and procedure](#)

[Broader Public Sector Procurement](#)

[Director of Education Selection policy and procedure](#)

[Director of Education Performance Review policy and procedure](#)

[Good Governance: A Guide for Trustees, School Boards, Directors of Education and Communities](#)

[Good Governance for School Board: Trustee Professional Development Program](#)

[School Board Governance: A Focus on Achievement](#)

[York Region District School Board Communications Protocol](#)



Policy #225.0, Governance

1. Policy Statement

The York Region District School Board is committed to demonstrating [ethical leadership](#) and ensuring good governance of the York Region District School Board in support of the Mission, Vision and Values and strategic goals and priorities outlined in the Multi-Year Strategic Plan. Regular and ongoing review of governance practices contributes to a system that demonstrates accountability, transparency and confidence in public education.

Governance extends beyond the [legal responsibilities](#) of the school board. The decisions that are made and the way in which trustees interact with each other, staff and members of the public contributes to organizational culture.

This policy outlines the roles and responsibilities within the Board of Trustees. It establishes a framework upon which the collective and individual effectiveness of the Board of Trustees and its individual members may be evaluated. The evaluation process will ensure alignment with the Board's strategic leadership, accountability and professional development responsibilities.

Specific information about good governance is outlined in the [Good Governance: A Guide for Trustees, School Boards, Directors of Education and Communities](#) and the [Good Governance for School Board: Trustee Professional Development Program](#).

2. Application of Policy – Roles and Responsibilities

2.1 Role of the Board of Trustees

Only the Board of Trustees as a whole has the authority to make decisions or take action.

Specific duties of the Board of Trustees are outlined in Section 169.1(1), Board responsibility for student achievement and effective stewardship of resources, of the Education Act.

2.2 Role of the Board Chair and Vice-Chair

The Board Chair helps the Board of Trustees focus on strategic priorities, facilitates dialogue, promotes trustee growth and demonstrates strong leadership, interpersonal and communication skills. The Chair of the Board is annually elected at the Inaugural Board meeting.

To build capacity and ensure continuity in the absence of the Board Chair, a Vice-Chair is elected annually and performs all duties of the Chair in their absence and other duties as assigned. The Vice-Chair of the Board provides mentorship to the Student Trustees.

Additional duties of the Board Chair are outlined in Section 218.4 of the Education Act, with further detail in [Module 15, What Makes a Great Board Chair? In the Good Governance for School Boards: Trustee Professional Development Program](#).

2.3 Role of Committee Chairs

Committee Chairs are elected by each committee or the Board of Trustees and similar to the Role of the Board Chair helps to facilitate effective meetings in accordance with the Board and/or Committee Operational By-Law.

As outlined in the Good Governance: A Guide for Trustees, School Boards, Directors of Education and Community, in order to [run effective meetings](#), the Committee Chair should:

- a) have a basic knowledge of the rules of parliamentary procedure and the board and committee Operational By-Laws;
- b) ensure that all relevant information has been provided;
- c) allow open debate;
- d) provide opportunities for and encourage all members to speak;
- e) [manage conflict](#);
- f) ensure that issues are separated from individuals;
- g) lead the board as a team; and
- h) help the board reach its decisions.

Like all other Committee members, the Chair is entitled to one vote that contributes to the decision of the Board as a whole. The Committee Chair should build [relationships](#) with members and ensure that all members have an opportunity to share their thoughts on items under consideration.

2.4 Role of Individual Trustees

Individual trustees do not have authority to make decisions or take action on behalf of the Board. Only the Board of Trustees as a whole has this authority under the Education Act.

As elected representatives of the public, trustees listen to their local communities and communicate with constituents to understand and navigate the public education system in York Region. Individual trustees advocate for the interests of their constituencies which may include conveying the opinions of their communities during Board deliberations. While this constituency responsibility is critical to the role as a publicly elected official, the Board of Trustees as a whole is responsible for making decisions in the best interest of all students in the York Region District School Board.

Trustees support members of their communities to navigate the public education system and work closely with the local superintendent of schools to connect members of the public with the staff members who are able to support the needs of students and their family.

Specific responsibilities of individual trustees are outlined in Section 218.1, Duties of board members, of the Education Act and in [Module 3: Right from the Start: Roles and Responsibilities of the Good Governance for School Boards: Trustee Professional Development Program](#).

2.3 Role of the Director of Education

The Director of Education is hired by and reports to the Board of Trustees as a whole. The Director is also accountable to the Ministry of Education with regard to the implementation of legislation and curriculum. The Director of Education is responsible for hiring and allocating all staff resources to support Board priorities.

Specific duties of the Director of Education are outlined in the Education Act and are included in the more comprehensive [Position Profile](#) which outlines the Accountabilities, Leadership Competencies and the current Strategic Priorities assigned to the role.

