



YORK CATHOLIC PARENT INVOLVEMENT COMMITTEE



Supporting Parent Engagement for Student Achievement

Monday, January 19, 2026

6:30 p.m.

Catholic Education Centre

320 Bloomington Rd. West, Aurora, ON. L4G 0M1

Watch the YCPIC Meeting STREAM event on our YCDSB TV Channel: <http://bit.ly/YCDSB-TV>

* Indicates Addendum

Pages

1. OPENING PRAYER (Martina Saverino)

Lord our God, We thank You that so much love and goodness still shine into our time as a light to the nations. Watch over us. May Your Spirit grow stronger and stronger within us. Bring the redemption proclaimed by Your servants, and let Your light dawn over all lands to the honor of Your name. Amen.

2. LAND ACKNOWLEDGEMENT (Martina Saverino)

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

3. APPROVAL OF AGENDA (Martina Saverino)

4. APPROVAL OF PREVIOUS MINUTES (Martina Saverino)

4.a November 24, 2025 - YCPIC Meeting

3

5. BUSINESS ARISING FROM PREVIOUS MINUTES

6. INTERIM DIRECTOR'S REPORT / UPDATE

Jennifer Sarna

7. CHAIR'S REPORT / UPDATE (Martina Saverino)

8. TREASURER'S REPORT (Christina Gillison)

8

9. PRESENTATION(S):

9.a 2024 Student Census

Marcelle McShine-Quao

9

10. ACTION ITEM(S): NIL

11. DISCUSSION / INFORMATION ITEM(S):

11.a Spring 2026 Conference (Martina Saverino)

EXECUTIVE MEMBERS

11.a

Martina Saverino, Chair
Jaclyn Toma, Vice-Chair
Christina Gillison, Treasurer
Robyn De Cicco, Secretary

320 Bloomington Rd. W.
Aurora, ON L4G 0M1
www.ycdsb.ca

12. ADJOURNMENT

Next YCPIC Meeting - May 23, 2026 at 6:30 pm



York Catholic Parent Involvement Committee
Monday, November 24, 2025, CEC Board Room (1st Floor)
6:30 pm
MINUTES

A meeting of the York Catholic Parent Involvement Committee (YCPIC) was held at the Catholic Education Centre commencing at 6:33 p.m. on Monday, November 24, 2025.

PRESENT:

Committee Member(s): **In Person:** Jennifer Barci, Olufisayo Bolarinwa, Robyn De Cicco, Rhonda Ince, Sahir Jamal, Azita Moradian Bashgaleh, Jaclyn Toma

Virtual: Leilani Cabral, Peter Cortese, Giulia Elia, Kim Fernandez-Grisales, Karen Galeano, Binu George, Carman Loong, Magda Mariano, Sabrina Masih, Marcos Paulino, Christina Romanzas, Rachel Sun, Paola Tarco-Trave, Nicole Young, Yan Zhou

Administration:

In Person: John De Faveri, Jennifer Sarna
Virtual: Dario De Angelis

Virtual: N/A

Trustee(s):

In Person: Maria Iafrate
Virtual: N/A

Guest(s):

Staff: Siobhan Wright
Trustee: N/A

Recording Secretary:

Robyn De Cicco

REGRETS:

Committee Member(s): Rina George-Alexander, Christina Gillison, Maria Praveen, Martina Saverino

Administration(s):

Kelly MacDougall

Trustee(s):

N/A

CALL TO ORDER

YCPIC Vice-Chair Jaclyn Toma called the meeting to order at 6:33pm

1.0 OPENING PRAYER – Jaclyn Toma

2.0 LAND ACKNOWLEDGEMENT – Jaclyn Toma

3.0 Roll Call – See Above

4.0 Director's Remarks - John De Faveri:

- 4.1 Welcomed YCPIC members, Trustees and staff.
- 4.2 Special welcome and congratulations for Trustee Maria Iafrate on her official appointment as Chair of the Board.
- 4.3 Thanked outgoing Chair of the Board Trustee Elizabeth Crowe
- 4.4 Earlier today he had the privilege of attending Mass at Our Lady Queen of the World Parish with Cardinal Leo and said a special thank you to the Principal for hosting.
- 4.5 Congratulate the YCPIC Committee members for their hard work and a successful fall social.
- 4.6 Extend thanks to all parents and guardians who participated in the 2nd annual board wide Eradication of Poverty fundraiser.
- 4.7 The Board has begun consultations of the broader community to help better understand gaps and barriers – Superintendent S. Wright will speak on this later in the agenda
- 4.8 November 5th was Take Our Kids to Work Day – incredible experience to connect education and future pathways for grade 9 students
- 4.9 Board showed great respect for Remembrance Day
- 4.10 Coming up: Gr 9-11 will be attending open house for the Pathway to Skill Trade and Technology at Cardinal Carter with Ontario Youth Apprenticeship
- 4.11 Beginning of advent season Sunday, November 30, 2025 – a time to prepare our minds, hearts and souls for Christmas – he wishes you and family a wonderful advent season

5.0 Director Declares the YCPIC 2024-2025 Dissolved at 6:39

6.0 2024-2026 YCPIC Officers:

- 6.1 Chair: Martina Saverino (Year 2 of 2 Year Term)
- 6.2 Vice-Chair Jaclyn Toma (Year 2 of 2 Year Term)
- 6.3 Christian Gillison - Treasurer (Year 2 of 2 Year Term)
- 6.4 Robyn De Cicco – Secretary (Year 2 of 2 Year Term)

7.0 CHAIRS REMARKS – Jaclyn Toma

7.1 NIL

8.0 APPROVAL OF NEW MATERIAL – Jaclyn Toma

8.1 NIL

9.0 APPROVAL OF AGENDA – Jaclyn Toma

Motion: Lani Cabral

Seconded: Rhonda Ince

MOTION CARRIED

10.0 APPROVAL OF PREVIOUS MINUTES: September 22, 2025 – Jaclyn Toma

Motioned: Victoria Elia

Second: Olufisayo Bolarinwa
MOTION CARRIED

11.0 BUSINESS ARISING FROM PREVIOUS MINUTES – Jaclyn Toma

11.1 NIL

12.0 TREASURER'S REPORT – Jaclyn Toma

12.0 Treasurer's Report was included as part of the agenda.

13.0 PRESENTATIONS:

- a) Inviting and Inclusive Schools Community Updates – S. Wright
 - Two initiatives
 - Looking at system barriers to close some gaps hence why focus on student census
 - Community consultations
 - Some recommendations from third party consulting
 - Eradication of Poverty Fundraising, how did this all start? Attendance councillors realized that there was a connection between resources at home and attendance. International day for the eradication of poverty fundraiser was Friday October 17th and was board wide; civvies day was held. Funds are to provide equal access for students. Still have 20 schools left to deposit their funds.

