

REVISED

**YORK CATHOLIC DISTRICT SCHOOL BOARD
AGENDA
REGULAR BOARD MEETING
Tuesday, April 25, 2023
7:30 P.M.**

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

LAND ACKNOWLEDGEMENT

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

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2. ROLL CALL	D. Scuglia	
3. APPROVAL OF NEW MATERIAL	F. Alexander	
4. APPROVAL OF THE AGENDA	F. Alexander	
5. DECLARATIONS OF CONFLICT OF INTEREST FOR CURRENT MEETING	F. Alexander	
6. DECLARATIONS OF CONFLICT OF INTEREST FROM PREVIOUS MEETING	F. Alexander	
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(Notices of Motion are to be submitted in writing and will return to the subsequent meeting as Information, the following meeting as Discussion, and finally Action at the next Board Meeting.)

20. FUTURE AGENDA ITEM(S) / REQUEST FOR INFORMATION

21. ADJOURNMENT

**UPCOMING
REGULAR BOARD MEETING**

**Monday, May 29, 2023
7:30 PM**



York Catholic District School Board

Chair's Report

Memo To: Board of Trustees

From: Frank Alexander, Chair of the Board

Date: April 25, 2023

Re: **Chair's Report**

Happy Easter to you all! Even though Easter Sunday, the greatest feast in our Catholic faith, is behind us, we continue to celebrate Easter for seven weeks until Pentecost when the Apostles (and, in turn, all the faithful) were called to evangelize the world. I want to extend a giant thank you to all of our parish priests for the beautiful Masses, services and prayers throughout Lent, Holy Week and Easter. I know that they have devoted many hours in preparation for these occasions. I also want to thank all the chaplains and religious leaders throughout our Board for their passion and dedication to Catholic Education for the benefit of our students and communities.

Mass of Installation of Archbishop Frank Leo

On Saturday, March 25, 2023, Director Scuglia and I had the honour of attending the Mass of Installation of Archbishop Frank Leo following the retirement of Cardinal Thomas Collins. The Mass took place at the St. Michael's Cathedral Basilica and saw a full congregation. The new Archbishop of Toronto gave a glorious, inspirational and sometimes humorous homily in which he referred to the ongoing rivalry between the Toronto Maple Leafs and the Montreal Canadiens hockey teams. Throughout his message, he spoke about his responsibility to the Archdiocese and the communities it serves and he pointed out that as a Bishop, he is wed to his diocese and will guide his parishes as a loving parent. The prayers of the faithful were beautifully read in a variety of languages, including English, French, Italian, Spanish, Polish, Malayalam, Ukrainian, Tagalog and Ojibway.

In particular, I found the Archbishop's words in his homily about youth particularly important to our mission as a School Board:

The youth are a gift to us, to our families, our communities of faith and to the wider society. Youth bring strength, idealism and hope for the future. They are to be loved and accompanied, listened to and cherished, welcomed and witnessed to. We need to give them our attention, our time, our means and our wisdom.

I thank the Holy Father for bringing Archbishop Leo to us and I know we are all excited to work with him in the years ahead.

It was also fitting that Cardinal Thomas Collins received many tributes at the Mass and the luncheon that followed for his years of dedicated and inspiring service to the faithful of this country.

The Archbishop will be visiting the four Pastoral Regions of the Archdiocese of Toronto to say four regional Masses. The Masses will be at Blessed Trinity Parish in Toronto, St. Mary's Parish in Barrie, St. Isaac Jogues Parish in Pickering and St. Francis Xavier Parish in Mississauga.

Milestone Anniversaries

Several of our schools are celebrating a Milestone Anniversary this year. Each of these schools has been working hard with their amazing administration, staff, students, Catholic School Parent Council, local communities and families to bring together wonderful tributes, including school Masses. The following schools will be celebrating their Milestone Anniversary over the next two months: Holy Spirit CES – 25th; St. Anthony CES – 50th, St. John XXIII CES – 50th; St. Mary CES – 25th; St. Michael the Archangel CES – 10th; St. Raphael the Archangel CES – 10th.

For more information, you can visit the school's website or our Board site. We look forward to celebrating with you!

School Saint Days

All of our YCDSB schools are named after exemplary examples of our faith. This month, the following YCDSB school celebrated their feast days:

- Divine Mercy Sunday, April 16
- Feast Day of St. Bernadette, April 16
- Feast Days for St. Mark and San Marco, April 25
- Feast of Our Lady of Good Counsel, April 26
- Feast Day for St. Catherine of Siena, April 29
- Good Shepherd of Sunday, April 30

Marlies Game/OECTA

I had the great privilege to attend the annual Marlies Make A Wish Foundation game. Hundreds of students, staff and administration all came out to enjoy the exciting game vs the Hershey Bears. York OECTA partnered with the Toronto Marlies to help fundraise in collaboration with our YCDSB schools. The energy from the fans was electric and very loud! It was a great day for everyone and so wonderful to see all the students enjoying themselves.

OCSTA 93rd Annual General Meeting & Conference

The 93rd Ontario Catholic School Trustees Association Annual General Meeting & Conference takes place from Thursday, April 27 to Saturday, April 29 at the Sheraton Centre in Toronto. I am looking forward to this year's keynote address, "Journeying Together in Faith," by Archbishop Leo.

This event is geared towards all Ontario Catholic School Trustees and includes opportunities for Trustees and Student Trustees to gather together to learn and have conversations about living and leading through our faith.

It also is an opportunity to hear the Ministry of Education's plans and share in an open dialogue with other Board chairs about issues we are all currently facing in School Boards across the province.



York Catholic District School Board

Director's Report

Memo To: Board of Trustees

From: Domenic Scuglia, Director of Education

Date: April 25, 2023

Re: Director's Report

Happy Easter and God bless. May we consistently remember Jesus' sacrifice as we continue our Easter journey to Pentecost Sunday (May 28). This is when the Apostles and other followers of Jesus were blessed by the Holy Spirit and were encouraged to begin sharing the Good News with the world. In this spirit of mission, we look forward to the upcoming Catholic Education Week in which we celebrate our Catholic school system alongside Ontario's 28 other English Catholic School Boards. Easter is a reminder of God's unending love for us. May the joys of this season fill your hearts with gladness.

Easter Break

Easter Break took place from Good Friday (Friday, April 7) to Easter Monday (Monday, April 10). It was a beautiful long weekend for our school community. Easter is a time of reflection and a time to recognize the miracles that God has brought into our lives. I pray that our school communities had the opportunity to experience Jesus' greatest miracle of all, His eternal, self-sacrificing love. For the next several weeks, many of our students will be celebrating their First Communions and their Confirmations. May God bless you in celebrating these sacraments and may you continue to keep the Lord near you for the rest of your life.

Catholic Education Week

Catholic Education Week (CEW) runs from April 30 to May 5, 2023, with the theme *We are Many, We are One*. Coming Together, One Body in Christ, we can shine bright and make a positive contribution to the world. This is always a great opportunity to have conversations as to why Catholic Education has an important place in and makes excellent contributions to the people of Ontario. Throughout the province, there are over 550,000 students that attend more than 1,500 Catholic schools. Most schools in the province will host a variety of CEW events during this week. A province-wide Mass will be held on May 3 at 1:30 p.m. at St. Michael's Cathedral Basilica and it will be live-streamed for anyone who wants to join in.

Autism Awareness Month

April is World Autism Month and April 2 marked World Autism Awareness Day. Our schools held many unique and engaging events on April 2 and throughout the month of April to help build a greater understanding, promote acceptance and encourage conversations about Autism Spectrum Disorder. Many of our students and staff wore blue to help raise awareness and to celebrate people with autism and those who love them.

Humanitarian Relief for Turkey and Syria

As Catholics, we are called to help one another in times of trouble and need. Our schools and CEC pulled together last month to raise funds for the Archdiocese of Toronto's humanitarian relief effort for those impacted by the earthquakes in Turkey and Syria. Many schools ran Toonie Days when students could have civvies days in exchange for a toonie donation. In total, we raised \$30,857.39 which will be a great support for our brothers and sisters in need.

FDK Videos

We are very excited to present two brand new videos showcasing our incredible full-day kindergarten program. The first video showcases play-based learning through the eyes of a kindergarten student who gives a tour of her typical school day. The second video showcases the full-day kindergarten experience from the perspective of our professional educators. Both videos highlight that we encourage our youngest students to explore their worlds in a setting that provides opportunities to play, learn and grow in a Christ-centred environment.

Terry Fox School Run

Three YCDSB schools were among Ontario's top 50 fundraisers for the Terry Fox School Run Fundraisers of 2022. St. Theresa of Lisieux CHS (#14 in secondary division), St. Robert CHS (#16) and St. Augustine CHS (#22) raised more than \$39,000 amongst them. Every YCDSB family has been touched by cancer and so we are grateful that all YCDSB students work so hard to support this worthy cause.

Twitter Break

I recently filmed another excellent episode of "Twitter Break with Director Dom." I was joined by two impressive secondary students, Erica from Father Bressani and Kavi from Cardinal Carter, who participated in the Horizons Conference at the CEC on Tuesday, April 18. We discussed the conference, the Mental Health Ambassador program, what schools are doing to promote positive mental health and a new survey that will be shared with students, staff and families in May to help create a YCDSB mental health strategy. We plan to post the episode in the first week of May, which is Children's Mental Health Week. The pandemic put another spotlight on mental health and the importance of being mindful of the mental health of ourselves and others.

Surveying Our Community

In addition to the mental health survey that will be shared with our community shortly, I would like to thank the staff for all their hard work in creating, distributing and promoting the YCDSB's Exit Survey and School Climate Survey.

The information that we receive from these surveys help us better understand what is going well in our schools and what areas we need to work on. The Exit Survey wraps up at the end of April and the School Climate Survey concludes on Friday, May 12. We ask the students who are being surveyed to please give their feedback; sharing your experience will help us build better school communities.

Stouffville Multi-Use Facility

We have communicated to our Whitchurch-Stouffville community that unfortunately the multi-use facility where our Blessed Chiara Badano CES and St. Katharine Drexel CHS students will learn has once again been delayed. The delay is due to pandemic-related issues and supply-chain shortages. We have developed a contingency plan which will allow these students to join their new school communities in September 2023. They will learn in existing school buildings until the multi-use facility is ready. More information can be found on the YCDSB website.

Pride Month

The York Catholic District School Board is deeply committed to living our Catholicity and to ensuring the well-being of all our students and staff. In the month of June, organizations across the country show their support for 2SLGBTQAI+ people through a variety of initiatives. We recently had delegations at the March Board meeting highlighting the need to support this group and make them feel loved in our school communities. Members of this community continue to disproportionately experience a variety of challenges, including discrimination and harassment, a higher likelihood of suicidality, substance abuse and numerous other mental health concerns. The YCDSB will stand with all of our students in June, as we do throughout the school year. We are all children of God and are worthy of love and respect.

The YCDSB is having an ongoing conversation with a number of stakeholders about how we can best signal our support of 2SLGTBQAI+ students and staff, and their families, including the possibility of flying the Pride Flag here at the Catholic Education Centre (CEC) in June. These individuals are telling us that flying the Pride Flag is something that is important for them to feel welcomed in the YCDSB. The YCDSB is committed to providing safe and equitable schools, so we must take that request seriously.

The YCDSB recognizes that 2SLGTBQAI+ students are loved by God and are valued members of YCDSB schools.

National Volunteer Week, April 16-22

Our YCDSB schools are so fortunate to have a world-class community of volunteers that together fuel our collective success. We are so grateful for all our tremendous volunteers for everything they do whether it's daily, weekly, seasonally or once a year; you are valued greatly. We appreciate your time, talents and energy. Thank you!

School Activities

Every day our incredible schools are actively partaking in something above and beyond the typical classroom experience, and this month has been no exception. So many of our students and staff members participated in events that gave them opportunities to broaden their educational learning experience even further. The following are just a few of the extras taking place in April:

- | | |
|----------------------------|----------------------------------|
| • Student Confirmations | - Indoor Soccer Tournaments |
| • Student First Communions | - Hockey Tournaments |
| • Oral Competitions | - Basketball Finals |
| • Science Fairs | - Fundraising |
| • Math Contests | - Environment Clean-up/Recycling |

Looking Ahead into the Month of May

May is the Month of Mary. It is also the month when we recognize Mother's Day. Many of our schools provide lessons that help students prepare their hearts and minds to celebrate the mothers in our lives. This is also an important time to honour the memories of those mothers who have returned to the Lord. As my next report will be after Mother's Day, I want to take this opportunity to wish all mothers a very Happy and Blessed Mother's Day! Thank you to all the women, grandmothers, aunts, and other supportive adults who offer their love, selflessness and support to the wonderful children in our community.

Other events taking place in May include:

- Mental Health Week May 1-5
- YES I Can Awards, May 10
- Mother's Day, May 14

Public Request to Make a Presentation or Present Petition

Inbox

Theresa Notzl <ycdsb.forms@ycdsb.ca>

to board.delegations

Name	Theresa Notzl
Email Address	
Home Address	
Home Telephone	
Name of Home School being represented	
Are you a York Catholic District School Board employee?	No
Is this request related to a Motion and/or decision of the Board?	Yes
Spokesperson 1 Address	
Spokesperson 2 Address	
3) Presentation/Petition Details	
Date of Board Meeting	Apr 25, 2023
Specific Statement of Issue	My xxxxxxxxxxxx is in the ASD program at xxxxxxxxxxxxxx for xxxxx and I was informed out of the blue on Friday afternoon that they want to close the classroom and change the program by moving xxx and xxx classmates back to their home schools a year earlier than xxx was suppose to.
Summary of key presentation points:	My xxxxxxxxxx has made amazing gains from this program. xxxxx has an absolutely amazing teacher and 2 fantastic EA's with xxx every day at any time in the day. Not twice a week for half a day. There is structure for xxx needs daily. I was told 2 years when I said yes, not one year. xxx deserves xxx full commitment with xxx teacher and class.
If Applicable, your key recommendations/suggestions to address the problem/issue:	Keep the classrooms open in all of the schools and fulfill the commitment to the kids that they were promised, to allow them to build even more skills to bring with them to grade 1. Create more supports in the schools receiving our kids back in grade 1 to help with their transition. Our children need consistency!
4) Electronic Presentation Details	Written material in support of the presentation, including PowerPoint, shall be provided to Trustees by end of day Saturday (11:59pm) prior to the scheduled Board meeting. If supporting information is not submitted within the timeline, the delegation will be removed from the agenda and presented at a future Board meeting. Email Presentation to board.delegations@ycdsb.ca
Is your presentation in an electronic format?	No
Acknowledgement	- I am aware that my delegation presentation will be livestreamed during the Board Meeting.
Form prepared by:	Theresa Notzl
Date	Apr 17, 2023

Public Request to Make a Presentation or Present Petition

Inbox

Y

Michael De Faria <ycdsb.forms@ycdsb.ca>

Name

Michael De Faria

Email Address

Home Address

Home Telephone

Name of Group Being Represented (if Applicable)

Special needs / ASD

Name of Home School being represented

Are you a York Catholic District School Board employee?

No

Is this request related to a Motion and/or decision of the Board?

Yes

Spokesperson 1 Name

Michael De Faria

Spokesperson 1 Email Address

Spokesperson 1 Address

Spokesperson 1 Business Telephone

Spokesperson 2 Address

3) Presentation/Petition Details

Date of Board Meeting

Apr 25, 2023

Specific Statement of Issue

I recently became aware of the YCDSB's decision to end its ASD classroom program for student's on the autism spectrum.

My xxxxxx is autistic and in xxxxxxxx ASD class at xxxxxx and was supposed to be in it next year as well (xx).

I am asking the board members to reconsider this decision.

Summary of key presentation points:

Discussing xxxxxxxx progress from September to now and how a high support classroom has many benefits for a child like xxx.

Questionable funding decisions.

Catholic values.

More support needed for special needs children.

If Applicable, your key recommendations/suggestions to address the problem/issue:

Reconsideration of the decision. Keep the class in place.

4) Electronic Presentation Details

Written material in support of the presentation, including PowerPoint, shall be provided to Trustees by end of day Saturday (11:59pm) prior to the scheduled Board meeting. If supporting information is not submitted within the timeline, the delegation will be removed from the agenda and presented at a future Board meeting. Email Presentation to board.delegations@ycdsb.ca

Is your presentation in an electronic format?

No

Acknowledgement

- I am aware that my delegation presentation will be livestreamed during the Board Meeting.