Additional information about the role of the Director of Education can be found in [Module 3: Right from the Start: Roles and Responsibilities](#) and [Module 5a: Performance Review: Director of Education](#) of the Good Governance for School Boards: Trustee Professional Development Program

3. Framework for Board Effectiveness

3.1 Strategic Planning

The Board of Trustees is responsible for establishing strategic priorities and goals for the York Region District School Board and ensuring they are aligned with the Board's Mission and Vision.

Every four years, the Board of Trustees will engage in a fulsome review of the Multi-Year Plan which will include input and consultation with stakeholders in York Region including, but not limited to, students, parents/guardians, staff and community and educational partners.

Trustees will work with the Director of Education to monitor the achievement of the goals and identify new goals that will further support achievement of organizational priorities.

Additional information about the strategic planning role of the Board of Trustees is outlined in [The Strategic Role and Multi-Year Strategic Planning in the Good Governance for School Boards: Trustee Professional Development Program](#).

3.2 Budget and Financial Stewardship

The Board of Trustees is responsible for ensuring the Board's annual Budget is balanced and that expenditures are aligned with Board priorities.

Additional information about the role of the trustees in financial stewardship is outlined in [Right from the Start: Roles and Responsibilities](#) and [School Board Finance](#).

3.3 Policy Development

The Board of Trustees is responsible for approving and communicating Board policy in accordance with the [Board Policies, Procedures and Supporting Documents policy and procedure](#).

Additional information about the role of the Board of Trustees in policy making is outlined in [Exercising Effective Governance: The School Board's Role as Policymaker](#).

3.4 Oversight of the Director of Education

The Board of Trustees is responsible for hiring the Director of Education in accordance with the [Director of Education Selection policy and procedure](#) and monitoring performance in accordance with the [Director of Education Performance Review policy and procedure](#).

The Board is also responsible for applying outcomes from the Performance Review process to the ongoing training and leadership development of the Director of Education and oversight of the training and development of those senior leaders reporting to the Director of Education who enter into the Director of Education Succession Planning process.

3.5 Ethical Leadership

Trustees are responsible for balancing their roles as elected officials and as a member of the Board of Trustees. This means navigating the fine line between the needs of the local community and making decisions that are in the best interest of public education in York Region while at the same time ensuring compliance with legal responsibilities.

Ethical leadership is a reflection on how relationships are nurtured and respected in order to achieve the common good. Trustees can demonstrate ethical leadership by modeling, inspiring the Board's shared mission, vision, values and priorities, innovating, empowering others, collaborating and respecting individual differences.

Additional information about the ethical leadership can be found in [Effective Governance through Ethical Leadership](#).

3.6 Relationships

Establishing effective relationships founded on honest communication is critical to developing trust and making effective decision that supports the achievement of organizational goals and priorities.

Trustees will work to develop meaningful and professional relationships with all stakeholders, including, but not limited to:

- (a) trustee colleagues;
- (b) the Director of Education;
- (c) senior Staff and staff who support the role of the trustee;

- (d) constituents;
- (e) members of the community; and
- (f) partners in public education.

Additional information about the relationships in school boards is outlined in [Common Ground, Common Purpose, Relationships in School Boards](#).

3.7 Communication and Engagement

Effective and constructive communication is critical to developing relationships and building trust. Engaging with students, parents, staff, advisory committees and members of the community is critical to the decision-making process and supporting the needs of each student.

Details with regard to trustee communication with the media, parents/community members, schools and superintendents and staff members is outlined in the [York Region District School Board Communications Protocol](#). Trustees and staff are expected to adhere to the communication requirements outlined in this protocol

Additional information about managing conflict and the role of trustees in family and community engagement and engaging the public is outlined in [Conflict – Managing it Creatively, Module 9: Family and Community Engagement](#) and [Advocacy: Engaging the Public](#).

3.8 Assessment of the Board of Trustees

Module 5b: [Board Self-Assessment: Governance Performance](#) from Ontario Education Services Corporation's (OECS) Good Governance Guide: Trustee Professional Development Program states:

“Effective boards of trustees will have a governance review policy which includes processes that can contribute to the continuous improvement of board governance.

Self-assessment is a valuable process that results in a range of benefits. In addition to improving communication among board members and building understanding of the effectiveness of the directions taken by the elected board, the key outcome is greater certainty around what works for the benefit of students. “

Self-assessment includes examining how well the Board works together and the effectiveness of individual group dynamics.

Regular assessment of governance performance will provide the Board of Trustees with data which will be used to refine practice, change behaviour and develop policies and strategic priorities and goals that support continuous improvement in the York Region District School Board.

Assessment of the performance of the Board of Trustees will be conducted in accordance with the Governance: Board of Trustees Assessment procedure.