14.0 ACTION ITEMS

14.1 NIL

15. DISCUSSION/INFORMATION ITEMS(S):

- a) **Review of YCPIC Laws – Jennifer Sarna**
 - a. In the agenda package see YCPIC Bi-Laws, refer to page 10 revision history. One year two months ago a revision was done to ensure laws are in accordance with the education act and up to date. Requested that we take the time to read though it all but highlighted the most important page is page 16.
- b) **Role of YCPIC Member (refer to page 16 of YCPIC By-Laws) Jennifer Sarna**
 - a. Page 16 spells out what the YCPIC do and their roles and responsibilities as we represent the YCPIC committee. Send any questions through to S. Greco and they will ensure they are distributed to the correct person to respond.
- c) **New Student and Family Support Office - Y Zhou**
 - a. John De Faveri advised Education Minister Calandra was at a central regional meeting last week. As well, three directors of boards being monitored (Toronto Catholic, Toronto Public and Dufferin-Peel Catholic) shared what they have already implemented. They advised that this support office exists and 98% of it is functioning in an electronic format which is monitored by a dedicated Supervisory Officer. John De Faveri advised that Associate Director Jennifer Sarna, who is a Supervisory Officer, will be directed to respond and support the new Student and Family Support Office. There will be service level expectations in place for

acknowledgement and responses. School Boards have until March 2026 to put a plan together and they will communicate their final plan and implementation once it's fully established and approved by the Minister of Education. It is scheduled to start in September 2026/2027 school year.

d) YCPIC Fall Social - Jaclyn Toma

- a. YCPIC event this year, very well attended with positive feedback. Will ensure based on feedback and observation to be more structured next year.

e) YCPIC Road Show/ CSC 101 - Jaclyn Toma

- a. What the YCPIC plans to do is provide CSC constitution 101 information sessions to build awareness and understanding of the CSC roles and By-Laws. The intention is to visit one school in each of the 4 Board areas to provide information on CSC.

f) YCPIC Conference - Jaclyn Toma

- a. YCPIC Chair Martina Saverino has been very busy behind the scenes organizing the YCPIC Conference. She is looking to have Curtis Carmichael (a responsible AI, STEM and Future of Education Speaker) as a keynote speaker to speak about AI and its adaptation for the education system. Curtis partners with two school boards where his speaking funds go back into those schools. Curtis has also offered an additional virtual session. More information on this to come.

g) CSC Connect HUB - Jaclyn Toma

- a. Reshare what the CSC Connect HUB is for those that are not familiar and for new members. CSC Connect Hub is a crowd source repository for any type of hot lunch, parent engagement or fund raising that schools and CSC have completed – start with completing surveys and then data will be organized in excel sheet to share and review.
- b. Low on submissions and behind on survey completions – please share with councils and Principals and encourage more completion in your regions to increase participation
- c. Make sure Principals have shared it and that you share it with your CSC Chair and Members S. Greco confirmed that she will resend it to Principals again
- d. YCPIC committee requested to send to the council Chairs directly, and S. Greco confirmed and committed that she will complete this.

16.0 Future Meeting Dates:

Monday, January 19 2026 @6:30pm

Monday, March 23, 2025 @ 6:30pm

Monday, May 25, 2025 @6:30pm

11.0 ADJOURNMENT at 7:11pm

First: Robyn De Cicco

Second: Rhonda Ince

MOTION CARRIED

NEXT MEETING: January 19, 2026 @ 6:30pm

YCPIC YTD Report
As at December 31, 2025

2025-26	Amount \$
Budget:	
Parent Engagement Board Amount	5,000
Parent Engagement Per Pupil Amount:	8,359
Total Budget:	13,359
 Spend:	
YCPIC Fall Social	321
Total Spend:	321
Budget less Spend:	13,038

2024 Student Census



Students' Identities, Outcomes and Experiences

19 January 2026

Thank you to the students, parents, guardians, and caregivers who participated in the 2024 YCDSB Student Census, and to the school and central staff whose support made this important work possible.

CONTENT ADVISORY

- As a Catholic community, we are committed to fostering a respectful, compassionate and supportive environment.
- This presentation may contain material that evokes strong emotions. You may not feel that you need support now.
- Below is a list of available supports should you need them:
 - If you require immediate support, please call [310-COPE](tel:1-855-310-COPE) at 1-855-310-COPE (2673).
 - Click the link to access culturally responsive [Mental Health Resources and Supports](#), or visit 'Mental Health and Well-Being' at www.ycdsb.ca
 - Students can reach out to Kids Help Phone at 1-800-668-6868.

2024 Student Census

**Student Identities,
Outcomes and
Experiences**

- Purpose and Legislative Authorities
- Overview of the Student Census
- Guidelines for Interpreting and Reporting Results
- Students' Social Identities
- Students' Outcomes and Experiences
- Key Takeaways and Next Steps

Legislative Authorities

Bill 114, Anti-Racism Act (ARA), 2017

Ontario Human Rights Code, R.S.O. 1990, c. H. 19 (29c)

Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M.56

Education Act, R.S.O. 1990, c. E.2.

Purpose of Data Collection

The voluntary and confidential information gathered is to be used solely to **identify and address systemic inequities** and to support better, more equitable outcomes for all students.

This includes addressing disparities, opportunity gaps, and discriminatory barriers; allocating resources equitably; and ensuring all students have access to the supports they need to succeed.

We Are Diverse. We Are One in Christ.

- We are deeply committed to ensuring that all students are equitably served within our Catholic learning community—a commitment grounded in provincial frameworks that require school boards to identify, monitor, and remove systemic barriers affecting student achievement, well-being, and belonging.
- Student Census findings reveal significant disparities in achievement and well-being outcomes among certain racialized groups, students with self-reported disabilities/conditions, and students who identify as 2SLGBTQIA+.
- The data demonstrates that these groups have distinct experiences within our school system, mirroring findings reported by other school boards.