Form prepared by:

Michael De Faria

Date

Apr 17, 2023

Public Request to Make a Presentation or Present Petition

Inbox

Y

Myles Vosylius <ycondsb.forms@ycondsb.ca>

to board.delegations

Name	Myles Vosylius
Email Address	
Home Address	
Home Telephone	
Name of Group Being Represented (if Applicable)	
Name of Home School being represented	Cardinal Carter CHS
Are you a York Catholic District School Board employee?	No
Is this request related to a Motion and/or decision of the Board?	Yes
Spokesperson 1 Name	Myles Vosylius
Spokesperson 1 Email Address	
Spokesperson 1 Address	
Spokesperson 1 Home Telephone	
Spokesperson 2 Address	
3) Presentation/Petition Details	
Date of Board Meeting	Apr 25, 2023
Specific Statement of Issue	<p>I would like to share my faith journey while I was a student at Cardinal Carter Catholic High School, and how in the dark times of my life I found acceptance in Christ, the chapel, and my faith being taught. Not through any club or political/ideological program. While I understand the want for acceptance through GSA's, LGBT Clubs and stickers to showcase acceptance to students struggling, I do not believe that is the Catholic approach. But rather, YCDSB should further its evangelization efforts and faith based programs for students struggling with gender identity. Because in our Catholic faith, we believe in acceptance and love, through Jesus and His Catholic Church which accepts all.</p>
Summary of key presentation points:	<ul style="list-style-type: none">- LGBT Stickers, in my opinion, wouldn't bring about further acceptance to students who Identify apart of those communities.- YCDSB should further evangelization efforts to bring hope and healing in Jesus and the Church, which there are many resources available in the Archdiocese of Toronto.- I will testify my story of how I found acceptance as a student in my faith at CCCHS.
If Applicable, your key recommendations/suggestions to address the problem/issue:	<p>- YCDSB should double its religious efforts, prayer services, and efforts to teach students inside and outside of the classroom they are accepted. The best approach would not be through a LGBT sticker, group or alike.</p>

4) Electronic Presentation Details

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Is your presentation in an electronic format?	No
Acknowledgement	- I am aware that my delegation presentation will be livestreamed during the Board Meeting.
Form prepared by:	Myles Vosylius
Date	Apr 11, 2023

Public Request to Make a Presentation or Present Petition

Inbox

Patrick Mikkelsen <ycdsb.forms@ycdsb.ca>

Name	Patrick Mikkelsen
Email Address	
Home Address	
Home Telephone	
Name of Group Being Represented (if Applicable)	Students of the York Catholic District School Board
Name of Home School being represented	
Are you a York Catholic District School Board employee?	No
Is this request related to a Motion and/or decision of the Board?	Yes
Spokesperson 1 Name	Patrick Mikkelsen
Spokesperson 1 Email Address	
Spokesperson 1 Address	
Spokesperson 1 Home Telephone	
Spokesperson 2 Name	Isio Emakpor
Spokesperson 2 Email Address	
Spokesperson 2 Address	
Spokesperson 2 Home Telephone	
3) Presentation/Petition Details	
Date of Board Meeting	Apr 25, 2023
Specific Statement of Issue The representation and support of 2SLGBTQ+ students in the YCDSB must be improved, specifically in regard to raising the pride flag at YCDSB schools and offices. Due to the events of the February 28, 2023, board meeting, 2SLGBTQ+ students have been made to feel isolated and are in need of meaningful action by the board. Currently, 600+ students, staff, parents, and community members have signed our petition in support of raising the pride flag at YCDSB schools, offices, and other facilities during the month of June or pride month.	
Summary of key presentation points: <ul style="list-style-type: none">- Introduction- Statement of Issue- Letter to the Director, Trustees, and Senior Administration- Statistics from the Egale Canada, CMHA and Rainbow Health Ontario- Our Catholic Faith and the 2SLGBTQ+ Community- Support from YCT OECA, students, staff, parents, and community members- Comments and Messages from Signatories- Final Remarks and Urgency	
If Applicable, your key recommendations/suggestions to address the problem/issue: Raise the pride flag at all YCDSB offices and schools with the Toronto, Hamilton-Wentworth, Halton, Ottawa, and Waterloo Catholic District School Boards; Commit to improving school support for 2SLGBTQ+ students, like allowing students and schools to celebrate pride month and offering all staff Equity, Diversity, and Inclusion training to staff.	

4) Electronic Presentation Details

Written material in support of the presentation, including PowerPoint, shall be provided to Trustees by end of day Saturday (11:59pm) prior to the scheduled Board meeting. If supporting information is not submitted within the timeline, the delegation will be removed from the agenda and presented at a future Board meeting. Email Presentation to board.delegations@ycdsb.ca

Is your presentation in an electronic format?	Yes
Type of Presentation	Presentation (Powerpoint, Google Slide, Keynote) with no audio and video embedded
Technology Requirements	I plan on using my own device (Macbook, PC or iPad)
Please indicate type of device	Lenovo ThinkBook 15
Acknowledgement	- I am aware that my delegation presentation will be livestreamed during the Board Meeting.
Form prepared by:	Patrick Mikkelsen
Date	Mar 29, 2023

REPORT

York Catholic District School Board

Report To: Board of Trustees
From: Administration
Date: April 25, 2023
Report: International Education Program - Year in Review

EXECUTIVE SUMMARY:

The International Education Department continues to develop in terms of programming, geographic reach and service to students. The International Education Program aligns with the provincial focus on and commitment to international students, as well as the Board's Multi-year Strategic Plan. Ongoing strategic investments in infrastructure, increased marketing efforts, diverse programming options, and in-person attendance at international recruitment fairs have built and strengthened the York Catholic District School Board International Education Program brand globally.

BACKGROUND INFORMATION:

York Catholic District School Board has welcomed international students into our schools since 1998. Initially the program was unstructured, relying largely on prospective students seeking out our Board as opposed to a formal structure and strategy to promote and expand the program. In June 2020, the Board approved investments in the International Education Program in support of our vision to enrich the breadth of programming, internationalize the curriculum for students, generate revenue to augment the board's operating budget, and sustain a suitable level of English as a Second Language resources for our local students. To support this vision a more formalized infrastructure and marketing plan was developed to support the recruitment and retention of international students, and elevate the YCDSB International Education Program profile among our community of recruitment partners.

2022-23 SCHOOL YEAR PROGRAM ACCOMPLISHMENTS:

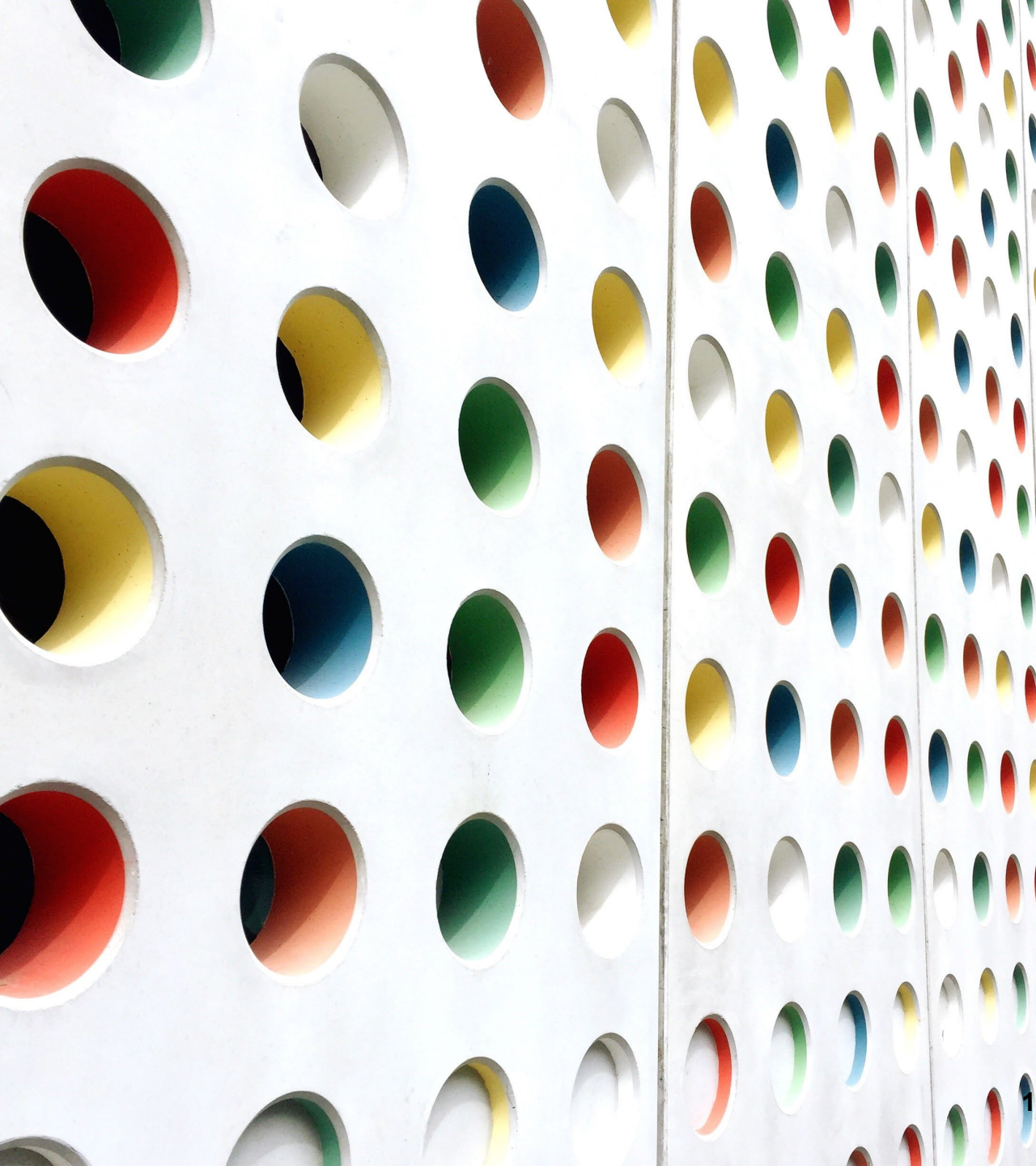
A key focus as we move past pandemic constraints has been on expanding programming options that meet the different needs of our international community, developing and nurturing relationships with various stakeholders in order to offer a high-quality level of service, and expanding our reach across the globe. In addition, and to supplement the presentation, staff highlight the following:

- the department continues to develop tangible marketing materials, including a new and comprehensive website accessible all over the world, two promotional videos and in-person Agent tours of our schools;
- the department has been staged to host agent training sessions and meetings with various stakeholders;
- the department has partnered with a number of post-secondary institutions in order to provide our international students pathway options in post-secondary;
- the department has led two excursions for all of our secondary English language learners students at our 6 ESL high schools;
- Finally, the increase to the depth and breadth of programming options has raised YCDSB's profile in the international education scene.

SUMMARY:

Staff extend their sincere appreciation and thanks to the Board of Trustees for your support of the International Education Program. The strategic and intentional focus on the International Education Program, supported by the 2022-23 budget allocation have allowed a plethora of growth activities which have laid the foundation for sustainable, long-term expansion and success.

Prepared by: Michael Gray, Superintendent of Human Resources & International Education;
Iolanda Faraone, Principal, International & Continuing Education Programs
Reviewed & Submitted by: Michael Gray, Superintendent of Human Resources & International Education.
Endorsed by: Domenic Scuglia, Director of Education.



YCDSB
INTERNATIONAL
EDUCATION
PROGRAM

International Education Program

2023 REVIEW



Meet the Team



Michael Gray,
*Superintendent of Human
Resources & International
Education*



Thomas Pechkovsky,
*Coordinating Manager of
Planning & Operations*



Iolanda Faraone,
*Principal of International
& Continuing Education
Programs*



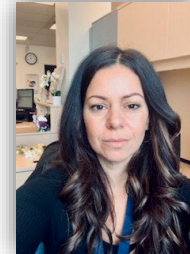
Carol Recine,
*Manager of Admissions,
Enrolment & International
Student Program*



Xiangfei Meng,
*Secretary of International
Education*



Christina DiGianni,
*Marketing Assistant
International Education*



Cathy Carnovale,
*Admissions Administrator,
New Students*



Angela Mercurio,
*Admissions Administrator,
Renewing Students*

Challenges 2022-2023

- Border closures to travelers within China
- China was not renewing or issuing new passports
- IRCC rejections and delays with issuance of study permits
- Families are scared to travel

We are happy to report that we surpassed our enrolments target projections!

Increased Program Options

2020-2022



2022-2023



2023-2024



Recruitment Fairs & Fam Tours



2020

2 Virtual

Targeted Western Europe and Mexican markets

2021

13 Virtual, 1 In-Person

Targeted the Middle East, North Africa, Asia, Latin America, Europe and Korea markets

2022

3 Virtual, 6 In-Person, 3 School Fam Tours

Targeted South East Asia, Far East, Africa, Europe, Latin and Central America markets

2023

3 Virtual, 8 In-Person, 19 School Fam Tours

Targeted Europe, Africa, Latin and Central America markets
In-Person live presentations in South Korea with SJ Canada & YOLO

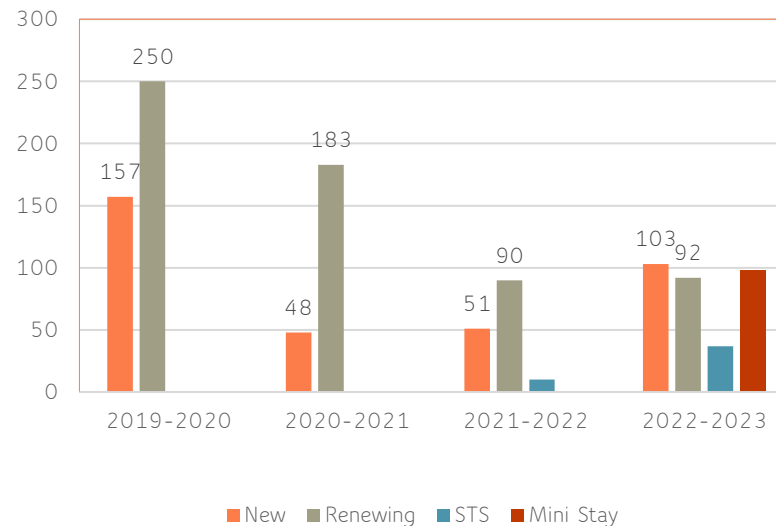
Student Registrations

School Year	New	Renewing	STS	Mini Stay	New %	Renewals %	Total
2019-2020	157	250	0	0	39%	61%	407
2020-2021	48	183	0	0	21%	79%	231
2021-2022	51	90	10	0	36%	64%	151
2022-2023	103	92	37	98	53%	47%	330