4. Responsibilities

4.1 The Board of Trustees is responsible for:

- (a) understanding and adhering to the individual and collective responsibilities of trustees and the Board of Trustees outlined in the Education Act and the Governance policy;
- (b) entrusting the day-to-day operations of the York Region District School Board to the Director of Education;
- (c) recognizing and supporting the Board Chair as the representative of the Board of Trustees;
- (d) understanding and adhering to their legislative requirements outlined in the Education Act; and
- (e) approving and authorizing any changes to the Governance: Board of Trustees Assessment procedure.

4.2 Individual Trustees are responsible for:

- (a) understanding the governance responsibilities of individual trustees and the Board of Trustees as outlined in the Governance policy, the Education Act and as outlined in the Good Governance: A Guide for Trustees, School Boards, Directors of Education and Communities and Good Governance for School Board: Trustee Professional Development Program;
- (b) understanding that any trustee who is found to have violated the Governance policy is subject to investigation under the Trustee Code of Conduct and Protocol for Trustee Code of Conduct;
- (c) requesting support and guidance with regard to governance-related matters through the Board Chair, Director of Education or Corporate Secretariat and Trustee Services;
- (d) requesting information related to *system* matters through the Director of Education and Corporate Secretariat and Trustee Services;
- (e) requesting information about schools or requesting support for school- or student-related matters to the local superintendent of education; and
- (f) participating in the professional development portion of the Trustee Orientation Program

4.3 The Director of Education is responsible for:

- (a) responding to requests for support and guidance to trustees with regard to governance-related matters;
- (b) responding to request for information related to system matters and ensure that all trustees receive the information; and
- (c) allocating staff and resources to support the Board's governance responsibilities.

5. Contact

Board Chair

Director of Education

Corporate Secretariat and Trustee Services

6. History

Working Document: October 2018



Procedure #225.1, Governance: Board of Trustees Assessment

1. Procedure Statement

“Board development is an aspect of capacity building that focuses on enhancing the ability of board members to function as a group. A useful approach to building this capacity is through board self-assessment, which can serve a number of purposes, including developing a shared understanding of effective governance, enhancing the board’s strategic capacity, improving decision-making processes and identifying governance information needs. Board assessments generally focus on core areas of the board’s mandate.”¹

This procedure outlines the Board’s commitment to engaging in regular assessment of their governance performance and the process by which the results will be used to create and implement a Governance Action Plan for the Board of Trustees. This will help the Board of Trustees and individual trustees support the achievement of the goals and priorities outlined in the Multi-Year Plan.

2. Application of Procedure

Achievement of good governance requires commitment and engagement of all trustees. It is a shared responsibility of trustees, the Director of Education and the staff members who support trustees.

2.1 Planning

Planning is done by the Board Governance Review Committee which decides on the following:

- (a) what information will be collected;
- (b) how the information will be collected;
- (c) who will have access to the information;
- (d) how it will be analyzed and compiled;
- (e) how reporting and feedback will occur;
- (f) how the assessment results will be acted upon; and
- (g) how recommendations related to agreed-to changes will be monitored

The subcommittee will recommend its methodology to the Board for approval.

¹ [School Board Governance: A Focus on Achievement](#), page 31

2.2 Administration of the Trustee Assessment

To promote open, objective and candid commentary, with the assurance of confidentiality, anonymity and proper understanding of context, the Board of Trustees Self-Assessment and Comprehensive Board of Trustees Performance Review Questionnaire will be administered by an external consultant. Consistent with [Broader Public Sector Procurement](#) requirements, consideration may be given to the consultant that oversees the performance evaluation of the Director of Education, where appropriate.

2.2.1 Board of Trustees Self-Assessment

The Board of Trustees Self-Assessment shall include input from all trustees in a format which asks participants to evaluate the Board of Trustees as a whole and to engage individual trustees in a self-evaluation of their contributions as a member of the Board of Trustees.

The process will be as follows.

- (a) Aligned with the timelines associated with the Director of Education Performance Review, the Board of Trustees will engage in a process to assess their performance associated with the governance of the York Region District School Board in May annually.
- (b) The Board Governance Review Committee will review any previous questionnaire(s), the Governance policy and the Governance: Board of Trustees Assessment procedure and submit a timeline, final set of questions and any policy and/or procedure amendments to the Board of Trustees for consideration by October annually.
- (c) Each trustee will be asked to complete the questionnaire in November, except in the year when a Comprehensive Board of Trustees Performance Review Questionnaire is being administered. The results will be consolidated and reported to the Board Governance Review Committee in January.
- (d) Working with the consultant, the Board Governance Review Committee will prepare a report to the Board summarizing the results and making recommendations for action in the form of a Governance Action Plan in February annually. This report will also outline progress in achieving the goals outlined in the previous Governance Action Plan.
- (e) Once approved by the Board, the Governance Action Plan will be made available to the public.
- (f) Achievement and progress on the completion of actions outlined in the Governance Action Plan will be monitored through regular reports to the Board Governance Review Committee and the Board in June and October.