Student Census

- The Ministry of Education mandates the collection of demographic data to help school boards identify and address inequities in student access, opportunities, academic achievement, and well-being.
- The Voluntary Student Census was conducted in 2021 and again in 2024.
- **2024 Parent Census** – Parents of students in **JK to Grade 5** completed the voluntary and confidential questionnaire with their children (2,731 respondents of the 20,000 families; **14.1%** response rate).
- **2024 Student Census** – Students in **Grades 6 to 12** completed the voluntary and confidential questionnaire in class (20,974 of the over 29,000 students completed the census; **72.3%** response rate).



Guidelines for Interpreting Student Census Data

1. Recognize that students' unique identities cannot be fully captured by a single survey response.
2. Acknowledge that students hold multiple identities simultaneously.
3. Identity categories included in the census:
 - Contain significant internal diversity.
 - Do not reflect all cultural understandings.
4. Use census data to identify patterns, not to make assumptions about individuals.

Indigenous Identity

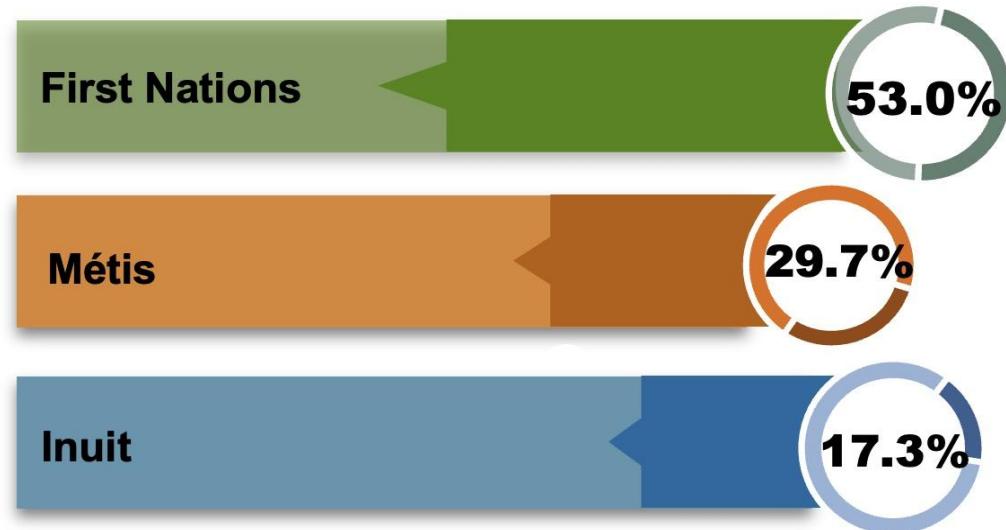
Why is this question asked?

Indigenous Identity refers to peoples who are original to a particular land or territory. It also describes individuals who identify as being descended from the original inhabitants (the First Peoples) of what is now known as Canada. In this context, Indigenous People in Canada are First Nations, Métis and/or Inuit.

Knowing this information can help us understand and support the unique experiences of students who self-identify as Indigenous.

We are Diverse. We are One in Christ.

- **Indigenous Identity:** Less than one percent of respondents self-identified as Indigenous. Of those students, the majority identified as First Nations.
- It is likely the actual number of Indigenous students in the YCDSB is likely much higher than what is reported in the census, due to Indigenous communities' focus on Indigenous Data Sovereignty and their historical experiences.



Important Note: Sample size limits additional analysis and reporting.

First Language(s) Spoken

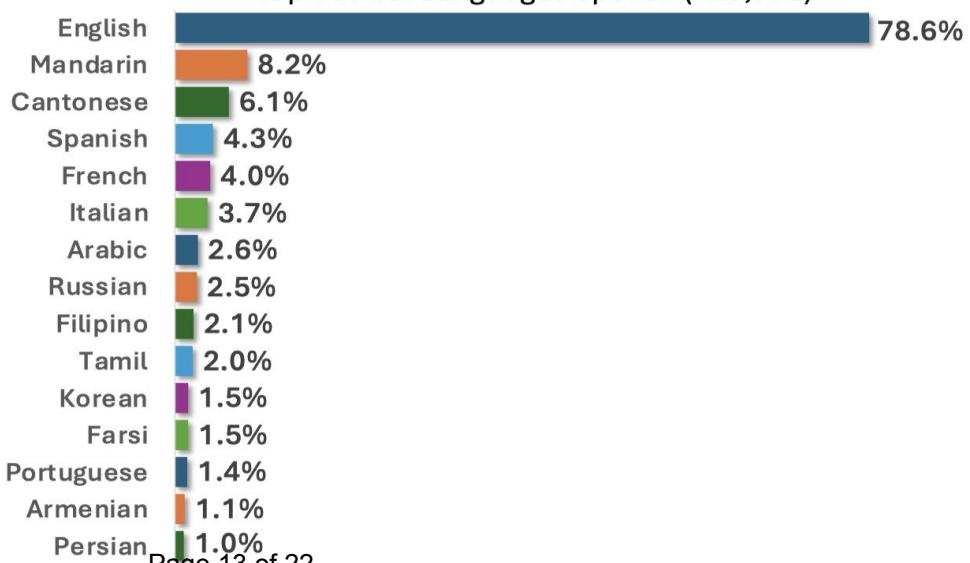
Why is this question asked?

We ask about the first language(s) spoken to better understand the needs of our students and ensure students and families understand us.

We are Diverse. We are One in Christ.

- **Linguistic diversity:** The student body is highly multilingual, with 53.6% speaking English only as their first language, 25% having learned English in addition to another language, and 21.4% having learned another language as their first language.
- The most common non-English languages are Mandarin (8.2%), Cantonese (6.1%), Spanish (4.3%), French (4.0%), and Italian (3.7%).