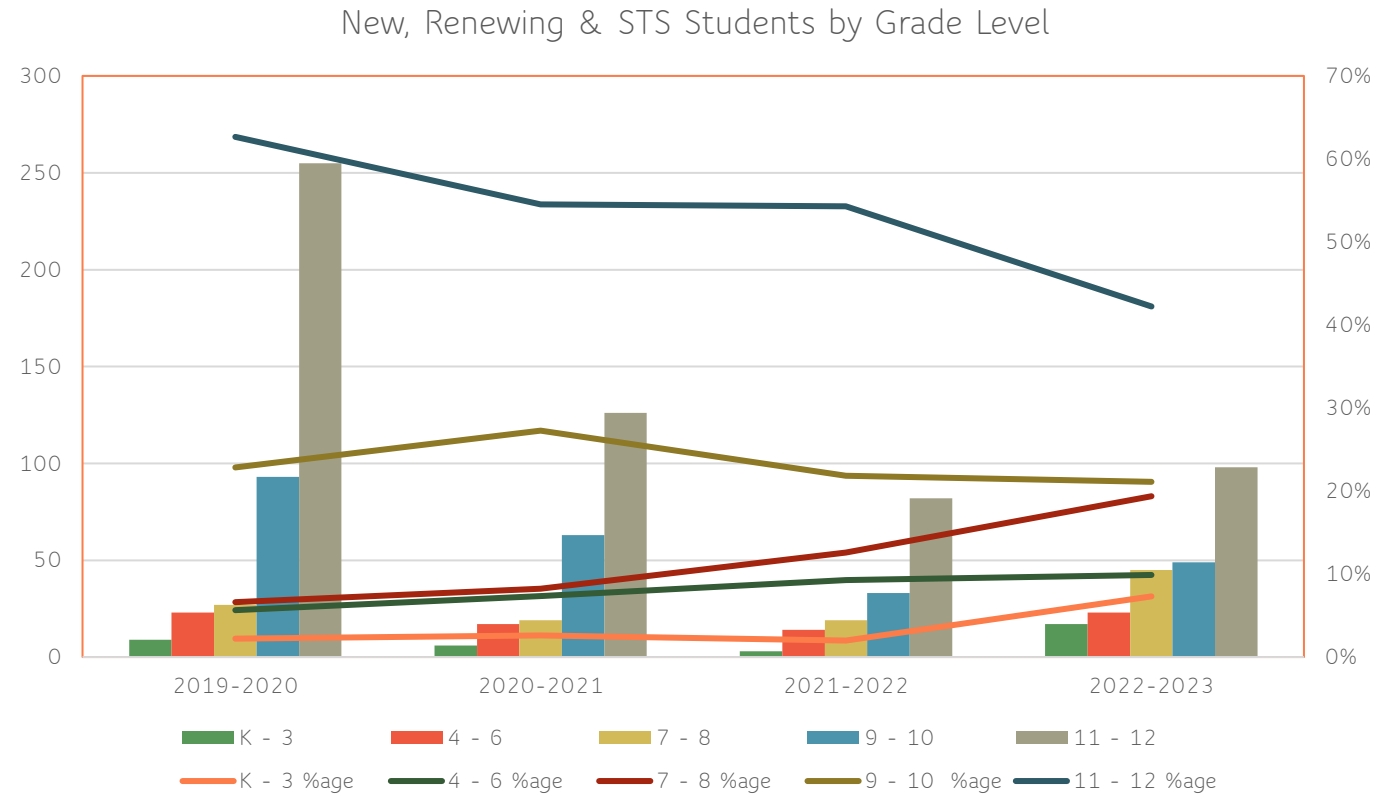
*3 STS renewed as full year students

*6 STS renewed as full year students

New, Renewing, Short-term & Mini Stays



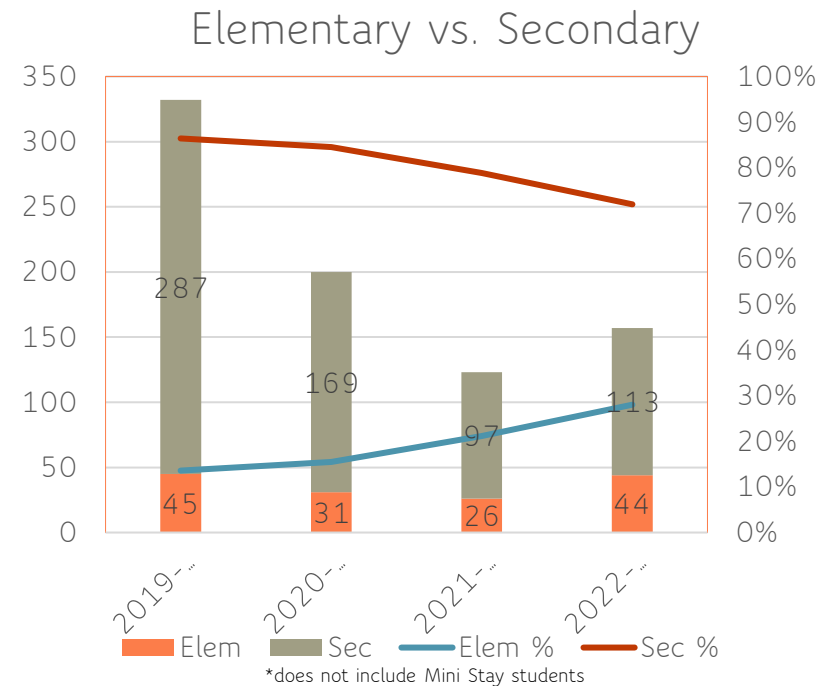
Students by Grade Level



We currently have students enrolled at each of our 6 ESL supported Secondary, 2 Non-ESL Secondary, and 21 Elementary schools.

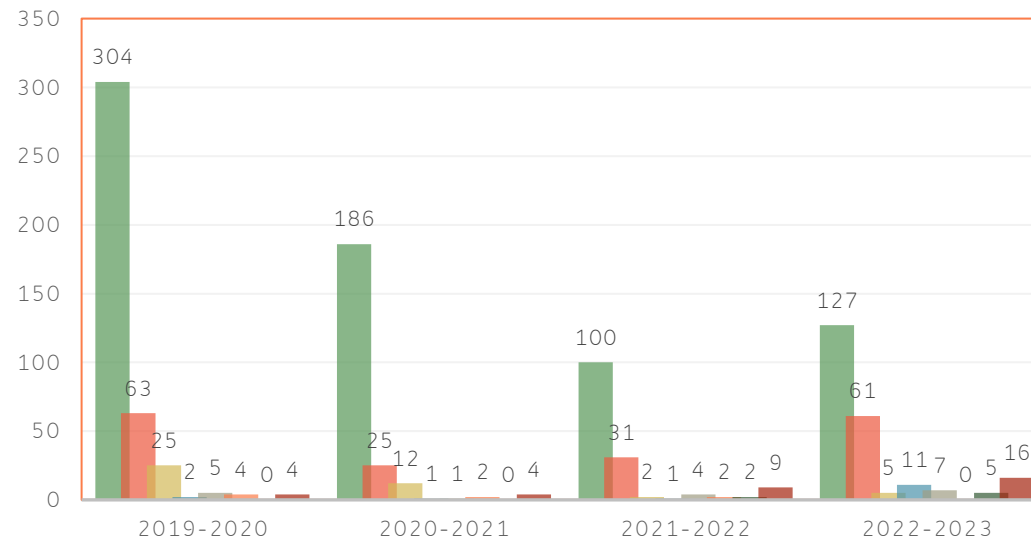
Elementary vs. Secondary

School Year	Elem	Sec	Elem %	Sec %	Total
2019-2020	59	348	14%	86%	407
2020-2021	42	189	18%	82%	231
2021-2022	29	122	19%	81%	151
2022-2023	85	147	37%	63%	232



Students by Country of Origin

Count by Country of Origin



■ China ■ S. Korea ■ Iran ■ Hong Kong ■ Vietnam ■ Venezuela ■ Italy ■ OTHER (1-2 students)

'Other' countries include: Austria, Colombia, Dominican Republic, France, Germany, Japan, Jordan, Peru, Phillipines, Russia, Spain, St. Kitts, Singapore, United Arab Emirates, USA

Partnerships



- Facilitation of the IELTS prep course and exam if required
- Tailoring the GAP year certificates to align with post-secondary program options
- Recognition of the Gap year certificate in the Supplemental Application
- Early conditional offers of acceptance using GAP year certificate grades
- Facilitation of post-secondary tours
- Hosting post-secondary information evenings specifically for international students

Process Review with Schools

- The team regularly communicates with each of the schools to review our processes and to determine if changes are necessary
- We host an annual in-person meeting with Admin, Guidance Dept Heads, ESL Dept Heads, and Secretarial staff
- Regular visits to schools to ensure there are no issues and to support the staff and students as needed

Recruitment Partnerships



Strategic Actions – Marketing Plan

- Expanding our global reach through attendance at recruitment fairs, locally and globally
- Published advertisements in ST Magazine, ICEF Insights and completed a collaborative ad with CAPS-I
- Improved admission and registration processes to allow international students a complete timetable with preferred course selections (Student Interest Forms)
- Publicizing student testimonials on our website and social media accounts
- On-going: Designed and procured marketing collateral for distribution at recruitment fairs and student welcome packages including:
 - Program specific flyers, banners & brochures
 - School specific promotional postcards
 - Program swag including mini Maple Syrup bottles
- Redesign of our department to create a welcoming and inclusive space for Agent, Staff and Family meetings
- Our new globally accessible website to improve our registration process
- Annual in-person training with Agents to review our processes
- Bi-annual field trips with all secondary ESL and ELL students

Social Media Presence

The International Education Program's social media presence continues to build through globally accessible platforms like Facebook, Instagram and WeChat to ensure students, families and agents can find us and stay up to date.



@YCDSB International Education Program



@ieycdsb



@YCDSBIE

The International Education Program



The International Education Program



Thank you for your continued support.

2023-2024 Budget Development: Operating Funding and Revenue Projections

Regular Board Meeting

April 25, 2023

Prepared by:
Submitted by:
Endorsed by:

Kim Scanlon, Budget Manager
Calum McNeil, CFO & Treasurer of the Board
Domenic Scuglia, Director of Education and Secretary of the Board





PURPOSE

To provide Board of Trustees with:

- 2023-24 school year Grants For Student Needs (GSN) & Priorities and Partnership Funding (PPF) highlights
- Preliminary 2023-24 enrolment projections
- Preliminary 2023-24 revenue projections based on the Grants for Student Needs (GSN) and preliminary enrolment projections



Ministry Announcements

On April 17, the Ministry released funding details for the 2023-24 school year including the following memos and the Technical Paper:

- B03 - Better Outcomes for Students
- B04 – 2023-24 Grants for Student Needs Funding
- B05 – 2023-24 Priorities and Partnerships Funding (PPF)
- B06 – Student Transportation – Grants for Student Needs 2023-24
- B07 – Capital Funding for the 2023-24 School Year

Technical Paper 2023-24 *available*:

<https://www.ontario.ca/page/education-funding-2023-24>

Note: All amounts in this deck are preliminary based on current information available.



GSN Highlights

- New **Student Transportation** funding model including transition amount ensuring no grant reduction in 23/24
- Realignment and methodology update of **Indigenous Education** Funding including one-time realignment mitigation fund for transitioning to new class size funding methodology
- Continuation of **Supports for Students Funding (SSF)**
- Interim **Special Incidence Portion (SIP)** funding approach for 23/24 while the Ministry is undertaking a review to modernize the allocation
- Expiration of the COVID-19 Learning Recovery Fund and Tutoring Supports Program
- 2.7% increase in funding compared to 2022-23 including 2% cost update to non-staff portion of school operations allocation
- Grants transferred from PPF to GSN:
 - Demographic Data Gathering \$0.04M
 - Early Math Intervention for Special Education (enveloped) \$0.1M
 - Specialist High Skills Major Expansion (\$TBD)



New GSN Grants

Funding	Details	Revenue (\$ millions)
Safe and Clean Schools Supplement	To support student well-being and maintain clean schools (with priority for professional and paraprofessional staff to support students).	0.4
Enhanced Audit Capacity	Enhance external audit capacity.	0.01
Summer Learning Programs	Previously provided through the Council of Ontario Directors of Education, is moving from PPF into the Learning Opportunities Grant to support literacy and numeracy programs for elementary students who would benefit from additional learning support over the summer.	Not available yet
TOTAL		\$0.4M



New PPF Grants Allocated by the Ministry

Funding	Details	Revenue (\$ millions)
Staffing to Support De-Streaming and Transition to High School	Additional teachers to prepare students in Grades 7 and 8 prior to transitioning into a de-streamed Grade 9 and to continue to support students in a de-streamed Grade 9 and their transition to Grade 10.	2.8
Math Recovery Plan	<p><i>Board Math Leads</i> - hire a Board Math Lead (Supervisory Officer unless exemption requested) who will inform, monitor and provide timely reporting of progress towards math achievement and improvement targets and lead board-wide actions to meet these targets.</p> <p><i>School Math Facilitators</i> - hire School Math Facilitators to work in Grades 3, 6 and 9 classrooms in priority schools working directly with students who require additional support and teachers to strengthen math knowledge.</p> <p><i>Digital Math Tools</i> - provide digital math tools for all students in Grades 3, 6, 7, 8 and 9 to support student learning at home and in classrooms.</p>	0.7

Continued on next slide....

All PPF funds are **enveloped** and to be spent on the original purpose intended. Unspent funds will be recovered by the ministry.



New PPF Grants Allocated by the Ministry (cont'd)

Funding	Details	Revenue (\$ millions)
Education Staff to Support Reading Interventions	Funding to hire teachers to work one-on-one or in small groups with students in Kindergarten to Gr. 3 who would benefit from more support in reading.	1.2
Licenses for Reading Intervention Supports	Enable school boards to purchase licenses, resources and professional learning to support the provision of systematic, evidence-based reading interventions.	0.2
Early Reading Enhancements: Reading Screening Tools	Procure ministry-approved early reading screening tools for students in year 2 of Kindergarten to Gr. 2 to ensure students are identified early and supported within the classroom.	0.2
Summer Mental Health Supports	Provide prevention/early intervention mental health services to students during the summer months using their existing staffing complement.	0.2
TOTAL		5.3

All PPF funds are **enveloped** and to be spent on the original purpose intended. Unspent funds will be recovered by the ministry.

An additional \$1.1M of PPF grants has been announced in existing programs. Other PPF funding announcements not yet specifically allocated by the Ministry can be found in the memo B05.



Preliminary Enrollment

Forecasted Average Daily Enrollment (ADE).

Enrolment	2023-24 Estimates	2022-23 Revised Estimates	Change
<u>Elementary</u>			
Pupils of the Board	30,497	31,427	(930)
International Students	69	38	31
	30,566	31,465	(899)
<u>Secondary</u>			
Pupils of the Board	18,570	18,376	194
International Students	161	106	55
	18,731	18,482	249
Total Enrolment	49,297	49,947	650



Preliminary GSN Operating Funding

(\$ millions)	2023-24 Estimates	2022-23 Revised Estimates	Change \$
Pupil Foundation Grant	284.4	284.0	0.4
School Foundation Grant	37.6	37.0	0.6
Special Purpose Grants			
Special Education Grant	71.6	70.8	0.8
Language Grant	15.3	14.9	0.4
Indigenous Education Grant	2.0	4.3	(2.3)
One-Time Realignment Mitigation Fund (Ind Ed)	1.1	-	1.1
Geographic Circumstances Grant (RNEF)	0.1	0.1	-
Learning Opportunities Grant	8.0	7.4	0.6
Mental Health and Well-being Grant	2.4	2.4	-
Supports for Students Fund	5.5	5.5	-
Continuing Education and Other Programs Grant	5.4	5.4	-
Cost Adjustment & Teacher Qualifications & Exp	61.5	61.9	(0.4)
Student Transportation Grant	20.5	19.8	0.7
Declining Enrolment Adjustment	2.3	2.1	0.2
School Board Administration and Governance	16.3	15.4	0.9
School Facility Operations	53.2	52.3	0.9
Program Leadership Allocation	1.0	1.0	-
COVID-19 Learning Recovery Fund	-	7.2	(7.2)
Debt Service Support	0.2	0.2	-
Short Term Interest	0.2	0.2	-
Total Grants For Student Needs (GSN)	588.6	591.9	(3.3)



Funding Changes Explained

(\$ millions)	Total	Change Explained			
		Change in ADE	Benchmark Change	Grant Changes	Other
Pupil Foundation Grant	0.4	(5.1)	5.5	-	-
School Foundation Grant	0.6	-	0.6	-	-
Special Purpose Grants					
Special Education Grant	0.8	(0.7)	1.4	0.1	-
Language Grant	0.4	-	0.4	-	-
Indigenous Education Grant	(2.3)	-	-	(2.3)	-
One-Time Realignment Mitigation Fund (Ind Ed)	1.1	-	-	1.1	-
Geographic Circumstances Grant (RNEF)	-	-	-	-	-
Learning Opportunities Grant	0.6	-	0.2	0.4	-
Mental Health and Well-being Grant	-	(0.1)	0.1	-	-
Supports for Students Fund	-	-	-	-	-
Continuing Education and Other Programs Grant	-	(0.1)	0.1	-	-
Cost Adjustment & Teacher Qualifications & Exp	(0.4)	-	-	-	(0.4)
Student Transportation Grant	0.7	-	-	0.7	-
Declining Enrolment Adjustment	0.2	-	-	-	0.2
School Board Administration and Governance	0.9	(0.1)	0.4	-	0.6
School Facility Operations	0.9	(0.7)	1.6	-	-
Program Leadership Allocation	-	-	-	-	-
COVID-19 Learning Recovery Fund	(7.2)	-	-	(7.2)	-
Debt Service Support	-	-	-	-	-
Short Term Interest	-	-	-	-	-
Total Grants For Student Needs (GSN)	(3.3)	(6.8)	10.3	(7.2)	0.4

CUPE collective agreement, other labour provisions and non-staffing benchmark increases

New, discontinued or transfers from PPF



Next Steps

The following factors will impact grants and other revenues during budget development:

- Updates to enrolment (ADE) projections
- Updates to International Student projections
- Updates to other grant factors
- Grant enveloping and deferred revenues
- Additional PPF announcements
- Miscellaneous revenue (rent, interest, community use of schools, etc.)
- Continuing education enrollment and related revenue
- Capital revenue



2023-2024 Budget Consultation Survey

YORK CATHOLIC DISTRICT SCHOOL BOARD

Calum McNeil, CFO & Treasurer of the Board

Budget Development Process

- Members of the York Catholic community are invited to share feedback throughout the YCDSB's budget development process including completing an online survey and making a delegation to Trustees at a Special Meeting of the Board.
- Stakeholder feedback is used to guide and inform budget decisions in support of the achievement of the Strategic Commitments of the Multi-Year Strategic Plan:
 - Integration of Our Catholic Faith;
 - Continuous Improvement of Student Achievement;
 - Effective Use of Our Resources;
 - Engaging Our Communities.

Budget Consultation Survey

Comparison to Previous Years - Stakeholder Participation



A grey-outlined laptop graphic with a white screen. The screen displays the year 2020, the text 'Number of Respondents', and the value 862.

Year	Number of Respondents
2020	862

A grey-outlined laptop graphic with a white screen. The screen displays the year 2021, the text 'Number of Respondents', and the value 2,004.