In the year of a comprehensive assessment, the Annual Board of Trustees Self-Assessment will not be administered.

2.2.2 Comprehensive Board of Trustees Performance Review Questionnaire

In addition to the Annual Board of Trustees Self-Assessment, a comprehensive review of the Board of Trustees, which includes feedback from community stakeholders will be conducted once in the Trustees' Term of Office.

The process will be as follows.

- (a) In the second year of the Trustees' Term of Office, an external consultant will support a comprehensive assessment of the Board of Trustees. At a minimum, this process will include input from;
 - trustees,
 - the Director,
 - members of Senior Team,
 - staff members who directly support the Board of Trustees,
 - advisory committee members including, but not limited to, non-Trustee members of the Audit Committee, Equity and Inclusivity Advisory Committee, the Special Education Advisory Committee and the Parent, Family and Community Engagement Advisory Committee, and
 - representatives of unions, federations and associations, as determined by the Director of Education.
- (b) The Board Governance Review Committee will review any previous list of respondents, previous questionnaire(s), the Governance policy and the Governance: Board of Trustees Assessment procedure and submit a timeline, final set of questions, list of respondents, a communication strategy and any policy and/or procedure amendments to the Board of Trustees for consideration by October.
- (c) Each of the identified respondents will be asked to complete the questionnaire in November. The results will be consolidated and reported to the sub-committee in January.
- (d) The Board Governance Review Committee will prepare a report to the Board summarizing the results and making recommendations for action in the form of a Governance Action Plan in February. This report will also outline progress in achieving the goals outlined in the previous Governance Action Plan.
- (e) Once approved by the Board, the Governance Action Plan will be made available to the public and communicated to identified respondents.
- (f) Achievement and progress on the completion of actions outlined in the Governance Action Plan will be monitored through regular reports to the sub-committee and the Board in June and October.

2.2.3 Input from the Director of Education

The Board of Trustees Self-Assessment and Comprehensive Board of Trustee Performance Review Questionnaire shall include input from the Director of Education with a focus and format to be determined by the Board Governance Review Committee.

2.2.4 Input from the Board of Trustees

Information collected as part of the Board of Trustees Self-Assessment or Comprehensive Board of Trustee Performance Review Questionnaire shall be compiled by the external consultant and submitted to the Board Governance Review Committee for review and then to the entire Board for discussion using an analysis and a reporting format that facilitates discussion on:

- (a) opportunities to leverage personal and collective strengths; and
- (b) areas of improvement.

2.2.5 Governance Action Plan

Using the input from the Board of Trustees, the Board Governance Review Committee shall work with the consultant to develop a Governance Action Plan (GAP) for the Board of Trustees. The GAP must include a monitoring and evaluation framework for each goal.

Each identified action should:

- (a) be specific such as, but not limited to training, professional development and policy needs and resources;
- (b) include explicit connection to the Board's governance function and Multi-Year Strategic Goals and Priorities;
- (c) identify timelines for completion;
- (d) summarize status and evidence of progress; and
- (e) outline recommendations for further actions, where applicable.

The Board of Trustees will consider and approve the Governance Action Plan annually in February.

The Governance Action Plan shall be made available to the public and shared with stakeholders who responded to the Performance Review Questionnaire.

In accordance with the Municipal Freedom of Information and Protection of Privacy Act, any information that may identify a specific individual will not be included in Governance Action Plan.

2.2.6 Individual Trustee Self-Assessment

Individual trustees are encouraged to engage in an assessment of themselves using pre-established guiding questions. Each trustee may seek support and guidance from the Board Chair to discuss professional learning and growth opportunities to support the needs identified by their reflection. No formal documentation will be developed.

2.2.7 Board of Trustees Informal Reflection

Regular informal conversation will occur following each regularly scheduled Board meeting to reflect on meeting *process* with the following:

- (a) the Director and trustees; then
- (b) trustees only.

Decisions will not be made as part of these conversations nor will they move forward the business of the Board.

2.3 Board Governance Review Committee

A committee of the Board that is responsible for working with an external consultant to execute the Board of Trustees Assessment in accordance with the Board of Trustees Assessment procedure.

The committee will be composed of the Chair of the Board and three additional trustees approved by the Board. The trustees' term on this committee will be two years. The external consultant and Director of Education are non-voting members of this committee. When necessary, the Director may be excused to allow trustee members to engage in discussions privately.

Administrative support will be provided by Corporate Secretariat and Trustee Services.

3. Responsibilities

3.1 The Board of Trustees shall:

- (a) approve changes to the Governance: Board of Trustees Assessment procedure;
- (b) approve the timelines, questions, lists of respondents and communication strategy associated with the Board of Trustees Self-Assessment and Comprehensive Board of Trustees Performance Review Questionnaire; and
- (c) approve the Governance Action Plan.