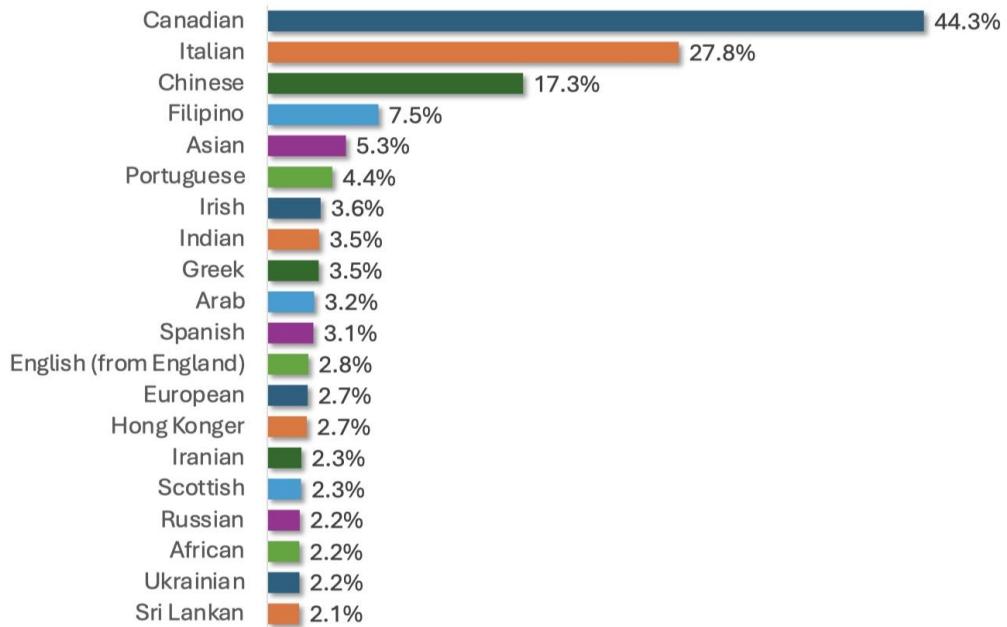
Top 15 First Languages Spoken (=20,772)



We are Diverse. We are One in Christ.

- **Diverse ethnocultural backgrounds:** Respondents represent diverse ethnic origins, with Italian (27.8%), Chinese (17.3%) followed by Filipino (7.5%) representing the largest ethnic groups.

Top 20 Ethnic or Cultural Origins (n=20,973)



Ethnocultural Background

Why is this question asked?

This question asks about students' ethnic or cultural identity. Ethnic or cultural groups usually share a common identity, heritage, ancestry, or historical background, often marked by distinct cultural, linguistic, and religious characteristics.

Racial Identity

Why is this question asked?

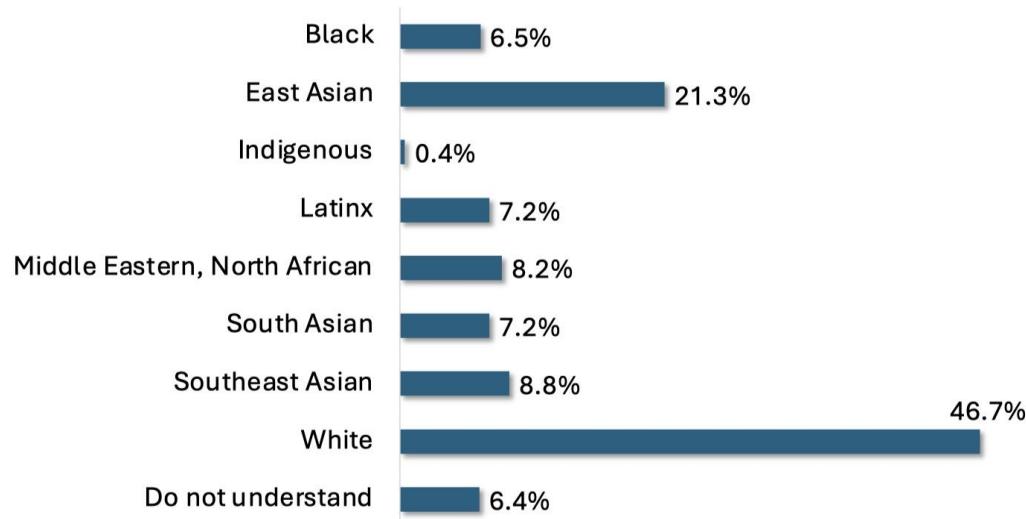
In society, people are often described by race based on how others see and behave toward them. These ideas about race are often imposed on people, affecting their experiences and how they are treated.

As a Catholic community, we believe all people belong to one human race and that racism or racial discrimination is unacceptable. This census asks about race not because racial categories are real or valid, but because racism is real and affects students' experiences.

We are Diverse. We are One in Christ.

- **Diverse racial backgrounds:** Racially, about half of the respondents (46.7%) identify as White, a fifth as East Asian (21.3%). Less than ten percent identify as Southeast Asian (8.8%), Middle Eastern and North African (8.2%), South Asian (7.2%), Latinx (7.2%) or Black (6.5%). Fewer than one percent identify as Indigenous (0.4%). Approximately five percent (6.4%) of respondents did not understand this question.

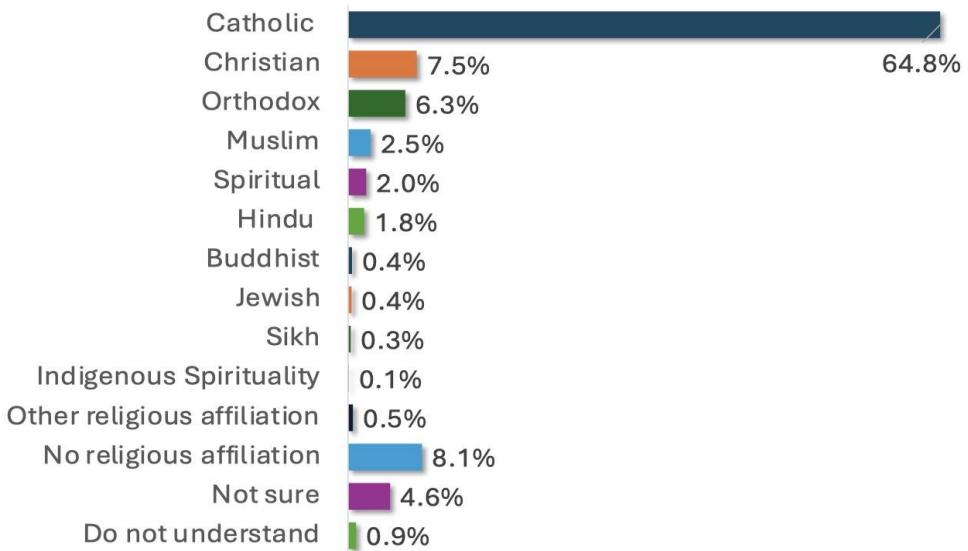
Self-Identified Racial Background (n=20,974)



We Are Diverse. We Are One in Christ.