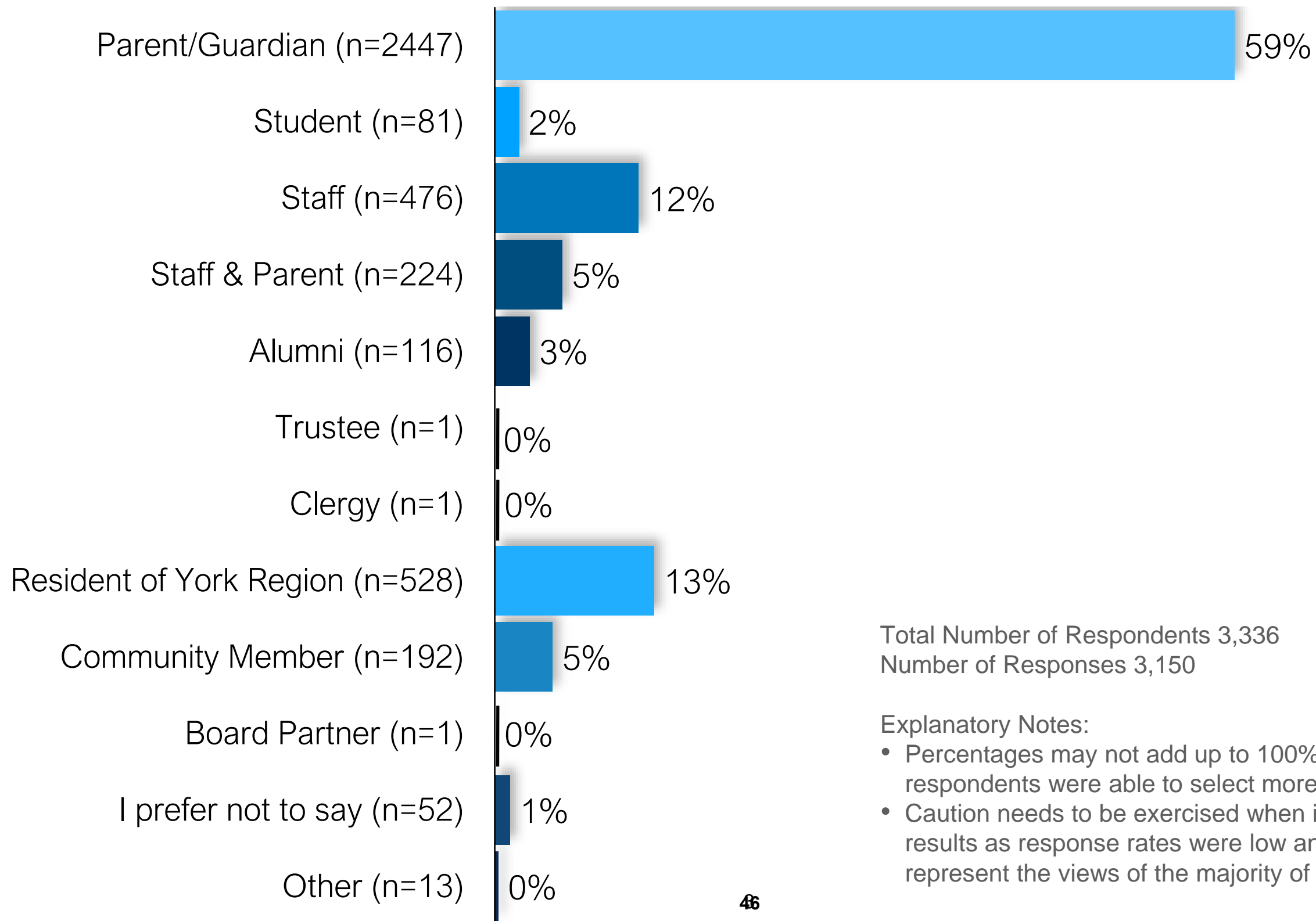
Year	Number of Respondents
2021	2,004

A grey-outlined laptop graphic with a white screen. The screen displays the year 2022, the text 'Number of Respondents', and the value 2,076.

Year	Number of Respondents
2022	2,076

2023-2024 Budget Consultation Survey

Stakeholder Relationship with the Board





Stakeholder Feedback on Considerations for Budget Priorities

To foster Catholic well-being, support equitable outcomes and experiences, and deliver quality education, should the Board **increase**, **maintain** or **decrease** its existing resources and supports in the following areas?

Stakeholder Feedback from the 2023-2024 Budget Consultation Survey

Considerations for Budget Priorities

INCREASE FUNDING

STREAM achievement
Students with special education needs
Technology devices, infrastructure and connectivity
Mental Health and well-being
Modernization, accessibility & efficiencies

MAINTAIN FUNDING

English language learners
Parent engagement activities
Catholic faith formation
Implementation of new curriculum
Leadership and professional development
Supporting equitable access to learning

DECREASE FUNDING

Pandemic recovery
Digital learning and supplementary resource
Specialty and enrichment programs

2023-2024 Budget Consultation Survey

Additional considerations for budget priorities to foster well-being, equitable outcomes & experiences and deliver quality education

- Academic & Extracurricular activities
- Parish/church involvement in the school
- Faith-based activities & Pastoral care
- Bullying prevention
- Learning recovery programs
- Access and opportunities for equity-seeking groups
- Special education support
- Pathways for students with disabilities

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees
FROM: Administration
DATE: April 25, 2023
RE: Markham East Boundary Review - Final Report

EXECUTIVE SUMMARY

The intent of this report is to recommend a boundary change within the eastern part of the City of Markham to address enrolment pressures at St. Joseph Markham to establish an alternate boundary alignment in the area that responds to requests from families, and creates cohesive school attendance boundaries.

Consistent with the Board's Boundary Review Process, a Local Boundary Review Committee (LBRC), consisting of the local Trustee, school Superintendent, school Principals, and staff from Planning Services and Student Transportation Services was formed and several meetings have been held. A Public Information Session took place on Thursday March 23, where three (3) options were presented to the community for review and comment.

Included within this report are maps illustrating the overall study area, current school boundaries, proposed boundary options, enrolment projections, a summary of feedback received from families as part of the Public Information Session and an analysis of the options with recommendations for the Board's consideration.

BACKGROUND

St. Joseph was originally located at 55 Parkway Avenue, between Markham Road and Ninth Line. In 2014, the school was relocated to a new site at 388 White's Hill Avenue in the Cornell community. The project was classified by the Ministry of Education as a 'Replacement School' in that the existing school was moved to a newer, more modern building, and in a newer community with a greater number of students in proximity to the new facility. Upon opening of the new facility, the attendance area of St. Joseph remained unchanged.

The location of the new facility in the Cornell community resulted in students in and around the former St. Joseph facility on 55 Parkway Avenue being bussed to the new school, while the majority were in walking distance to St. Kateri Tekakwitha. Over time as new families have enrolled, Administration has received many requests from families to attend St. Kateri Tekakwitha. Where possible, requests have been granted via the Board's TCH19 process. There are currently 29 students attending St. Kateri Tekakwitha from the community in and around the former St. Joseph facility.

Given the projected enrolment growth at St. Joseph, the available pupil places and proximity of the surrounding schools, the Board's Long Term Accommodation Plan identifies a boundary review in Markham East with the goals of alleviating enrolment pressures at St. Joseph and establishing an alternate boundary alignment in the area that responds to requests from families, and creates more cohesive school attendance boundaries.

PLANNING GOALS

To establish a school attendance area, the following must be considered:

1. Ensure appropriate accommodation for all students.
2. Minimize unnecessary bussing.
3. Identify physical barriers to school access (ie. major roads, railway tracks, hydro corridors, rivers, etc.).
4. Minimize boundary changes for growing areas.
5. Maximize the use of all permanent school facilities to minimize portable placement.

CURRENT SITUATION

The Markham East boundary review consists of four existing elementary schools. Table 1 below illustrates enrolment and capacity of the four schools involved in the review.

Table 1. Current Situation

School	Capacity	Portables	Current Enrolment	Projected October 31st Enrolment									
			2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
St. Joseph (Markham)	519	7	601	627	655	663	681	701	711	731	742	760	762
St. Kateri Tekakwitha	340	0	267	256	239	233	210	191	194	181	184	190	194
St. Julia Billiart	694	0	392	345	328	303	282	277	275	276	283	282	288
St. Patrick, Markham	317	2	287	263	261	241	232	222	211	210	201	193	194
Total	1,870	9	1,547	1,491	1,483	1,441	1,405	1,390	1,391	1,397	1,410	1,426	1,437

As of October 2022, enrolment at St. Joseph is 601, and is over its capacity of 519. There are currently seven portables on site to address enrolment pressures. Additional portables may be required over the long term to address continued enrolment pressures. St. Kateri Tekakwitha, St. Patrick and St. Julia Billiart are operating under capacity and are anticipated to continue to do so over the long term.

CURRENT ATTENDANCE BOUNDARIES AND STUDY AREAS

As part of the background work undertaken through the boundary review process, attendance boundaries are subdivided into smaller geographically defined study areas. For this boundary review, 8 unique study areas have been developed and are labeled on Map 1.

OPTIONS

In consideration of the planning goals outlined above, a total of three (3) boundary options have been developed. Option maps and enrolment projection charts for each option are included as Appendix 1 and 3. The options propose various alternate alignments for study areas B, B1, E and F. There are no changes proposed to any other study areas as part of the boundary review.

Option 1

St. Joseph Markham to include Area A

St. Kateri Tekakwitha to include Area D, E and F

St. Julia to include Area C, B and B1 (formerly St. Joseph)

St. Patrick to include Area G (no change)

Impact

By redirecting Area E and F from St. Joseph to St. Kateri Tekakwitha, enrolment pressures at St. Joseph will be reduced. Redirecting Area E to St. Kateri Tekakwitha will provide families in the area with the opportunity to attend a school within their community. The alignment of Area F with St. Kateri Tekakwitha creates a more contiguous attendance area. Aligning Area B and B1 with St. Julia Billiard will utilize some of the surplus space at St. Julia Billiard, though the impact will be minimal.

Option 2

St. Joseph Markham to include Area A

St. Kateri Tekakwitha to include Area B, B1, D and E

St. Julia Billiard to include Area C (no change)

St. Patrick to include Area F and G

Impact

The impact of Option 2 on St. Joseph is identical to Option 1, as in both options, Areas E and F are removed from St. Joseph's attendance area. Under this option, Area E is redirected to St. Kateri Tekakwitha, and Area F is proposed to be redirected to St. Patrick Markham. There is no change to St. Julia Billiard's attendance area in this option.

Redirecting Area F to St. Patrick will result in a geographically cohesive attendance area, using major roads (16th Avenue and Markham Road), and will align the entire Raymerville community at one catholic elementary school.

Option 3

St. Joseph Markham to include Area A

St. Kateri Tekakwitha to include Area D and E

St. Julia to include Area B, B1 and C

St. Patrick to include Area F and G

Impact

Option 3 is a combination of options 1 and 2. Redirecting Area E to St. Kateri Tekakwitha will provide families in the area with the opportunity to attend a school within their community. The alignment of Area F with St. Patrick will result in a geographically cohesive attendance area, using major roads (16th Avenue and Markham Road), and will align the entire Raymerville community at one catholic elementary school. Aligning Area B and B1 with St. Julia Billiard will offset some of the surplus space at St. Julia Billiard, though the impact will be minimal.

TRANSPORTATION

There are currently 3 buses providing transportation service from Area E and Area F to St. Joseph. As shown on Map 5, the majority of Area E is within the non-transportation zone for St. Kateri Tekakwitha. Should Area E be redirected to St. Kateri Tekakwitha, only 1 vehicle will be required to provide service to students outside of the non transportation zones, resulting in an operational savings of 2 vehicles/year.

Transportation service to Area F will be required for students to either St. Kateri Tekakwitha (Option 1) or St. Patrick (Option 2 or 3). It is expected that service from Area F to St. Patrick Markham can be accommodated with existing transportation service available in the Raymerville community to St. Patrick.

Students residing in Area B and Area B1 will be provided transportation to their designated home school. Should Area B and B1 be redirected to St. Julia Billiard (Option 1 or 3), an additional vehicle will be required to do so.

Upon full implementation of the boundary, Administration expects an overall reduction of 1 bus to service the area.

PUBLIC INFORMATION SESSION

An in-person Public Information Session was held on Thursday March 23, 2023 at St. Kateri Tekakwitha. The local Trustee, Area Superintendent, Principals, and Planning staff participated in the session to discuss the purpose of the boundary review and the three boundary review options. Approximately 75-100 people attended the information session.

An electronic feedback form was provided to families following the Public Information Session in order for families to provide their feedback. The form asked families to provide some biographical details (home study area, school of attendance, grades of any children in the home, identification of any pre-school aged children), a preference for the options presented, and to provide additional written comments they wished to provide. The feedback form was available to families from Thursday March 23 to Wednesday March 29.

FEEDBACK

A total of 38 responses were received from the feedback form. A table of all responses received is attached as Appendix 4, and is summarized below.

Table 2: Summary of Feedback by Study Area

Study Area	PREFERRED OPTION					# of Families	Response Rate
	Option 1	Option 2	Option 3	No Preference	Grand Total		
Area B	3	7	0	1	11	43	26%
Area E	0	0	1	9	10	98	10%
Area F	0	1	0	4	5	18	28%
Other Study Areas	1	9	1	1	12		
Grand Total	4	17	2	15	38		
% of Total	11%	45%	5%	39%	100%		

Note: Response rate calculated using the number of families that reside in each individual study areas.

Despite the low response rates, some common themes emerged from the feedback. Responses from Area B families identified concerns with moving their children already in intermediate grades and concerns with transportation to and from school.

Responses from Area E families voiced objections to all three options. A common theme in the written responses is respondents choosing “No Preference” as there is no option to remain at St. Joseph. Respondents also indicated a preference for students to finish their elementary education at St. Joseph. Many families at the Public Information Session conveyed a similar message to the LBRC members of a preference to remain at St. Joseph until graduation.

Responses from Area F families were fewer, however similar concerns with relocating to an alternate school were communicated during the Public Information Session and through the feedback received.

The remaining responses from the additional areas in the boundary review identify a preference for Option 2 and suggest that the implementation process start as soon as possible by transitioning students in lower grades first, and having students in higher grades finish their elementary education at their current school.

LOCAL BOUNDARY REVIEW COMMITTEE RECOMMENDATION

In reviewing the three options presented at the Public Information Session, the LBRC consensus is that Option 2 addresses the goals of alleviating enrolment pressures at St. Joseph and creating more cohesive attendance areas in the study area.

The proximity of Area E to St. Kateri Tekakwitha provides an opportunity to establish a larger attendance area that will alleviate enrolment pressures at St. Joseph, and will bring catholic families in Markham Village together in one elementary school community at St. Kateri Tekakwitha. Aligning Area F with St. Patrick will bring the Raymerville community together at one catholic elementary school and will result in transportation efficiencies with existing service in the Raymerville community to St. Patrick.

Option 2 proposes to maintain the alignment of Area B and B1 at St. Kateri Tekakwitha. Recognizing the projected enrolment impact of relocating these areas to St. Julia Billiard (Option 1 or Option 3) is minimal, the LBRC concluded that maintaining the current alignment of B and B1 with St. Kateri Tekakwitha aligns with the feedback received from the community and is therefore recommended as such.

TRANSITION AND IMPLEMENTATION

As of October 31, 2022, there are 101 students from Area E and 21 Students from Area F attending St. Joseph. As identified in the feedback, many existing families from areas E and F expressed a preference for their children to remain at St. Joseph until completion of Grade 8.

The impact of permitting existing students to remain at St. Joseph will be a more gradual alleviation of enrolment pressure at the school, though it is expected that continuing to accommodate students from Area E and Area F at St. Joseph can be achieved with the current number of portables at the school.

After a review of the projected impact of a provision to permit existing students to remain at St. Joseph, including impact on enrolment and transportation, the LBRC recommends that existing students from Area E and F currently attending St. Joseph be permitted to remain at St. Joseph until they graduate from Grade 8. The LBRC further recommends that transportation service from Area E and Area F to St. Joseph should remain in place for 2 years, ending June 30, 2025.

SECONDARY FEEDER ALIGNMENT

All four elementary schools in the boundary review are feeders to St. Brother Andre CHS. There is no change proposed to this alignment.

SUMMARY

In accordance with the Board's Boundary Review Process, a Local Boundary Review Committee was organized and several meetings were held. The Committee is comprised of the local Trustee, Area Superintendent, Principals, and staff from Planning Services and Student Transportation Services.

As part of the Boundary Review Process, on February 9, 2023 the LBRC met with the Catholic School Council chairs from the schools involved in the review. A virtual public information session was held on March 23, 2023. Following the information session, 38 feedback forms were received.

Members of the LBRC met on April 11, 2023 to discuss feedback from the public and to consider options for recommendations to the Board. The LBRC has put forth a recommendation of an optimal boundary that balances throughout the Markham East area, aligns communities at a singular elementary school where possible, and minimizes disruption to existing catholic families within the community.

With that in mind, the LBRC recommends that **OPTION 2** be approved as presented.

RECOMMENDATIONS:

1. **THAT** Option 2 as described within this report be approved and effective beginning the 2023/24 school year.
2. **THAT** existing students within Area E and Area F currently attending St. Joseph Markham CEC be permitted to remain at St. Joseph Markham CES until grade 8.
3. **THAT** transportation service from Area E and Area F to St. Joseph be discontinued as of June 30, 2025.