3.2 Individual Trustees shall:

- (a) understand that the Board of Trustees assessment process is the responsibility of all trustees and contributes to governance effectiveness of the Board as a whole;
- (b) participate in the Board of Trustees Assessment processes;
- (c) engage in actions outlined in the Governance Action Plan;
- (d) consider engaging in the individual trustee self-reflection process;
- (e) discuss learning needs with the Board Chair, as appropriate; and
- (f) participate in informal reflection conversations.

3.2 The Board Governance Review Committee shall:

- (a) ensure compliance of all elements of the Governance: Board of Trustees Assessment procedure;
- (b) retain the services of an external consultant to support the Board of Trustees Assessment processes; and
- (c) ensure achievement and progress on the completion of actions outlined in the Governance Action Plan are monitored and reported through regular reports to the Board Governance Review Committee and the Board in June and October;

3.3 The Director of Education shall:

- (a) allocate staff and resources to support all elements of the Board of Trustees Assessment process;
- (b) support the Board Governance Review Committee, as required;
- (c) support the implementation of items identified in the Governance Action Plan;
- (d) provide strategic support to the Board of Trustees to ensure good governance and ethical decision making;
- (e) support the implementation of actions identified in the Governance Action Plan; and ensure the Governance Action Plan is available to the public and communicated to identified respondents.

3.2 The External Consultant shall:

- (a) work with the Board Governance Review Committee to facilitate the Board of Trustees Assessment process in accordance with the Governance: Board of Trustee Assessment procedure;
- (b) provide professional advice to the Board Governance Review Committee, as required;
- (c) support the drafting and administration of the Board of Trustee Self-Assessment and Comprehensive Board of Trustee Performance Review Questionnaire, in accordance with the Governance: Board of Trustee Assessment procedure;
- (d) administer the Comprehensive Board of Trustee Performance Review Questionnaire ensuring;
 - appropriate timelines for completion, and
 - identified respondents have an opportunity to provide input;
- (e) collate all responses and submit a report to the Board Governance Review Committee by January annually;
- (f) support the Board Governance Review Committee in preparing a report to the Board summarizing the results and making recommendations for actions in the form of a Governance Action Plan.

4. Contact

Board Chair

Director of Education

Corporate Secretariat and Trustee Services

5. History

Working Document: October 2018

YORK REGION DISTRICT SCHOOL BOARD

BOARD OF TRUSTEES ASSESSMENT

Section 1: Board Climate

Questions will be assessed on the following scale:

- *Strongly agree*
- *Agree*
- *Neutral*
- *Disagree*
- *Strongly disagree*
- *I Don't Know*

All responses of less than Neutral will require trustees to provide additional context and suggestions for improvement.

1(a) *Trustee to the Board as a Whole*

1. Through the Board's engagement with the community, the vision, mission and values are reflective of the input of families, parents, students and other community members within the region.
2. The Board builds a climate that supports student success and emphasizes teamwork with shared accountability amongst the Board, the Director of Education, Senior Team and school staff.
3. Board decisions are made based on data and evidence rather than opinion or politics.
4. The Board makes decisions as a whole.
5. Individual trustees publicly support the decisions of the Board.
6. All trustees adhere to the Trustee Code of Conduct.
7. Individual trustees do not make comments or statements on behalf of the Board without authorization from the Board Chair.
8. The Board follows a procedure to handle challenging matters in a manner that encourages dialogue with staff and relevant stakeholders.
9. Trustees are responsible for being present at and participate in Board, Advisory and Board Committee meetings on which they are members.

1(b) *Trustee to Trustee*

1. Trustees interact respectfully with the Board Chair, particularly as it relates to their role as spokesperson for the Board.
2. Trustees deal respectfully with one another.
3. Trustees feel free to state their opinion without fear of criticism from fellow trustees, particularly as it relates to an opinion that is not shared by the majority.
4. Trustees seek input from the Student Trustees.
5. Trustees make an effort to get to know their trustee colleagues.
6. Trustees make an effort to get to know the Student Trustees.

1(c) *Trustee to Director of Education and other members of Senior Team*

1. A climate of courtesy, respect and trust is maintained between trustees and the Director of Education.
2. A climate of courtesy, respect and trust is maintained between trustees and members of Senior Team.
3. Trustees respect that the Director of Education is responsible for the day-to-day operations of the York Region District School Board through the Senior Team.
4. Trustees engage Corporate Secretariat and Trustee Services prior to making requests for system-level data.
5. The Board Chair, Director of Education and Corporate Secretariat and Trustee Services are alerted in advance of Board meetings of contentious topics that may be raised for discussion.