- **Religious Affiliation:** Most respondents (78.6%) identify as Catholic, Christian or Orthodox, which aligns with the board's Catholic identity. There is religious diversity, with Muslims (2.5%), Hindus (1.8%), and other faith communities also represented. A notable number of students identify as having no religious affiliation (8.1%).

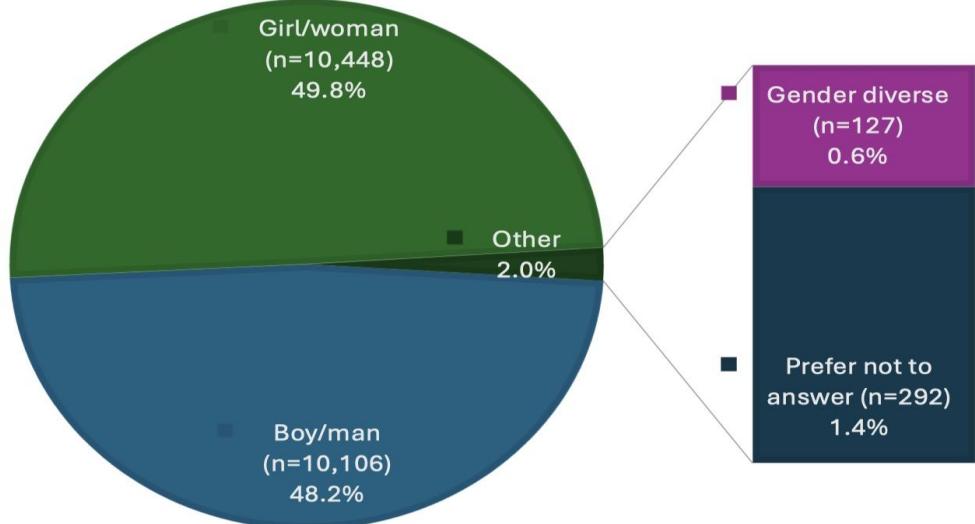
Religion or Spiritual Affiliation (n=21,770)



We are Diverse. We are One in Christ.

- **Gender Identity:** Respondents were fairly evenly divided between girls/women (49.8%) and boys/men (48.2%). The remaining two percent identified as gender diverse (0.6%) or chose not to answer the question (1.4%).

Gender (n=20,973)



Religion or Spiritual Belief

Why is this question asked?

There are many different religions, each with its own set of beliefs.

People can be treated differently based on their religion or perceived religion, which can cause harm and create inequities.

Islamophobia and antisemitism are examples of how individuals can experience discrimination related to both religion and race.

Gender Identity

Why is this question asked?

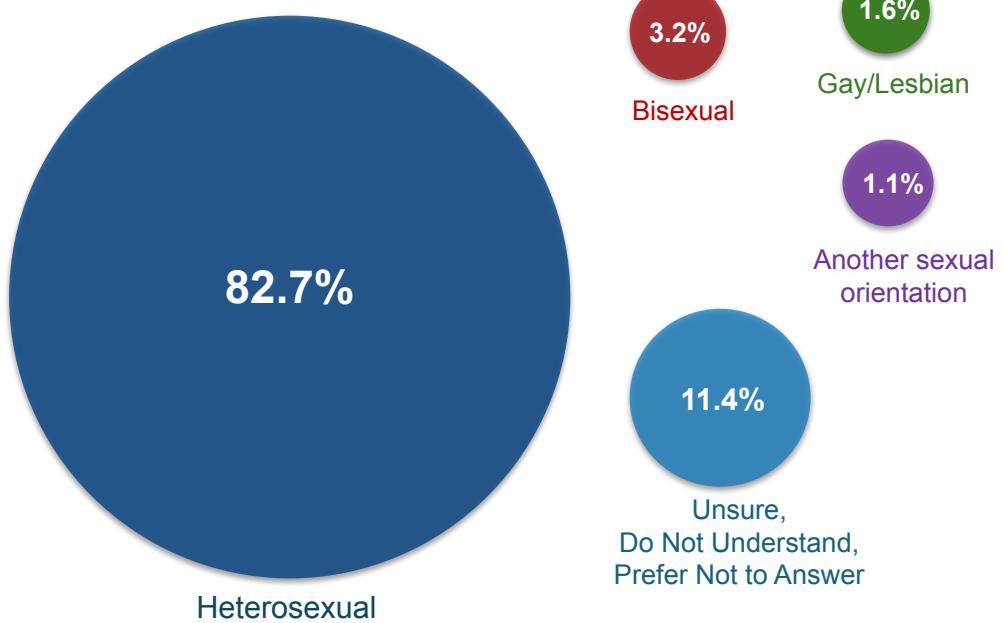
The York Catholic DSB recognizes that each person is created and loved by God and is committed to demonstrating the Gospel values of love, inclusion, compassion and care for all. Each child of God deserves dignity, and any label undermines that dignity and uniqueness.

Stereotypes and prejudice based on one's gender identity can lead to negative experiences and bullying in schools. Gathering this information helps school boards create safe and supportive environments for all students.

We are Diverse. We are One in Christ.

- **Sexual Orientation:** Most respondents identify as heterosexual (82.7%). A smaller percentage identify as bisexual (3.2%), gay/lesbian (1.6%), or another sexual orientation (1.1%).

Sexual Orientation (n=16,788)



Sexual Orientation

Why is this question asked?

Sexual orientation is the term used to describe a person's emotional, romantic, and sexual attraction towards individuals of the same or different gender/sex. Stereotypes and prejudice based on one's sexual orientation can lead to negative experiences and bullying in schools.