ATTACHMENTS

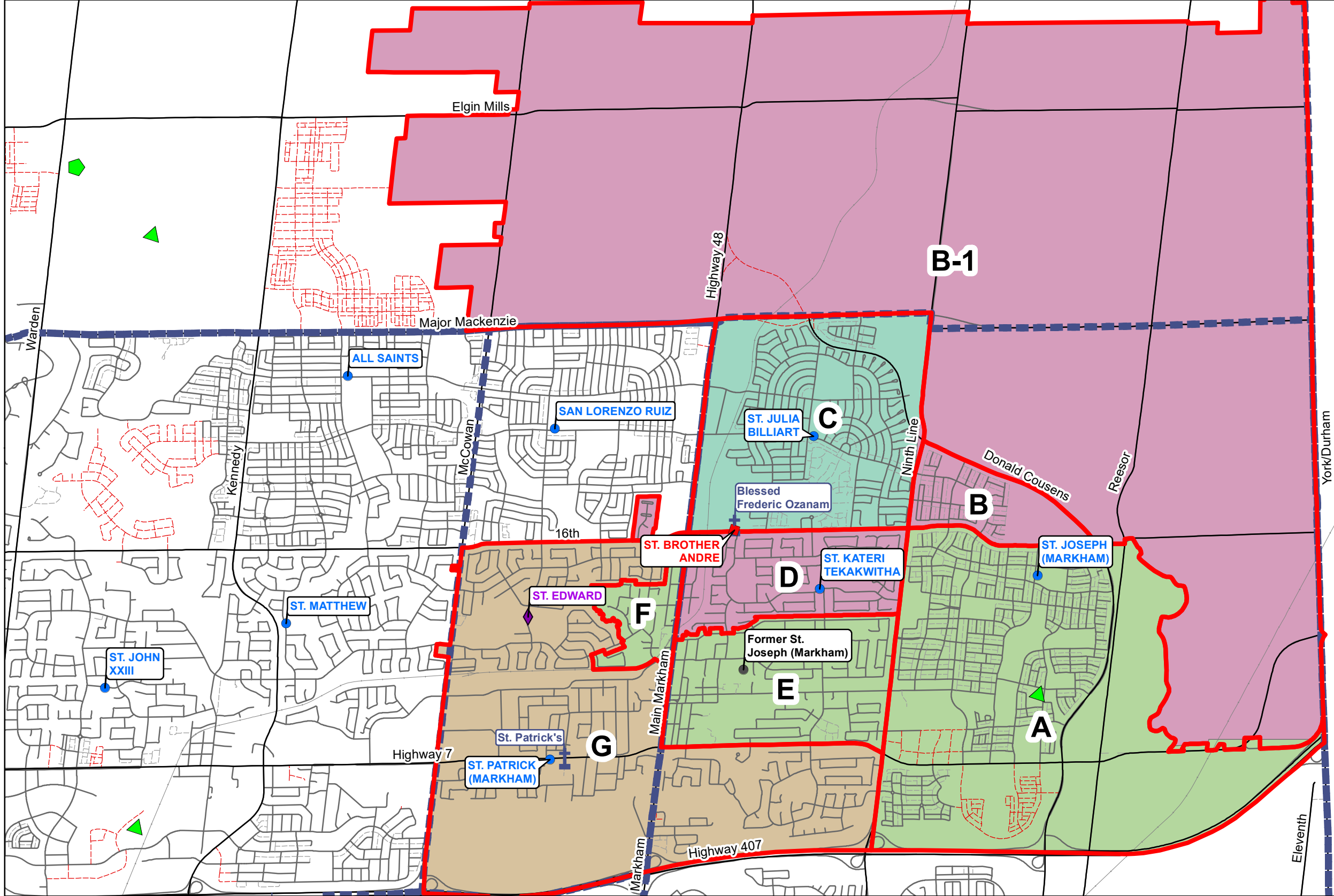
- Appendix 1 - [Current Situation And Boundary Option Maps](#)
Appendix 2 - [Non Transportation Zone Map of St. Kateri Tekakwitha](#)
Appendix 3 - [Enrolment Projections](#)
Appendix 4 - [Summary of Feedback](#)

Prepared by: Adam McDonald, Assistant Manager of Planning Services
Submitted by: Tom Pechkovsky, Coordinating Manager of Planning and Operations
Endorsed by: Domenic Scuglia, Director of Education and Secretary of the Board
Jennifer Sarna, Associate Director



Markham East Boundary Study

Current Situation / Study Area Map



Legend

- Elementary School
- Secondary School
- ◆ French Immersion
- ▲ Elementary Site
- ◆ Secondary Site
- Former St. Joseph Property
- ⛪ Parish Location
- ▭ Study Areas
- ▭ Parish Boundary
- ▭ ST. JOSEPH (MARKHAM)
- ▭ ST. JULIA BILLIART
- ▭ ST. KATERI TEKAKWITHA
- ▭ ST. PATRICK (MARKHAM)

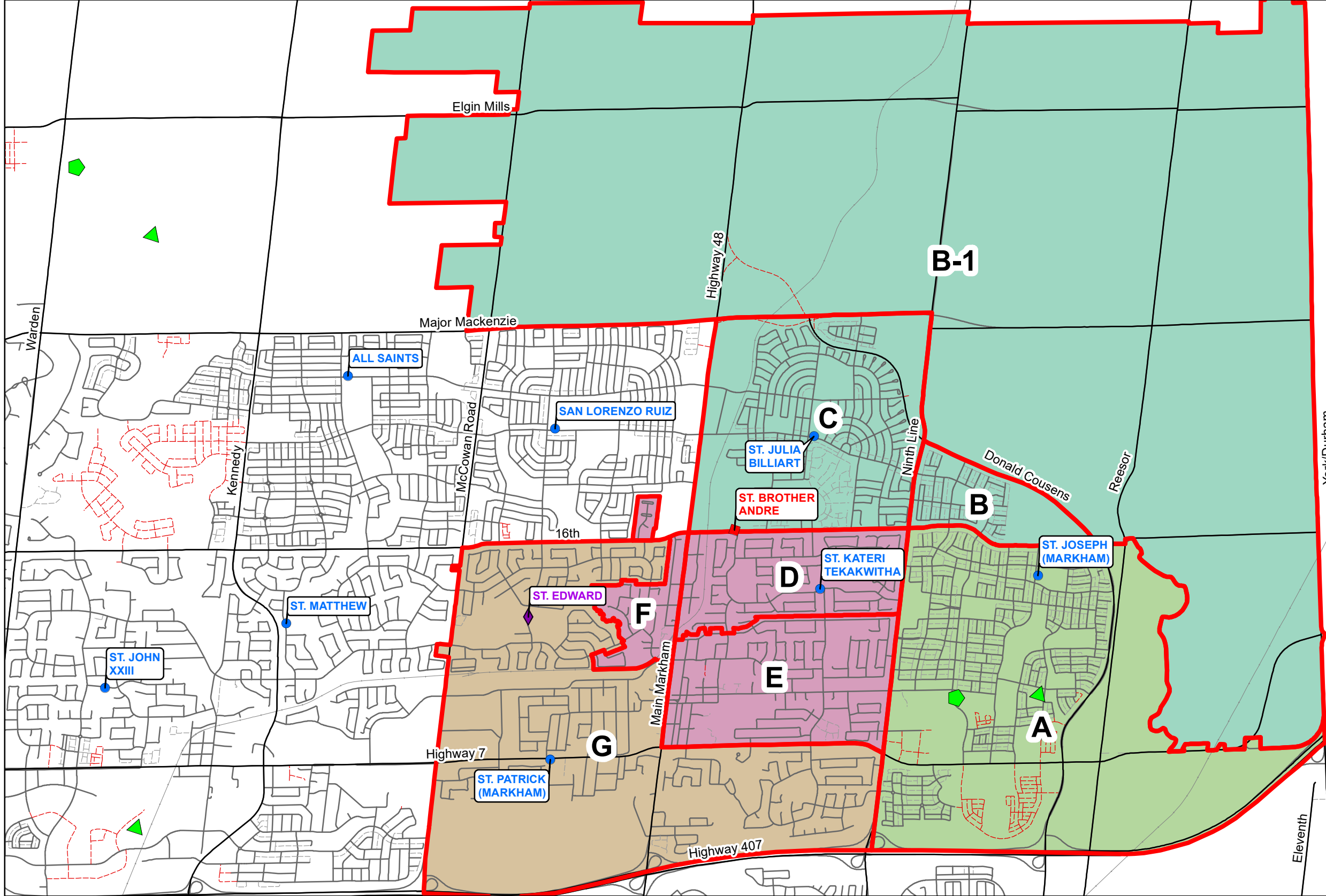
- St. Joseph (Markham)
- Area A
 - Area E
 - Area F
- St. Kateri Tekakwitha
- Area B
 - Area D
- St. Julia Billiart
- Area C
- St. Patrick (Markham)
- Area G





Markham East Boundary Study

Option 1



Legend

- Elementary School
- Secondary School
- ◆ French Immersion
- ▲ Elementary Site
- ◆ Secondary Site
- ▭ Study Areas
- ST. JOSEPH (MARKHAM)
- ST. JULIA BILLIART
- ST. KATERI TEKAKWITHA
- ST. PATRICK (MARKHAM)

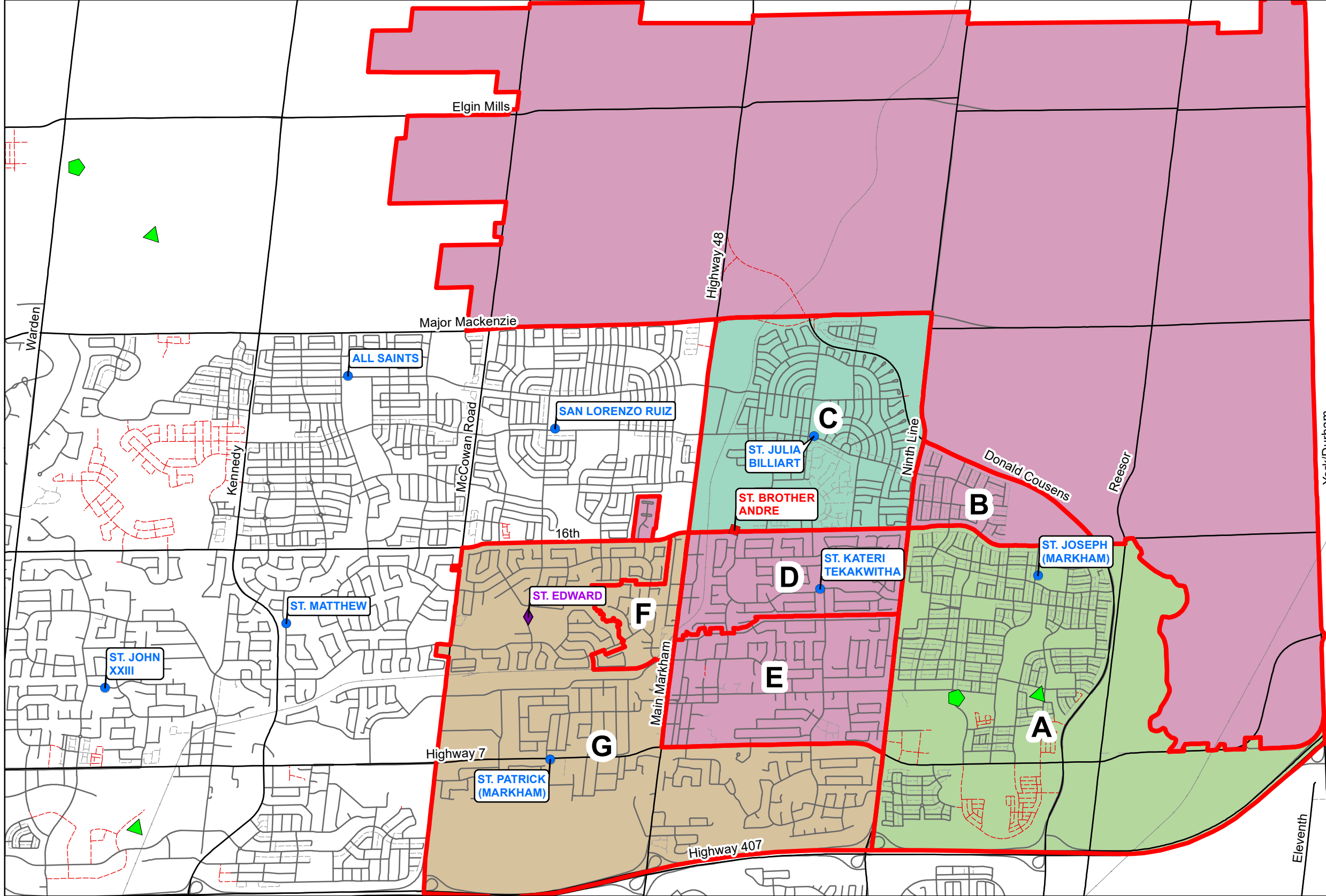
- St. Joseph (Markham)
- Area A
- St. Kateri Tekakwitha
- Area D
- Area E
- Area F
- St. Julia Billiart
- Area B
- Area C
- St. Patrick (Markham)
- Area G





Markham East Boundary Study

Option 2



Legend

- Elementary School
- Secondary School
- ◆ French Immersion
- ▲ Elementary Site
- ◆ Secondary Site
- ▭ Study Areas
- ST. JOSEPH (MARKHAM)
- ST. JULIA BILLIART
- ST. KATERI TEKAKWITHA
- ST. PATRICK (MARKHAM)

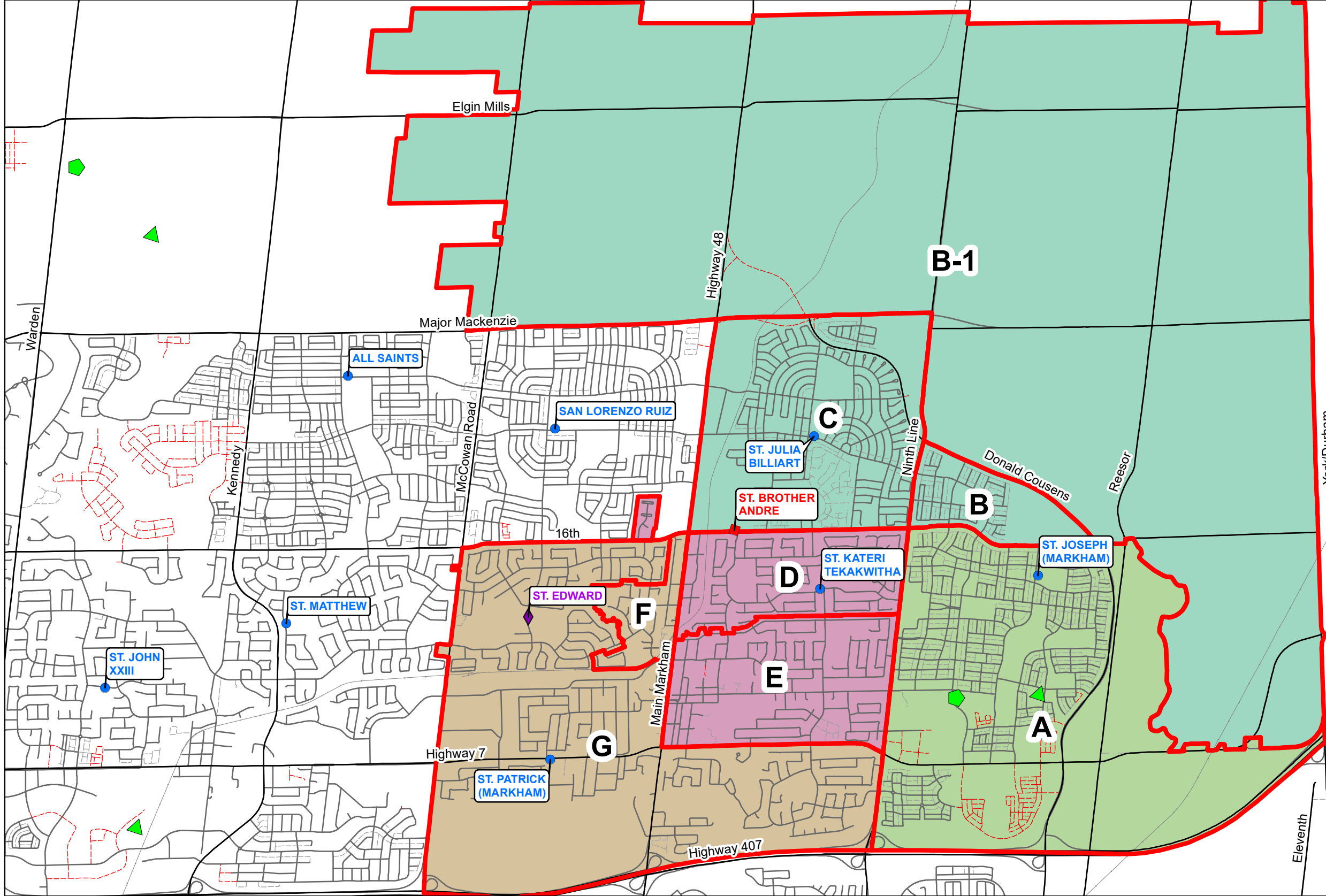
- St. Joseph (Markham)
- Area A
- St. Kateri Tekakwitha
- Area B
- Area D
- Area E
- St. Julia Billiart
- Area C
- St. Patrick (Markham)
- Area F
- Area G