Section 2: Governance

2(a) Establishing Strategic Priorities and Goals

1. The Multi-Year Strategic Plan is incorporates feedback from members of the community.
2. The Multi-Year Strategic Plan directly supports student achievement and well-being.
3. The Board uses the Multi-Year Strategic Plan and the annual Budget process to make decisions and ensure legislated obligations are considered.
4. The Board follows a formal process to receive updates and reports on the achievement of the goals and priorities outlined in the Multi-Year Strategic Plan.
5. The Board engages in the cyclical review of Board policies and ensures there is an opportunity for input from staff, school councils, families and members of the community.

2(b) Board Policy and Resource Allocation

1. The Board develops and maintains policies, budgets and organizational structures that are aligned with the Multi-Year Strategic Plan.
2. Trustees participate in the annual Budget Development Process, ensuring that there is alignment with the Multi-Year Strategic Plan and all other legislated obligations.
3. The Board ensures effective stewardship of resources by monitoring the Budget and operational strategies required to approve a balanced budget.
4. The Board provides proper oversight when working with the Director of Education to establish Board policy governing employment matters.
5. Presentations to the Board of Trustees show direct connections to the Multi-Year Strategic Plan.

2(c) Oversight of the Director and Overall Performance of the Board of Trustees

1. The performance review of the Director of Education is aligned with the annual review of the Multi-Year Strategic Plan.
2. The Board supports leadership development of the Director of Education.
3. The Board ensures there is a succession plan in place for members of Senior Team.
4. The Board provides oversight to ensure that all staff receive regular performance evaluations.
5. The annual Board of Trustees Assessment process is necessary to support continuous improvement of the Board of Trustees.
6. The Board of Trustees annually reviews the York Region District School Board Operational By-Laws.

2(d) Board Chair

1. The Board has an appropriate committee meeting structure to govern decision making.
2. The Board Chair ensures that trustees have time and the information they need to make informed decisions at Board meetings.
3. The Board Chair acts as the spokesperson on behalf of the Board of Trustees, unless otherwise determined by the Board.
4. The Board Chair conveys decisions to the Director of Education on behalf of the Board of Trustees.
5. The Board Chair provides leadership to the Board of Trustees and ensures focus on the Multi-Year Strategic Plan and Board mission, vision and values.

2(e) Board Vice-Chair

1. The Vice-Chair of the Board provides effective mentorship to the Student Trustees.
2. The Vice-Chair provides effective support to the Chair of the Board.

2(f) Committee Chair's

1. The Chairs of the following committees effectively fulfil their role as Committee Chair as outlined in the Governance policy.
 - *List all relevant committees here*
2. The Chairs of the following committees communicate effectively with other members of the committee and the Board of Trustees.
 - *List all relevant committees here*
3. The Chairs of the following committees ensure the Operational By-Laws and/or Terms of Reference are reviewed annually.
 - *List all relevant committees here*
4. The Chairs of the following committees effectively address attendance at meetings.
 - *List all relevant committees here*

Section 3: Individual Success Factors for Self Reflection

The following questions will not be assessed on a rating scale. They are intended to guide trustees in assessing and engaging in conversations about their own personal areas of growth and professional learning needs.

3(a) Overall Governance

1. I understand the Board's Operational By-Laws and policies.
2. I understand why only the Board Chair is the Spokesperson for the Board.
3. I would be seen by other members of the Board to uphold decisions of the Board.
4. I actively listen, ask questions and request information to enable my full participation and informed decision making.
5. I understand the difference between governance (the Board's oversight role) and operations (the Director's job in making decisions with regard to day-to-day matters).
6. I understand the role of the Board of Trustees in overseeing the performance review process for the Director of Education.
7. I commit the time required to fulfil my governance responsibilities including attending Board, Advisory and Board Committee meetings on which I am a member.
8. I come prepared to fully participate in meetings.
9. I understand the Board's committee meeting structure and options available to me with regard to recommendations coming from these committees.
10. I regularly attend and engage in Board and committee meetings and only in exceptional circumstances use audio conference to participate.

3(b) Organizational Knowledge and Self-Awareness

1. I understand and take into consideration the Multi-Year Strategic Plan and the Board's mission, vision and values when making decisions.
2. I am accessible to members of the public and attend appropriate school activities.
3. I am open to dialogue with my constituents.
4. While not necessarily an expert, I have a good understanding of:
 - All facets of the Board Budget Development process
 - Financial performance of the YRDSB
 - The Director's Annual Plan
 - Areas of risk associated with the Board's strategic priorities and associated risk mitigation strategies
5. I understand the Ministry of Education's funding model and take this into consideration when making decisions.

6. I keep current on issues impacting public education in the Province of Ontario and trends that may have an impact on the York Region District School Board and its stakeholders.
7. I effectively apply my knowledge, expertise and experience to matters being considered by the Board of Trustees.
8. I take advantage of professional development opportunities to increase my effectiveness as a trustee.