The Ministry requires school boards to gather this information to assist in identifying and preventing any harm or discrimination that students may face due to their sexual orientation.

Sexual Orientation and Gender Identity

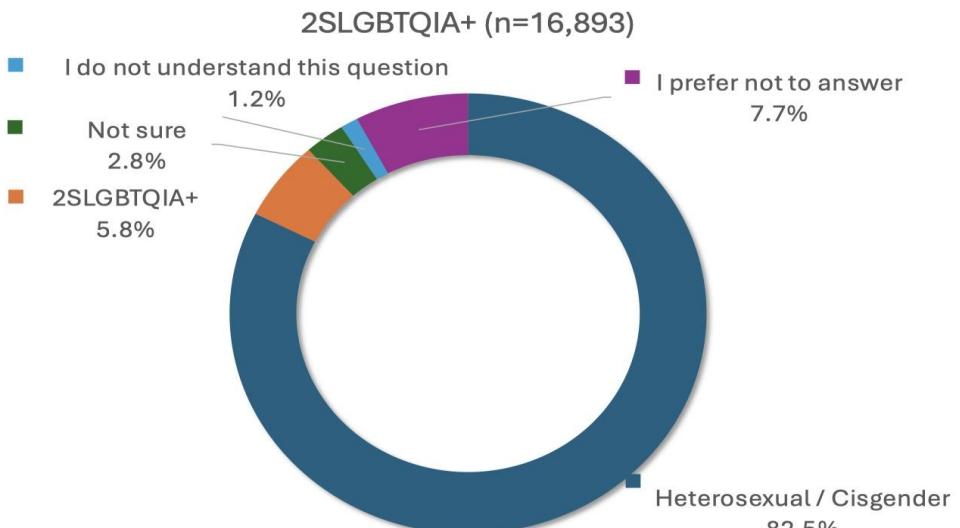
Why are these questions asked?

The York Catholic DSB recognizes that each person is created and loved by God and is committed to demonstrating the Gospel values of love, inclusion, compassion and care for all. Each child of God deserves dignity, and any label undermines that dignity and uniqueness.

Stereotypes and prejudice based on one's gender identity and sexual orientation can lead to negative experiences and bullying in schools. Gathering this information helps school boards create safe and supportive environments for all students.

We are Diverse. We are One in Christ.

- **2SLGBTQIA+:** Approximately six percent of respondents (5.8%) identified as 2SLGBTQIA+. Nine percent of respondents (8.9%) preferred not to answer or didn't understand the question. A small percent indicated that they were not sure (2.8%).



2SLGBTQIA+ is an acronym for two-spirit, lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, and additional sexual orientations and gender identities.

Disability/Condition

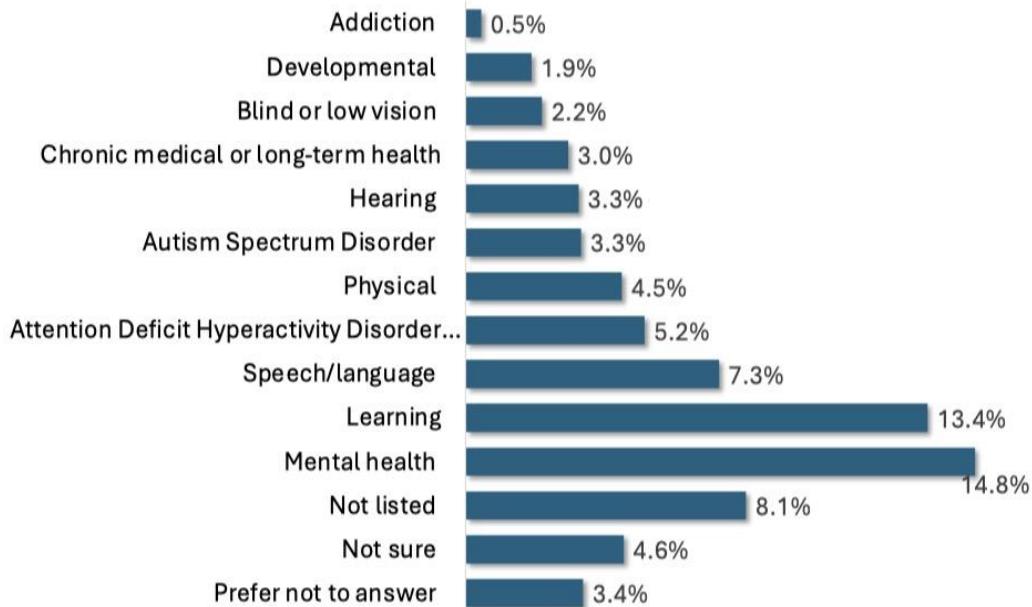
Why is this question asked?

A disability is a physical, mental, intellectual, or sensory condition felt in the body or the mind that may affect how a student participates in school. Some disabilities last forever. Others might only last for a short time. Some disabilities may be visible, while others may not be visible to others.

Disabilities can make it difficult for a student to function in an environment that is not fully inclusive and accessible. Some students who experience disabilities may have a special plan at school to help them, such as an Individual Education Plan (IEP), but others do not.

- **Disability or Condition:** 6.6% of respondents self-reported as having a disability or condition, with mental health (15%) and learning disabilities (13%) being the most common types.