Markham East Boundary Study

Option 3

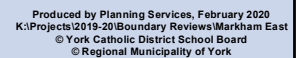


Legend

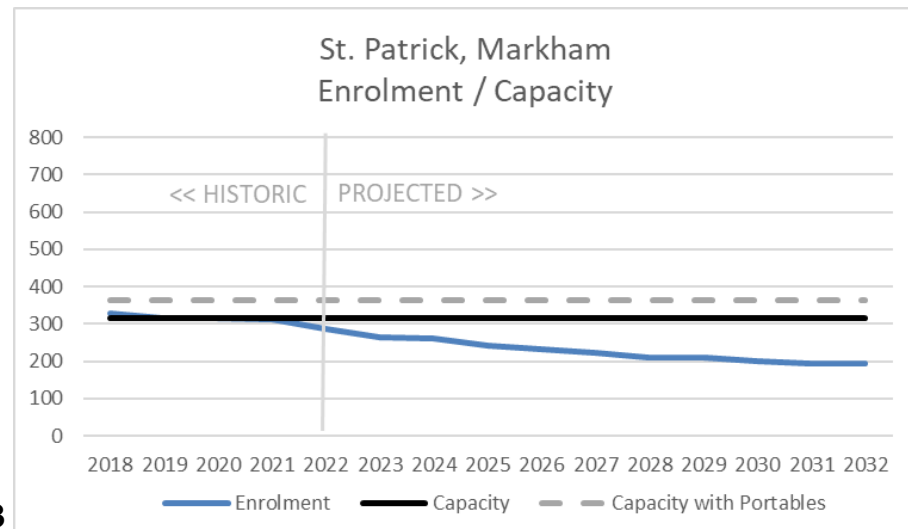
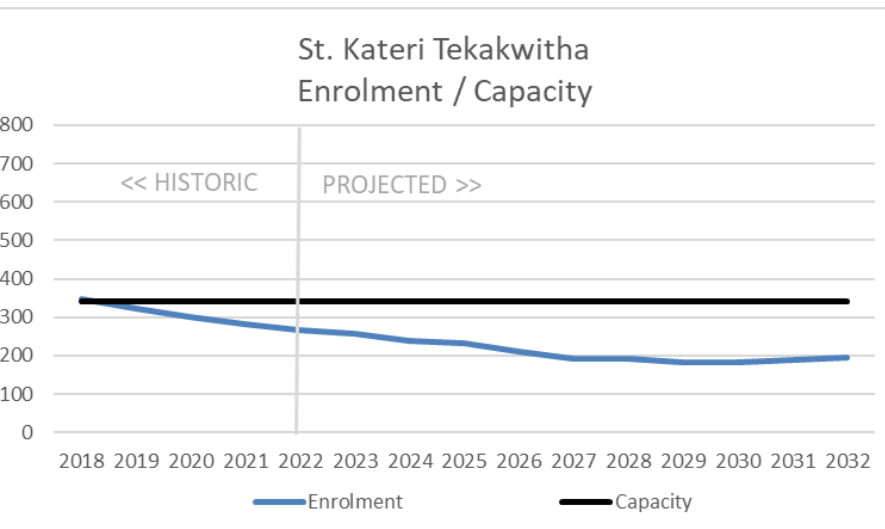
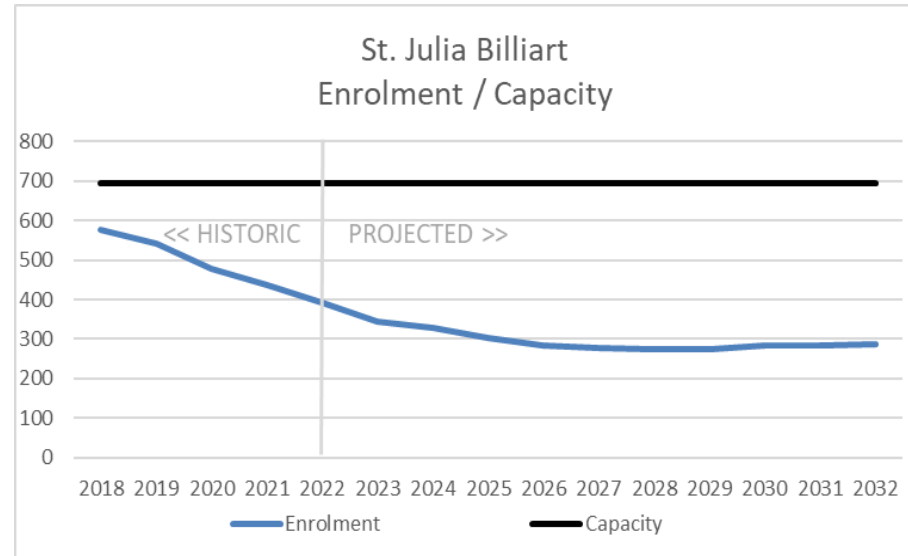
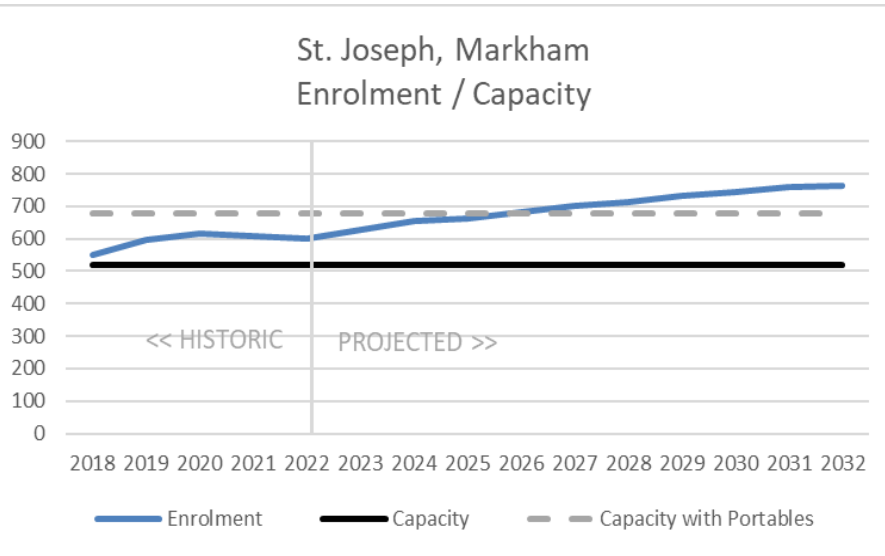
- Elementary School
- Secondary School
- ◆ French Immersion
- ▲ Elementary Site
- ◆ Secondary Site
- ▭ Study Areas
- ST. JOSEPH (MARKHAM)
- ST. JULIA BILLIART
- ST. KATERI TEKAKWITHA
- ST. PATRICK (MARKHAM)

- St. Joseph (Markham)
- Area A
- St. Kateri Tekakwitha
- Area D
- Area E
- St. Julia Billiart
- Area B
- Area C
- St. Patrick (Markham)
- Area F
- Area G



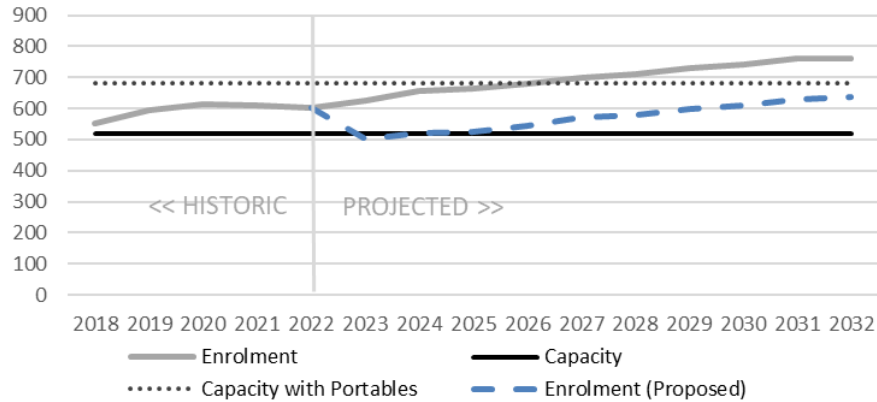


MARKHAM EAST - CURRENT SITUATION

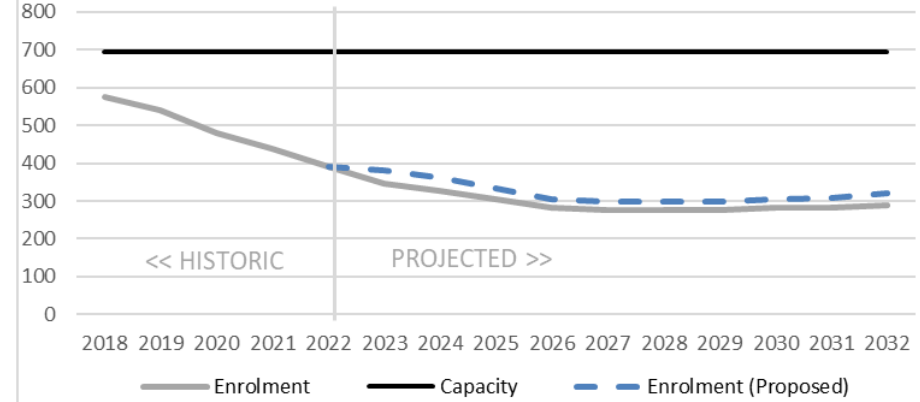


OPTION 1

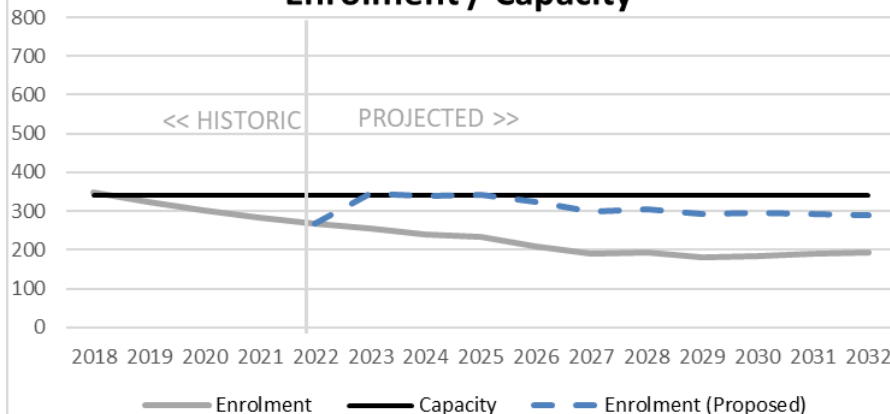
**St. Joseph, Markham
Enrolment / Capacity**



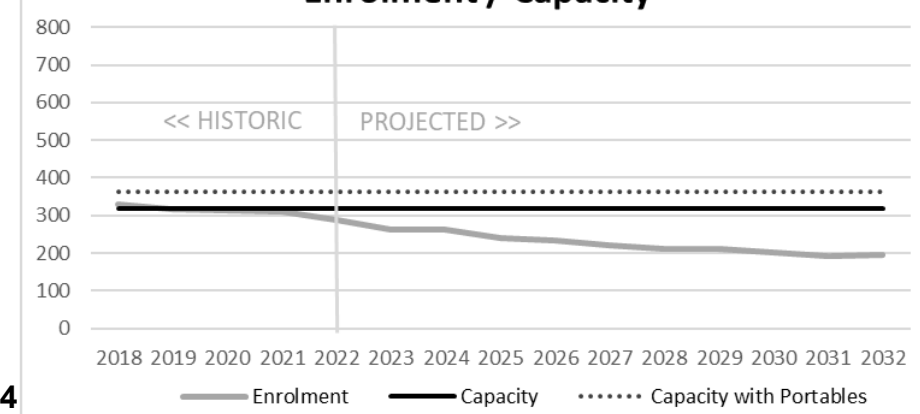
**St. Julia Billiard
Enrolment / Capacity**



**St. Kateri Tekakwitha
Enrolment / Capacity**

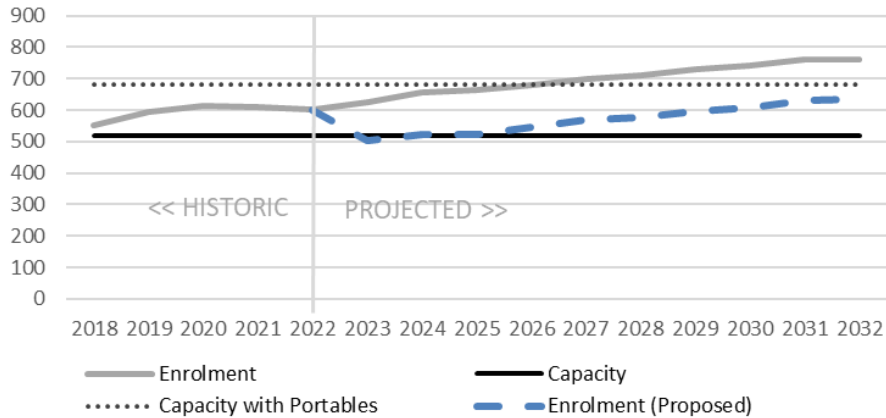


**St. Patrick, Markham
Enrolment / Capacity**

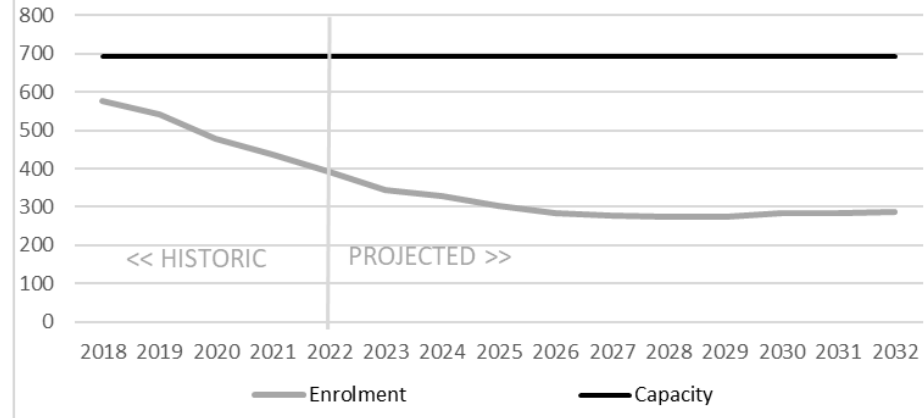


OPTION 2

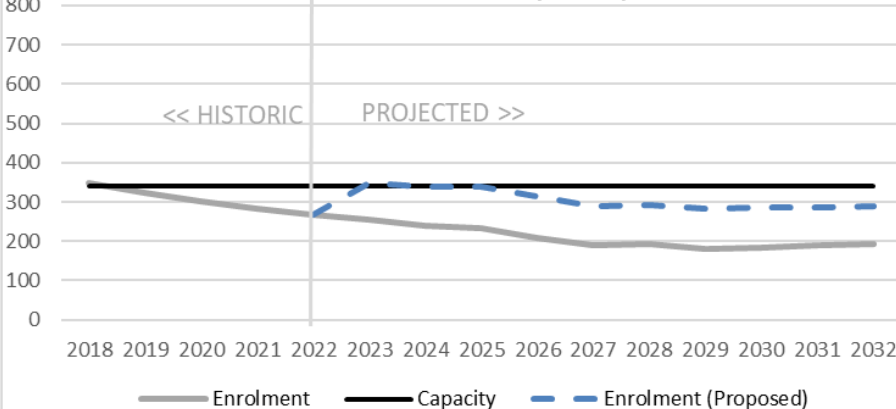
**St. Joseph, Markham
Enrolment / Capacity**



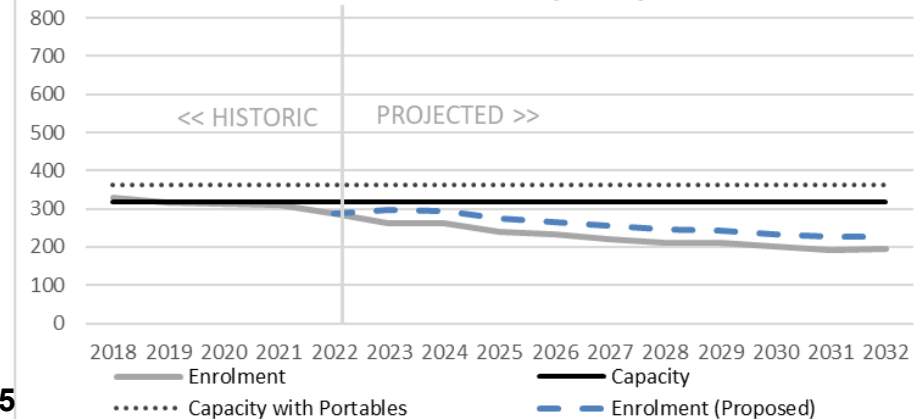
**St. Julia Billiard
Enrolment / Capacity**