YORK REGION DISTRICT SCHOOL BOARD

RESPONSE TO COMMUNITY INPUT AND PUBLIC IMPACT STATEMENTS

Background:

At the November 7, 2018 Board meeting, trustees received a [report](#) from former Trustee Lorelea Carruthers regarding concerns raised by members of the East Gwillimbury and Whitchurch-Stouffville community and other community partners regarding matters that occurred during the Municipal Election campaign period.

At this meeting, trustees approved the following recommendations:

“That the York Region District School Board approve the following recommendations:

- 1) That a Special Public Board meeting be scheduled on Monday, December 3, 2018, following the Inaugural Board Meeting, to allow members of the public who have submitted a Request for Delegate Status to share their personal impact and constructive and appropriate suggestions with the 2018-2022 Board of Trustees.***
- 2) That following the December 3, 2018, Special Public Board meeting, information shared by members of the community be considered by Chair’s Committee.***
- 3) That staff be asked to prepare a report for trustees’ consideration early in 2022 and prior to the first day nominations can be filed making recommendations regarding a strategy to;***
 - provide potential trustee candidates with information about the role of the trustee and behavioural expectations in accordance with the Trustee Code of Conduct,***
 - educate public school electors about the role of trustees and the importance of informed voting, and***
 - schedule all candidates meeting(s) so that public school electors can get to know their local trustee candidates prior to Voting Day.”***

Rationale:

On [December 3, 2018](#), the Board of Trustees heard from 15 members of the public. All trustees were present to listen to members of the community.

At this meeting, the Board Chair, as spokesperson for the Board, publicly;

- denounced the comments made during the municipal election and acknowledged them to be xenophobic and hurtful,
- expressed the Board's deep disappointment for the effect on members of the community,
- indicated the Board's desire to move forward to support student achievement and well-being,
- identified mechanisms and safeguards in place to support equity and inclusion to create safe and welcoming environments,
- reflected on the value the Board puts on relationships and active listening, and
- reinforced the importance of respecting the local democratic process.

On [December 4, 2018](#), Chair's Committee;

- received written statements from four members of the public that did not delegate the Board on December 3, 2018,
- discussed the impact statements and recommended actions proposed by members of the public,
- acknowledged the hurt experienced by members of the public and requests for Trustee Terrell-Tracey to resign,
- expressed appreciation for the respectful sharing of concerns to the Board of Trustees on December 3, 2018,
- reflected on the impact the current situation is having on public confidence, and
- considered actions that can be taken within the Board's jurisdiction to rebuild and repair trust and relationships.

Taking into consideration input from the community, Chair's Committee identified the following actions:

- 1) The Board Chair will invite Trustee Elizabeth Terrell-Tracey and the Integrity Commissioner to a meeting to review input received by members of the public and to discuss the impact on students, community members, the organization, the Board of Trustees and individual trustees. At this meeting, the Chair will request that Trustee Terrell-Tracey develop a plan to re-build trust with affected stakeholders that supports the Board's strategic priorities. This plan should be submitted to the Board through Chair's Committee.
- 2) That the Board consider a formal recommendation to advocate for changes to the Education Act that will:
 - provide the Integrity Commissioner greater investigative powers, similar to those under the Municipal Act, and
 - allow school boards the additional right to suspend trustee honorarium as a sanction in the case of a breach to the Trustee Code of Conduct.

- 3) In the best interest of students and in compliance with the York Region District School Board Operational By-Law, Trustee Appointments to Board and Optional Committee committees for 2019 were carefully considered.

Chair's Committee also acknowledged that some requests from members of the public recommended that the Board take actions outside of its jurisdiction. The Board of Trustees is committed to upholding its Code of Conduct. In circumstances where the Integrity Commissioner determines a violation to the Trustee Code of Conduct, the Board of Trustees will consider the breach and decide whether or not to impose one or more of the following sanctions as outlined in Section 281.3(3), Enforcement of code of conduct, of the Education Act:

- Censure
- Barring a trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board
- Barring a trustee from sitting on one or more committees of the Board, for a specified period of time.

Relationship to Board Priorities:

This report reinforces the Board's commitment to the engagement of students, staff, parents/guardians and community members in public education.

Estimated Cost:

Not applicable.

Timeline:

Immediate

Recommendation:

That the York Region District School Board authorize the Chair of the Board, on behalf of the Board of Trustees, to write a letter to the Ontario Minister of Education and its local Members of Provincial Parliament requesting that;

- **Section 218.3 of the Education Act be amended to include the same powers on an inquiry for alleged breaches of a trustee code of conduct as those provided for in Section 223.4 (2) (3) & (4) of the Municipal Act, and**
- **Section 218.3(3), of the Education Act be amended to include the additional school board right to suspend trustee honorarium.**

Communications Implementation Plan:

Chair's Committee Meeting
Board Meeting

December 4, 2018
December 11, 2018

Respectfully submitted,

Corrie McBain
Chair of the York Region District School Board

December 11, 2018

For further information, please contact the Board Chair, Manager, Corporate and Trustee Services or the Director of Education.