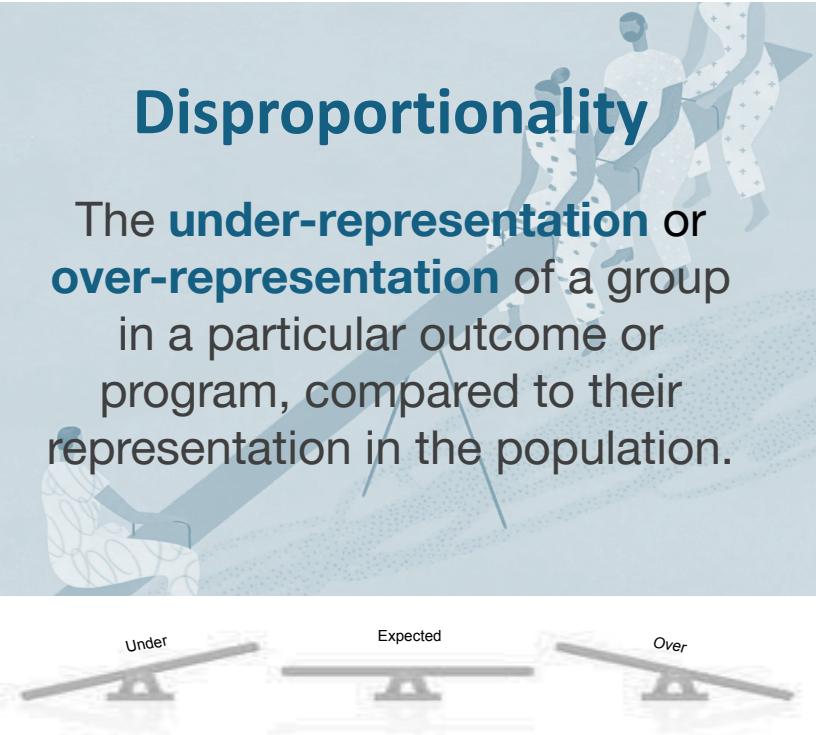
Self-Reported Disability/Condition (n=1,329)



Measuring Systemic Inequities

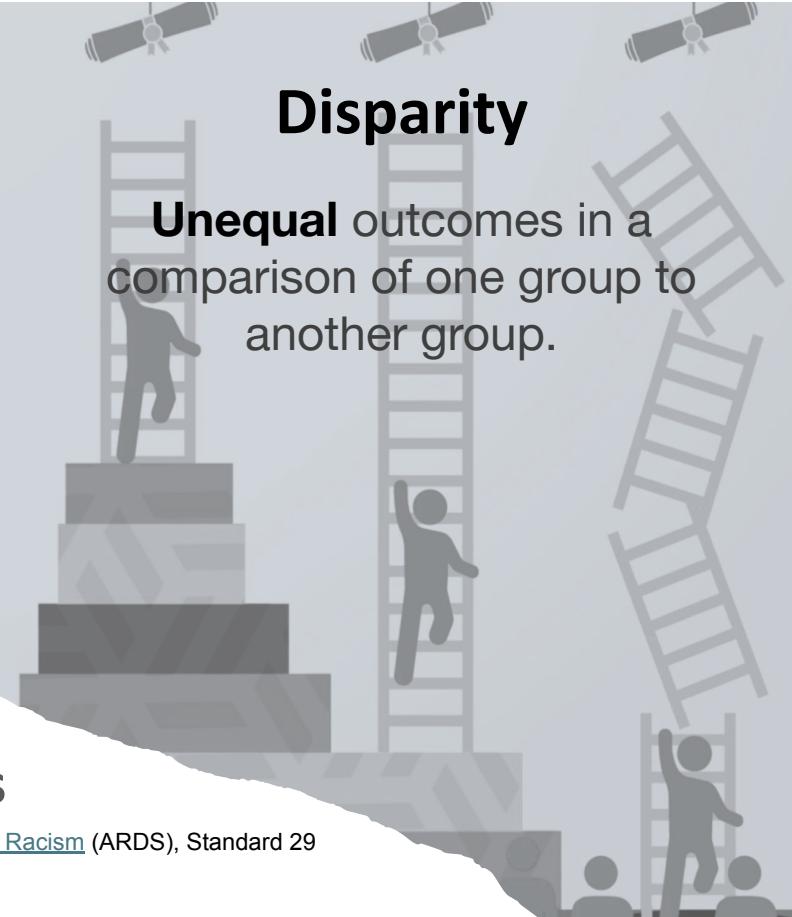
Disproportionality

The **under-representation** or **over-representation** of a group in a particular outcome or program, compared to their representation in the population.



Disparity

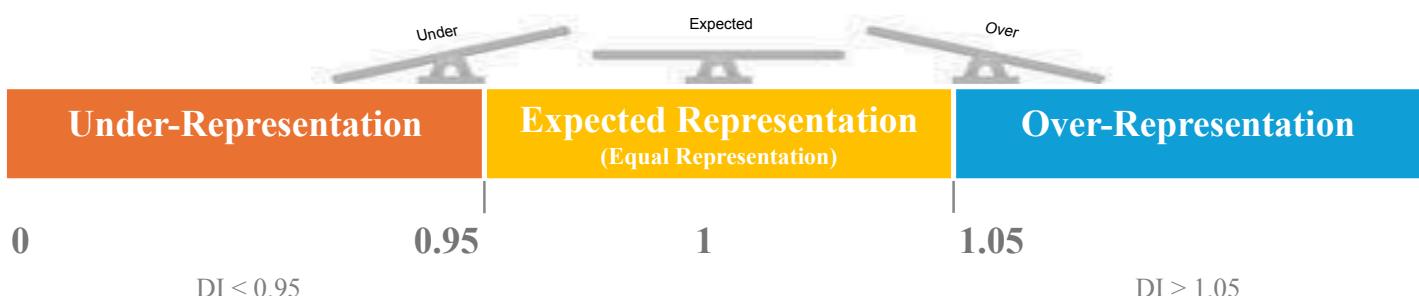
Unequal outcomes in a comparison of one group to another group.



Measuring Systemic Inequities

Source: [Data Standards for the Identification and Monitoring of Systemic Racism](#) (ARDS), Standard 29

Interpretation of Disproportionality Index (DI)



What systemic inequities might students be experiencing?

Is there equal representation or parity in outcomes?

What systemic inequities might students be experiencing?

Monitor-Investigate-Action

No action at this time

Monitor-Investigate-Action

Academic Outcomes

Student Group	2SLGBTQIA+	Black	East Asian	Latinx	Middle Eastern, North African	South Asian	Southeast Asian	Students with Disabilities	White
Elementary Grade Averages (Gr 6-8)	1.01	0.88	1.11	0.91	0.95	1.07	1.05	0.79	1.02
Secondary Grade Averages (Gr 9-12)	1.03	0.89	1.07	0.84	0.98	1.03	1.02	0.92	1.01
Credit Accumulation (Gr 10)	0.98	0.93	1.03	0.88	0.97	0.98	0.99	0.95	1.00

Key Finding: Grade disparities point to systemic barriers that disproportionately affect Black students and Latinx students across elementary, secondary, and credit accumulation measures. Students with disabilities face the greatest barriers to achievement in elementary grades.