**St. Kateri Tekakwitha
Enrolment / Capacity**

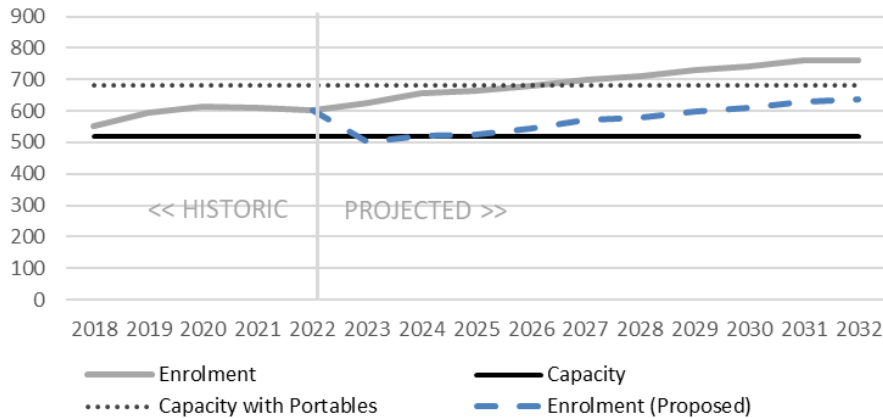


**St. Patrick, Markham
Enrolment / Capacity**

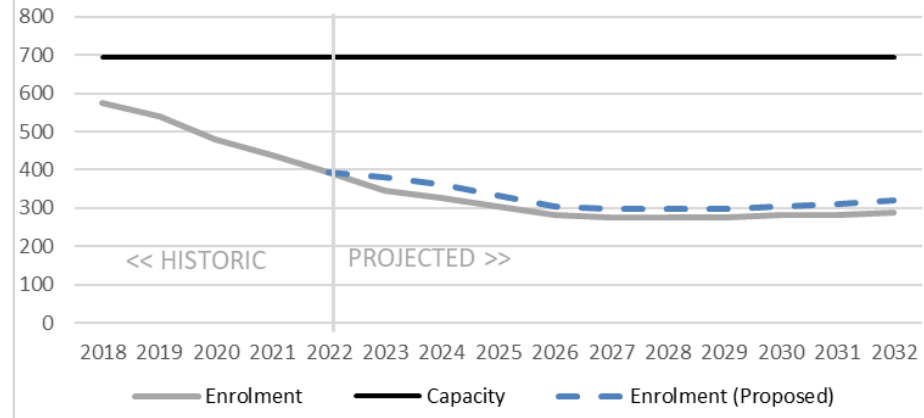


OPTION 3

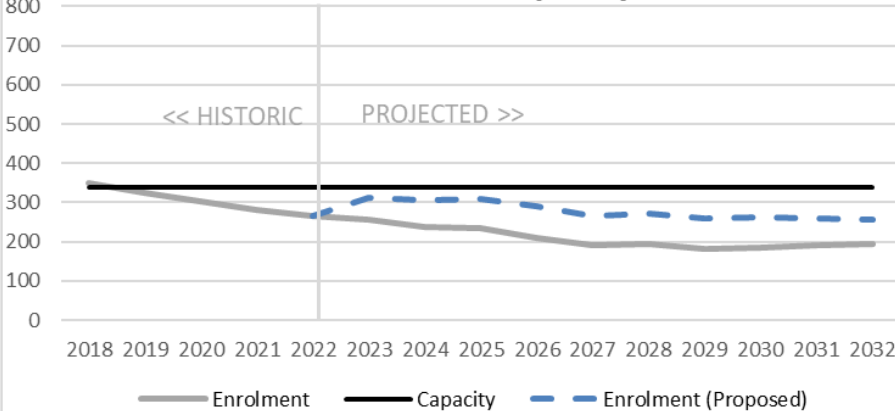
**St. Joseph, Markham
Enrolment / Capacity**



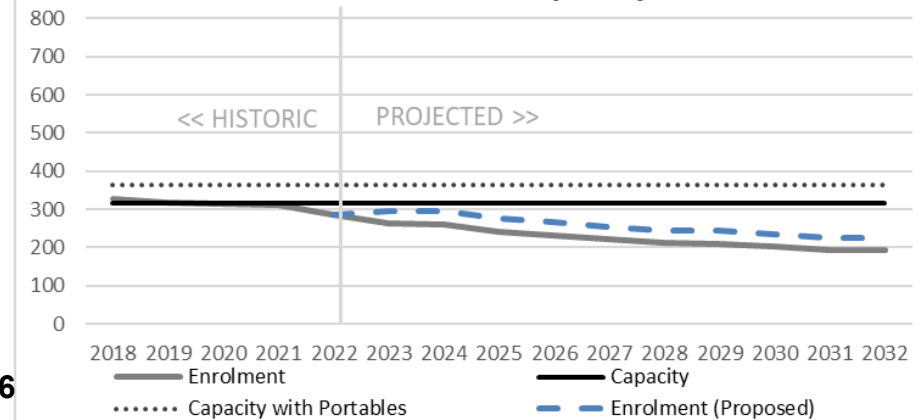
**St. Julia Billiard
Enrolment / Capacity**



**St. Kateri Tekakwitha
Enrolment / Capacity**



**St. Patrick, Markham
Enrolment / Capacity**



**Mark East Boundary Review
Summary Feedback**

Study Area (GIS)	What school(s) do your children attend	What Grades are your children currently in?	Of the 3 options presented, which option do you prefer?	Please provide any additional comment / concerns
D	St. Kateri Tekakwitha	JK	No Preference	Priority should be given to move students in lower grades first, to maximize the time at the new school and to minimize disruptions. Higher grades should be given more leeway to graduate at their original school, also to minimize disruptions and distractions. Suggest a cutoff at grade 5.
E	St. Joseph (Markham)	JK, Grade 5, Grade 7	No Preference	Our main concern is the availability of bussing. Our children would like to graduate from St Joseph (Markham) as it has been the only school they've attended since JK. Several of our neighbours also have children who attend St Josephs. We ask that you continue to provide bussing to our neighbourhood for the next 5 years or as long as possible. Many of us moved here because it is within the St Josephs boundary and having to find alternate transportation/childcare will be difficult. Please take this into consideration.
E	St. Joseph (Markham)	Grade 3, Grade 6	No Preference	My 2 girls go to St. Joseph. My eldest (Grade 6 now) will probably be out of school by time new boundary is set. My youngest (Grade 3) will be in Grade 5 or 6. i will not want to have her leave the school when she has 2-3 years left. I really hope that you will allow those who choose to stay, to stay ... and only force new registrations to go to the new boundary set school. we moved already from St. Julia just last year and i don't want to do this again please. Thank you.
E	St. Joseph (Markham)	Grade 1, Grade 4	No Preference	A clear timeline on when this would be implemented would be helpful. Especially as our kids will likely have to switch schools unless a very long grandfather period is put in place.
E	St. Joseph (Markham)	Grade 3	No Preference	There is no choice for me here, and I really don't want my daughter to have to change schools. There have already been so many disruptions to her learning with covid.
E	St. Joseph (Markham)	Grade 1, Grade 4	No Preference	I dont choose any options provided as Boundary E is only given one choice of moving to St. Katerina Tekakwitha. That we dont have any option. I prefer St. Joseph CES still as my first option. Thank you.
F	St. Joseph (Markham)	Grade 6, Grade 8	No Preference	We would like my son (currently in G6) to complete elementary school at St Joseph. It would be too disruptive to his progress to change schools for G7 and G8. These are important years in preparation for high school. We support boundary change for the younger grades. We would also suggest a phased approach to implement, such as over 2-3 years to allow families to plan. In the event phased approach is not agreed, we would like at a minimum the option for G7 and G8s to remain at current school as an out of boundary student. Especially following the study disruptions due to the pandemic, it would not be in the best interest of the students if they are forced in their G7 or G8 years to move schools.
A	St. Joseph (Markham)	Grade 2	Option 1	
B	St. Kateri Tekakwitha	Grade 3, Grade 6	Option 1	Hello - I had already made this suggestion back in 2021 when I followed up with the boundary reassessment. My first preference has always been to go to St Joe's. We are considered Cornell as well. Why doesn't all of Cornell get bounded to St Joe's? St Julia's is much further up the street for us. Also the public high school is the same for our area Bill Hogarth. Kids could potentially go to the same public high school if they went to St. Joe's. Thank you.
B	St. Kateri Tekakwitha	Grade 6	Option 1	1. Consider including area B with St. Joseph - Area B is part of the Cornell community and this school is closer in distance for than St. Julia or St. Kateri. Given the low numbers in the area (40 children based on the information provided during the information session on 23-Mar-23), there should be minimal impact on class sizes. 2. Areas with low numbers (e.g., area B) will not have a huge impact on enrollment numbers, and should be given the option to stay in their current school. Families in those areas that will enroll in the future, will need to enroll in the schools based on the new boundary changes. 3. Changes should be implemented for the upcoming school year (2023 to 2024) - further delays may result in parents being more reluctant to change schools, and some are already considering to put their children into public schools within the same areas. 4. For safety of the students, bussing should be provided for all students if they need to cross major streets to get to the schools (i.e., Ninth Line, 16th Avenue).
B	St. Julia Billiard	JK	Option 1	Option 2 means you are busing kids (from the North) past a school (St Julia) with lots of capacity to put them into a school with no capacity (Kateri). Not a desired option, as this will mean longer bus rides for them, not in their best interest.
C	Other YCDSB School	Grade 3, Grade 6	Option 1	
C	St. Julia Billiard	JK, Grade 2	Option 1	
D	St. Kateri Tekakwitha	SK, Grade 4	Option 1	
D	St. Joseph (Markham)	JK, Grade 4	Option 1	Due to personal circumstances as it relates to care for before and after school, we already applied and went through the process for out of boundary (completed the TCH19 form) and it was approved for both of our kids. We hope that this will not be affected. Please advise on what the plans are for those who have gone through the application process for out of boundary and been approved. Thank you for your consideration.
F	St. Joseph (Markham)	Grade 4	Option 1	Concern I have is that my Child requires transportation, so if he were to move to another school, he needs to have bus availability. Thanks
F	St. Joseph (Markham)	Grade 5, Grade 8	Option 1	We're hoping the Board will consider grandfathering existing students.
A	Other YCDSB School	Grade 6	Option 2	St. Kateri Tec. is an amazing school and I would love to see it thrive!
A	Other YCDSB School	Grade 6	Option 2	I went to St. Kateri and I would like to see the school with higher numbers. It was a great school!

**Mark East Boundary Review
Summary Feedback**

Study Area (GIS)	What school(s) do your children attend	What Grades are your children currently in?	Of the 3 options presented, which option do you prefer?	Please provide any additional comment / concerns
A	Other YCDSB School	Grade 6	Option 2	I went to St. Kateri and I would like to see the school with higher numbers. It was a great school!
B	St. Kateri Tekakwitha	Grade 4	Option 2	My son recently transferred from St. Edward and is on an IEP. He suffers from facial ticks caused by anxiety and stress. Having to transfer again to another school will be extremely disruptive to the progress he's made so far as his symptoms have only just begun to improve. He is making excellent progress at St. Kateri and we would be at risk of regression in terms of his development and progression forward if forced to transfer out. Environmental stability and consistency with his peer group is essential to his support requirements for learning. We would like priority consideration to grandfather exceptional cases like ours to remain at St. Kateri if it is an option. We are able to provide our own transportation to the school should busing no longer become available.
B	St. Kateri Tekakwitha	Grade 1, Grade 5	Option 2	My concern is that any change in boundary will affect bus transportation for my children. St. Julia will be closer which will affect student transportation for my children, They will need to cross a major street (ninth line) to walk to school and back. My children being 11 yrs and 6 yrs old would have to walk approximately 1.5 km to school with no crossing guard on the major street. Should this change occur with bus transportation, I will likely move my children to the public school which is much closer and safer for them. Also, consideration for grandfathering older children who are in grade 6,7&8 as this would be a huge change for them and the friendships they have built over the years.
B	St. Kateri Tekakwitha	Grade 2, Grade 6	Option 2	My recommendation is to implement Option 2 for new enrolments since this option will keep my children at their existing school- St Kateri. For any other option, current students should be given the "option" to be grandfathered even if it means no bus transportation. The up routing of current students to new schools will create anxiety amongst some of the children who have already established relationships with their current school friends and teachers. In addition, we do not want our children to attend St Julia due to the adult program that runs consecutively with the elementary classes. One of the determining factors that helped us decide to buy our home 13 years ago was that we were within the St Kateri school boundary where we wanted out future children to attend.
B	St. Kateri Tekakwitha	Grade 1	Option 2	If option B is not chosen those of us in Upper Cornell ask that you grandfather existing students so that they may continue to attend even after boundary changes if they do desire and there is no disruption to their academic career
B	St. Kateri Tekakwitha	Grade 1	Option 2	Please consider grandfathering existing students who wish to continue to attend St Kateri if a boundary change should happen. We would sacrifice bussing for this opportunity.
B	St. Kateri Tekakwitha	Grade 7	Option 2	No bussing is fine. I drive my kids to school.
B	St. Kateri Tekakwitha	Grade 1, Grade 4	Option 2	
D	St. Kateri Tekakwitha	Grade 4	Option 2	
A	St. Joseph (Markham)	Grade 3, Grade 6	Option 3	I am selecting option three since it is the one that offers a better enrolment distribution among all four schools. However option number q would also be a valid option. I believe that one of the most important factors on the decision is the fact that St. Joseph is already above capacity and I would personally believe that the changes should be made as soon as possible, even for the 2023-2024 school year. I do believe that the larger the school, the probability to have discipline issues inside the school increases and that is one of the concerns that as a parent I do have. The second reason why I do believe the change should be as soon as possible is safety. There has been some coyote sightings in the area, which puts at higher risk the kids in the portables. It is completely understandable that many families will not agree with changes, but discipline and safety is not something to take lightly. Additionally, the area where St. Joseph is located is still growing, with several developments in plan, which makes me wonder about the need to start considering another school in the area, which can help to completely eliminate the portable schools at St. Joseph. Education is priority to parents and I hope all these comments can be seriously considered.
D	St. Julia Billiard	Grade 5, Grade 7	Option 3	
E	St. Joseph (Markham)	Grade 1, Grade 4	Option 3	I actually don't like the proposed options for my children. I would like them to stay in their current school as they are familiar with their teachers and have made friends. I would like an option for them to stay in their existing school until they graduate and move on to secondary school.
G	St. Patrick	Grade 1, Grade 3	Option 3	
G	St. Patrick	Grade 1, Grade 3	Option 3	
B	St. Kateri Tekakwitha	Grade 7		The options above does not detail what the options were and I can't remember what the order was but I would prefer the option to keep Kateri boundary the same. I expect that consideration for those students entering Grade 8 is given and that they will not be required to move schools. My daughter has been at Kateri since JK and it would not be fair to move her to another school with no friends in her final year of elementary school. If decision is made to move schools even for grade 8, I will not comply. Thank you
E	St. Joseph (Markham)	Grade 6		We are very disappointed at the thought of our daughter having to change schools in her final years at St. Joseph's. She has built solid friendships and relationships with both students and staff there. I don't think it is right for her to have to change and I feel that transportation should be provided for these students who wish to complete their final years at their current school.

Mark East Boundary Review
Summary Feedback

Study Area (GIS)	What school(s) do your children attend	What Grades are your children currently in?	Of the 3 options presented, which option do you prefer?	Please provide any additional comment / concerns
E	St. Joseph (Markham)	Grade 3		I don't choose any options provided as boundary E is only given one choice of moving to St. Katerina Tekakwitha. This does not provide Boundary E with no option except to move to St.Katerina Tekakwitha. My first and only choice would be to continue at St.Joseph CES.
E	St. Joseph (Markham)	Grade 3		Thank you for this information but as I understand it there is no option for my children then move to another school (same school in all three options). This is not fair for my child to have to pick up and start all over making new friends and becoming comfortable once again. I strongly disagree with this change and would like to remain with St. Joseph's elementary school! Thank you
E	St. Joseph (Markham)	SK		Area E should be given options and not be forced to switch schools. It makes it tough for the kids to change environments given the connections they have developed through the years (along with the parents).

Ministry of Education

Minister

315 Front Street West
Toronto ON M7A 0B8**Ministère de l'Éducation**

Ministre

315, rue Front Ouest
Toronto ON M7A 0B8

Ontario

April 3, 2023

Frank S.D. Alexander
Chair
York Catholic District School Board
320 Bloomington Road West
Aurora, ON L4G 0M1

Dear Chair Frank S.D. Alexander,

I have received a letter requesting an inquiry from the former Chair of the York Catholic District School Board. I appreciate the opportunity to reply.

Ontario's government, and especially the Education Ministry which I lead, will always condemn inappropriate, prejudicial and racist language.

I share the concern of the community who has expressed serious concern at the alleged offensive comments made by a YCDSB Trustee. In a pluralistic democracy, we have an elevated duty to represent all voices, families, and students. This is a cornerstone of Ontario's education system, and that must be upheld by all elected public servants.