YORK REGION DISTRICT SCHOOL BOARD
MINISTER'S DIRECTION 10 TO THE YORK REGION DISTRICT SCHOOL BOARD
EVERY STUDENT COUNTS SURVEY

Background:

On January 26, 2017 Minister of Education M. Hunter appointed two external investigators to conduct an expedited review of the performance of the York Region District School Board under the authority of the Provincial Interest in Education Regulation.

On April 11, 2017 the Minister of Education submitted a letter with a list of 22 Directions to the York Region District School Board. Timelines and deliverables were outlined.

On February 13, 2018 the Ministry of Education confirmed extended timelines for the Board to confirm completion of the Every Student Counts Survey by January 15, 2019.

Over the Summer of 2018, Board staff worked closely with the Ministry of Education to develop questions to better understand the Board's diverse student population as well as students' experiences in school and outside of school.

The survey results will be used to help:

- improve our schools;
- identify and eliminate systemic barriers to student success;
- create more equitable and inclusive school environments; and,
- improve student achievement and well-being.

CCI Research Inc. was contracted to work with the Board to conduct the survey and to ensure data privacy, security and adherence to all relevant legislation.

Rationale:

From November 12 to 30, 2018, all York Region District School Board students were invited to participate in the Every Student Counts Survey (ESCS). Upon review of preliminary response rates, a decision was made to extend the survey until December 7, 2018.

All students were given the opportunity to participate in the survey either at school or at home. Accessibility and translation options were made available for any student/parent requiring assistance.

A summary of the results will be available in Spring 2019 and will be used to help inform Board planning.

Cost:

\$229,000 paid to date.

Recommendations:

That the York Region District School Board approve the following recommendations.

- 1) That the Board receive the Every Student Counts Survey report for information.
- 2) That in accordance with the revised timelines for the completion of Direction 10 from the Minister of Education, the Board Chair be authorized to submit this report to the Minister of Education by January 15, 2019.

Communications Implementation Plan:

Chair's Committee Meeting	December 4, 2018
Board Meeting	December 11, 2018
Submission to the Minister of Education	By January 15, 2019

Appended Data:

Appendix 1 – Direction 10, Deliverables, Timing and Status

Respectfully submitted,

December 11, 2018

For further information, please contact the Board Chair or the Director of Education.

Minister's Direction to the York Region District School Board

Direction 10

That the Board re-establish a work plan for the Every Student Counts survey, consulting with the Ministry.

Staff Lead: Cecil Roach

Staff Support: Jennifer McPhee and Steven Wray

Final Completion Date: By January 15, 2019

Deliverables, Timing and Status

Deliverable	Timing	Status
By June 11, 2017 submit work plan	<ul style="list-style-type: none">- Chair's Committee Meeting - May 30, 2017- Board Meeting - June 6, 2017- Report to Minister June 11, 2017	Complete
February 15, 2018	<ul style="list-style-type: none">- Confirmation of timeline extension to January 15, 2019	Complete
By January 15, 2019 submit a report confirming that the survey has been completed.	<ul style="list-style-type: none">- Chair's Committee Meeting – December 4, 2018- Board Meeting - December 11, 2018- Report to Minister By January 15, 2019	In Progress

MEETINGS AND EVENTS**DECEMBER 2018 AND JANUARY 2019**

December 13, 2018	Joint Equity and Inclusivity Advisory Committee and Parent, Family and Community Engagement Advisory Committee Meeting Board Room	7:00 p.m.
January 8, 2018	Special Chair's Committee Meeting Room 200	4:30 p.m.
January 10, 2019	Special Education Advisory Committee Meeting Board Room	7:00 p.m.
January 15, 2019	Policy and By-Law Committee Meeting Room 200	4:30 p.m.
January 15, 2019	Special Board Meeting Board Room	7:30 p.m.
January 17, 2019	Equity and Inclusivity Advisory Committee Meeting Board Room	7:00 p.m.
January 22, 2019	Property Management Committee Meeting Room 200	4:30 p.m.
January 22, 2019	Board Standing Committee Meeting Board Room	7:00 p.m.
January 29, 2019	Chair's Committee Meeting Room 200	4:30 p.m.

*Meeting times and locations subject to change. Please contact Corporate Secretariat and Trustee Services or visit <https://yrdsb.civicweb.net/Portal/> for agenda materials and confirmation of time and location.

December 11, 2018

For further information, please contact Corporate Secretariat and Trustee Services or the Director of Education.