Under-Representation
Expected Representation
Over-Representation

Student Participation

	2SLGBTQIA+	Black	East Asian	Latinx	Middle Eastern, North African	South Asian	Southeast Asian	Students with Disabilities	White
Suspensions	0.93	1.81	0.42	1.65	1.50	0.62	0.64	1.49	1.02
Absences	0.90	0.92	0.52	1.20	1.09	0.89	0.70	1.10	1.14

Key Finding:

- Black, Latinx, and Middle Eastern students, along with students with disabilities, experience significant disparities in suspension rates.
- Latinx, Middle Eastern, and White students, and students with disabilities experience moderate disparities in absence rates.

Under-Representation
Expected Representation
Over-Representation

Special Education Program and Services

	2SLGBTQIA+	Black	East Asian	Latinx	Middle Eastern, North African	South Asian	Southeast Asian	Students with Disabilities	White
IEP	1.28	1.12	0.99	1.09	0.76	0.63	0.76	3.40	1.02
IPRC	1.35	0.87	0.98	0.99	0.53	0.61	0.79	3.80	1.08
Gifted Program	1.80	0.48	1.91	0.41	0.55	0.88	0.95	1.18	0.72

Key Finding: Student potential exists equally across all groups, yet identification rates show disparities: some groups are more likely to be placed in special education and less likely to be identified as gifted.



Student Well-Being and In-School Experiences



When I am at school... ('All' or 'Most of the Time')	2SLGBTQIA+	Black	East Asian	Latinx	Middle Eastern	South Asian	Southeast Asian	Students with Disabilities	White
I feel I belong	0.67	0.92	0.97	0.96	0.95	0.95	0.98	0.84	1.08
I am safe	0.87	0.95	0.99	0.98	0.99	0.99	0.97	0.92	1.03
I enjoy learning	0.89	0.95	1.00	0.98	0.99	1.06	0.95	0.94	1.02
I like this school	0.79	0.87	1.00	1.01	0.96	0.95	1.00	0.93	1.04
I am a good student	0.90	0.98	0.97	0.96	1.01	1.02	0.97	0.92	1.04
I behave well	0.97	0.96	0.99	0.98	1.00	1.02	1.00	0.93	1.02
I can be a better student	0.98	1.07	1.06	1.08	0.98	1.03	1.11	1.02	0.93
I am expected to do good work	0.97	0.98	1.00	1.00	1.01	1.02	1.00	0.93	1.01
I feel if I work hard, I will be successful	0.87	0.99	0.97	0.99	1.01	1.02	1.02	0.91	1.03

Student Relationships and Sense of Community

Under-Representation
Expected Representation
Over-Representation

When I am at school... ('All' or 'Most of the Time')	2SLGBTQIA+	Black	East Asian	Latinx	Middle Eastern	South Asian	Southeast Asian	Students with Disabilities	White
I feel listened to	0.71	0.92	0.98	0.95	0.97	1.00	0.98	0.86	1.07
I have lots of friends	0.77	1.00	0.92	1.01	1.02	0.97	0.97	0.86	1.08
Students are friendly	0.75	0.89	1.04	0.92	0.98	0.99	0.98	0.89	1.04
Students treat me with respect	0.80	0.88	1.02	0.96	0.99	0.99	0.98	0.86	1.04
Student help each other even if they are not friends	0.78	0.92	1.05	0.92	1.00	1.04	1.02	0.88	1.01
I get along with others	0.84	0.95	0.98	0.96	1.00	1.02	0.98	0.89	1.05
I feel comfortable talking to adults	0.75	0.90	0.94	0.97	1.01	0.98	0.91	0.97	1.08
I feel like part of a community	0.65	0.90	0.94	0.98	0.96	1.00	0.95	0.86	1.10



Living Our Mission

The census data reveals gaps between our aspirations and students' lived experiences. Working to eliminate these disparities is not separate from our Catholic mission — it is essential.

Human Dignity

- Students who identify as 2SLGBTQIA+ and students with disabilities are less likely to feel a sense of belonging, safety, or a sense of community, revealing we must strengthen inclusive practices for all students.

Building Bethlehem Everywhere

- Black students report feeling unwelcome because of their race, revealing we have not yet created Bethlehem for all students.

Stewardship of Gifts

- Students who self-identify as Indigenous, students with no/other religious affiliation, those born outside Canada, those who learned another language first, or those who first learned another language alongside English are less likely to feel connected, revealing we must better nurture all gifts and contributions.

Preferential Option for the Vulnerable

- Students experiencing food insecurity, housing vulnerability, and financial instability report greater barriers to success, revealing we must provide targeted support for those facing economic hardship.

Key Takeaways from the 2024 Student Census

- 1. Systemic Inequities:** The census helps us identify where systemic barriers, practices and structures exist in achievement, discipline, student absences, gifted identification, and special education supports - patterns we can't see without demographic data.
- 2. Equity requires evidence:** To address disproportionality in outcomes, we need to know who our students are. The census provides the evidence to ensure all students - regardless of identity, background, or circumstance - have equitable access to opportunities and support aligned with our mission to provide all students with a Catholic education rooted in equity, well-being, and learning.
- 3. Understanding students' experiences strengthens belonging:** Census data on students' sense of belonging helps us understand whether all students feel valued, safe, and supported in our schools. When students see themselves reflected and respected, learning improves.

We Are Diverse. We Are One in Christ.

- The YCDSB serves a diverse student population. We are deeply committed to ensuring that all students are equitably served within our Catholic learning community—a commitment grounded in provincial frameworks that require school boards to identify, monitor, and remove systemic barriers that affect student achievement, well-being, and belonging.
- Preliminary Student Census findings revealed significant disparities in achievement and well-being outcomes among certain racialized groups, students who identify as 2SLGBTQIA+, and students with self-reported disabilities/conditions. The data demonstrates that these groups have distinct experiences within our school system.
- Through consultations and census portraits informed by diverse voices— including families, students, staff, and community partners—we will identify and address systemic inequities to foster inclusive and welcoming school communities where every student can thrive and succeed.
- Our sacred responsibility is to ensure that every child's experience in our Catholic schools reflects the love, justice, and welcome that Christ extends to all. Through this work, we give authentic witness to our faith and values.