The York community is diverse, which is a strength and source of pride to many. However, examples of trustees propagating prejudicial and offensive language must be taken seriously.

Specific to the Canadian-Italian community, in every field of human endeavour, Italians like so many immigrants, contributed greatly to the development of our community and country. We should celebrate the sacrifice of waves of immigrants past and present.

As your request is specific to the conduct of an elected Trustee, there is a clear process which is currently in place. Therefore, I must recommend you engage with the Human Rights and Equity Advisor (HREA) of your board.

The primary objective of the HREA to support Ontario's School Boards in complying with their human rights obligations, while overseeing the board's internal human rights complaints procedure.

I encourage you to reach out to Michelle Farrell, Human Rights and Equity Advisor for the York Catholic District School Board at michelle.farrell@ycdsb.ca or at [\(905\) 713-1211](tel:905-713-1211) ext. 13800.

.../2

Thank you again for your letter. It is my hope and expectation that all school boards operate in a way that maintains and encourages trust, confidence, and stability. Please keep us informed of your progress and do not hesitate to reach out should you have any issues accessing their service.

Sincerely,

A handwritten signature in black ink, appearing to read "S. Lecce", written in a cursive style.

Hon. Stephen Lecce
Minister of Education



York Catholic District School Board

Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1

Tel: 905-713-1211, 416-221-5051, 1-800-363-2711

Fax: 905-713-1272 • www.ycdsb.ca

Elizabeth Crowe

Aurora/King
Whitchurch Stouffville

Theresa McNicol

East Gwillimbury/
Georgina/Newmarket

Carol Cotton

Markham
Area 1, Wards 1, 2, 3, 6

Frank Alexander

Chair
Markham
Area 2, Wards 4, 5, 7, 8

Maria Iafrate

Vice-Chair
Richmond Hill

Joseph DiMeo

Richmond Hill

Angela Saggese

Vaughan
Area 1, Ward 1

Michaela Barbieri

Vaughan
Area 2, Ward 2

Jennifer Wigston

Vaughan,
Area 3, Wards 3, 4, 5

Angela Grella

Vaughan
Area 3, Ward 3, 4, 5

Anthea Peta-Dragos

Sr. Student Trustee

Jonah James

Jr. Student Trustee

April 14, 2023

Hon. Stephen Lecce
Minister of Education
315 Front Street West
Toronto, ON
M7A 0B8

Dear Hon. Stephen Lecce,

I am writing to acknowledge your letter dated April 3, 2023, regarding the following motion that was passed by the previous Board of Trustees on September 27, 2022:

Discriminatory Comments Made to Trustees of Italian Heritage

THAT the Board formally contact the Ministry of Education requesting that a public inquiry be immediately conducted regarding discriminatory comments made by a sitting Trustee about Trustees of Italian Heritage.

Thank you for your guidance in this matter. The YCDSB staff will be sure to keep the Ministry of Education staff briefed on the developments in this matter.

Sincerely,

Frank Alexander
Chair of the Board

c.c. York Catholic DSB Board of Trustees

YORK CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE
REPORT NO. 2023: 05

To: Regular Board Meeting

April 25, 2023

A meeting of the Special Education Advisory Committee was held on **April 12, 2023** in a hybrid format in person at the CEC, 320 Bloomington Rd. W and virtually over Google meet.

PRESENT:

Committee Members:	N, Byrne*, B. Drenoski*, A. Grella*, N. Lai*, D. Legris*, J. Man*, H. Sirola*, J. Wigston, L. Webb
Association Representatives:	M. DiFederico*, C. Sandig*
Administration:	A. Cabraja*, D. Candido, L. Lausic*, E. Miceli-Bush*
Regrets:	N. Welch
Recording	C. Mong*
Guests:	Francesca Puma, <i>Parent, PFS, YCDSB</i> M. Brosens, <i>Sr. Manager, Brand, Marketing and Communications, YCDSB</i> D. Greco, <i>Teacher, PFS, YCDSB</i> T. Jewell, <i>Education Subject Matter Expert Autism Ontario</i> P. Marazzi, <i>Principal, PFS, YCDSB</i>

**Denotes Virtual attendance*

1. ACTION ITEM(S): nil

2. CORRESPONDENCE:

3. PRESENTATIONS/DISCUSSIONS/INFORMATION:

- SEAC Banner
- Autism Ontario Presentation
- ASD Class Restructure
- ILIT Presentation
- SEAC Goals
- Student Services Update

4. ASSOCIATION REPORTS:

Autism Ontario: Summer camp registration, please contact laura.w@autismontario.com

5. ITEMS FOR FUTURE AGENDA:

- Inclusion Action in Ontario Presentation
- Budget Update

6. NEXT MEETING: May 1, 2023

J. WIGSTON, CHAIR, SEAC

REPORT NO. 2023:03
YORK CATHOLIC PARENT INVOLVEMENT COMMITTEE (YCPIC)

April 25, 2023

PRESENT:

REGRETS:

Trustee(s): N/A

2. DISCUSSION/INFORMATION ITEM(S):

- 3. FUTURE MEETING DATES:** June 13, 2023

73a



York Catholic District School Board

Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1
Tel: 905-713-1211, 416-221-5051, 1-800-363-2711, Voice Mail Box: 17131
Fax: 905-713-1272 • www.ycdsb.ca

January 24, 2023

YORK CATHOLIC DISTRICT SCHOOL BOARD FOUNDATION

- Whereas** studies have shown that when a student's basic needs are not met their ability to learn is impacted;
- Whereas** the COVID pandemic highlighted the disparities within our own communities and the subsequent rise in cost of living has made the gaps even wider;
- Whereas** our mandate as a Catholic Learning Community is to ensure that all students are fully able to participate in learning;
- Whereas** other Boards have set up a charitable foundation whose missions are to provide funds through school/student subsidies that support identified needs that are outside of the Board's GSN funding.

LET IT BE RESOLVED

THAT a report be brought to the Board outlining the steps involved in creating a charitable foundation to support the needs of YCDSB schools and families.

Elizabeth Crowe
Trustee
Aurora / King / Whitchurch-Stouffville

Reference No. 2023:04:0124:EC



York Catholic District School Board

Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1
Tel: 905-713-1211, 416-221-5051, 1-800-363-2711
Fax: 905-713-1272 • www.ycdsb.ca

NOTICE OF MOTION

February 21, 2023

St. Cecilia CES Boundary Review

- Whereas** the board has been reviewing the dual feeder schools in Maple;
- Whereas** the boundary for St. Cecilia CES was established just before the school opened in September of 2010 identifying St. Elizabeth CHS as a its feeder school and then in the fall of 2010 St. Joan of Arc CHS was added as a dual feeder.
- Whereas** the enrollment of St. Joan of Arc CHS currently has declined. The programming and administrative staff at both St. Joan of Arc CHS and St. Elizabeth CHS has evolved and progressed in a positive direction;
- Whereas** after 13 years, we acknowledge community development and growth and continue to provide families with the opportunity to adapt their alignment according to their changing needs.

LET IT BE RESOLVED

THAT a review of the secondary boundaries for St. Joan of Arc CHS and St. Elizabeth CHS be reviewed with respect to the alignment of St. Cecilia CES community by the fall of 2023 with any possible changes effective September 2024.

Respectfully submitted,

Angela Saggese
Trustee
Vaughan (Area 1, Ward 1) Maple/Kleinburg

Reference No. 2023:06:0221:AS

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: April 25, 2023

RE: **Response to Notice of Motion: St. Cecilia Boundary Review**

EXECUTIVE SUMMARY:

The purpose of this report is to provide Administration's response to the Notice of Motion regarding a St. Cecilia Boundary Review (February 28, 2023), specifically:

***THAT** a review of the secondary boundaries for St. Joan of Arc CHS and St. Elizabeth CHS be reviewed with respect to the alignment of St. Cecilia CES community by the fall of 2023 with any possible changes effective September 2024.*

BACKGROUND:

The elementary boundary for St. Cecilia CES was established in 2009 in advance of the school opening. At that time the boundary report confirmed the geographic area represented by the St. Cecilia CES school boundary would fall within the boundary of St. Elizabeth CHS.

In November 2010 the Board of Trustees approved a motion, identifying St. Cecilia CES as a dual feeder school, permitting graduating students access to St. Joan of Arc CHS in addition to the existing St. Elizabeth CHS alignment.

***THAT** St. Cecilia CES, being located south of Major Mackenzie Drive, become a dual feeder to St. Joan of Arc CHS and St. Elizabeth CHS, including all Block 17 students.*

In March 2022 the Board of Trustees approved a motion to provide an exception to Policy 203 Student Transportation Services, to provide all students with St. Cecilia CES's boundary transportation to St. Joan of Arc CHS, regardless of the Policy's eligibility criteria.

***THAT** an exception to policy #203 be made that would provide all students within Area G (St. Cecilia CES) (map attached) with school transportation (bussing) which would allow these students to attend St. Joan of Arc Secondary School, effective September 2022 and until such time that the dual and triple feeder review for Maple be complete.*

On February 28, 2023 the Board of Trustees approved a motion from the Corporate Services Committee pertaining to dual feeder schools to St. Joan of Arc CHS and St. Elizabeth CHS. Five dual/triple feeder school arrangements, including St. Cecilia CES, were not addressed.

Administration is currently preparing a report for the June 7, 2023 Corporate Services Committee, with recommendations regarding the outstanding dual/triple feeder school arrangements.

Boundary Review Process

A flow chart illustrating the YCDSB's boundary review process is illustrated in Appendix A. The document outlines the process and stakeholders involved. The process generally takes 6 to 8 weeks.

Long Term Accommodation Plan

The current Long Term Accommodation Plan (2019-2024) was completed in March 2018. The document identified a number of initiatives through to the 2023/2024 school year and has been updated from time to time to remove and adjust projects. A new Long Term Accommodation Plan (2024 to 2029) is currently being developed and is anticipated to follow the completion of the MYSP with a final LTAP expected in February/ March of 2024. The new LTAP is intended to outline accommodation initiatives over the next 5 year period.

SUMMARY:

Currently St. Cecilia is a feeder school to both St. Elizabeth CHS and St. Joan of Arc CHS. A report on all remaining Dual/Triple Feeder school alignments is being prepared for June 7, 2023 Corporate Services Committee.

As previously discussed, Administration is suggesting a secondary boundary review of St. Cecilia CES community be deferred to the new Long Term Accommodation Plan, and reviewed within the context of a greater review of secondary boundaries in an attempt to balance enrolment pressures with available space at a number of our secondary schools.

ATTACHMENTS

[YCDSB School Boundary Review Process](#)

Prepared and Submitted By: Tom Pechkovsky, Coordinating Manager, Planning & Operations
Endorsed By: Domenic Scuglia, Director of Education and Secretary of the Board
Jennifer Sarna, Associate Director

Boundary Review Process

New School Boundary Required

Local Boundary Review Committee (LBRC) Established

Consists of: Local trustee(s), school superintendent(s), principal(s), Planning Services staff, Student Transportation Services staff and New Construction staff (If New School)

LBRC Meeting(s)

Objective: To review preliminary boundary information including enrolment figures, development information, preliminary boundary options and other information specific to the school communities. More than one LBRC meeting may be held prior to meeting with Catholic School Council chairs.

Catholic School Council Meeting

Objective: To introduce the boundary review process to the Catholic School Council Chairs; to review boundary information including enrolment projections, development information, boundary options and other information specific to the school community; to review any questions/concerns specific to the school community

Public Information Session

Objective: To introduce the boundary review process to the school community; To present proposed boundary options in a 'drop in' style meeting format; To provide a forum for families to ask questions pertaining to the boundary review process and proposed options;

Public Information Session De-brief (LBRC Committee)

Objective: To review and discuss feedback received at the Public Information Session; To review and discuss additional concerns or comments that may have been raised; To produce a recommendation to be presented to the Board of Trustees

Board Approval



York Catholic District School Board

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Fax: 905-713-1272 • www.ycdsb.ca



February 21, 2023

NOTICE OF MOTION

BOARD-WIDE STRATEGY TO ADDRESS SECONDARY ENROLMENT

- Whereas** at the February 7, 2023 Corporate Services Meeting staff reported that three secondary schools are operating below 85% capacity (as at 2022) and;
- Whereas** enrolment projections for 2027 indicate that the number of secondary schools operating below 85% capacity will increase to five and;
- Whereas** students attending schools with lower enrolment do not have the same equity of access to programming as students attending schools with high enrolment and;
- Whereas** enrolment projections for 2027 indicate that seven YCDSB secondary schools will be operating over capacity and;
- Whereas** boundaries for schools projected to be operating over capacity about the boundaries of schools projected to operate below capacity.

LET IT BE RESOLVED:

THAT a board-wide strategy be developed to address secondary enrolment across all of YCDSB in order to assist in balancing student populations, address equitable access to secondary programming and help achieve sustainable futures for all YCDSB secondary schools and;

THAT: the development of this strategy be part of the MYSP to allow for consideration of a marketing and communication plan, Specialty Programs or SHSMs as part of the proposal.

Respectfully Submitted,

Jennifer Wigston
Trustee

REFERENCE No. 2023:07:0221:JW

YORK CATHOLIC DISTRICT SCHOOL BOARD

Report To: Board of Trustees

From: Administration

Date: April 24, 2023

Report: Contingency Plan - Blessed Chiara Badano CES & St. Katharine Drexel CHS

Executive Summary

The purpose of this report is to provide the Board of Trustees with the Contingency Plan for the opening of Blessed Chiara Badano CES and St. Katharine Drexel CHS given the anticipated delay in completion of the Stouffville Multi Use Facility housing the two schools.

Background Information

Construction of the Stouffville Multi Use Facility is well underway. Administration continues to work with the architect and contractor to expedite the construction of the school, including having someone on site. Unfortunately the new school building will not be ready for September 2023 due to COVID delays that affected the supply chain. At this time, occupancy is expected for the winter of 2024. Administration continues to work toward an earlier opening date or other alternatives such as a staged occupancy of the building.

Administration has developed a contingency plan to accommodate the two schools in advance of the Stouffville facility being completed. Schools will be staffed and located, as separate school units, within existing schools and moved once we get occupancy.

Options for Blessed Chiara Badano/ St. Katharine Drexel

Interim Option 1:

- A. **Blessed Chiara Badano** - All Grade 1 to 6 FI students (from St. Mark and St. Brendan) are temporarily accommodated at St. Brendan in an existing 8 classroom port a pak.
- B. **St. Katharine Drexel**- Students are accommodated in two facilities. Grade 7 and 8 Regular Track and French Immersion students are accommodated at St. Mark utilizing existing space including the portables. Grade 9 students, Regular Track and French Immersion, are housed at St. Brendan in a location separate from the elementary students.

Portable Cost (2022-23, included in Temporary Accommodation budget \$180k)	\$120k
Transportation Cost (2023-24)	\$200k - \$250k
Others Cost (2023-24, Staffing efficiencies)	(\$100k - \$150k)
Total Incremental Cost	\$0.2M - \$0.3M

Interim Option 2:

- A. **Blessed Chiara Badano** - All Grade 1 to 6 FI students (from St. Mark and St. Brendan) are temporarily accommodated at St. Brendan, in an existing 8 classroom port a pak..
- B. **St. Katharine Drexel**- Students are accommodated in one facility. Grades 7 to 9 Regular Track and French Immersion students are accommodated at St. Brother Andre CHS. With the school organized from Gade 7 to 9 , 10 portable units would be required in addition to 10 classroom spaces within St. Brother Andre CHS.

Portable Cost (2022-23, not fully included in Temporary Accommodation budget \$180k)	\$600k
Transportation Cost (2023-24)	\$450k - \$500k
Others Cost (2023-24 Staffing efficiencies)	(\$100k - \$150k)
Total Incremental Cost	\$0.9M - \$1.0M

Contingency Plan - Option 1 September 2023

Blessed Chiara Badano CES

- Grade 1 to 6 FI students are accommodated at St. Brendan in the existing space within the 8 unit port-a-pack unit.
- Using enrolment data from October 31, 2022, this option would result in 99 students (Grade 1-6 FI) from St. Mark being moved to St Brendan. This option utilizes the existing port-a- pak at St. Brendan which should be sufficient to accommodate the entire population of Blessed Chiara Badano.

- This option provides a clearly defined physical space for Blessed Chiara Badano students within the school. No additional accommodation costs are required.
- The bell times of St. Brendan and Blessed Chiara Badano will be spaced to assist in managing congestion at the site. The bell time for Blessed Chiara Badano will be 8:10 which will assist with congestion when they are at St. Brendan and will assist with site management once they are in the new building.

St. Katharine Drexel CHS

- Grade 7 and 8 Regular Track and French Immersion students are accommodated at St. Mark.
- Using current enrollment data, this option would result in 364 students (Gr.7-8 RT and FI students from St. Mark, St. Brigid and St. Brendan placed at St. Mark).
- A total of 11 classrooms are available to accommodate the students. Only 2 additional portables will be required to accommodate all students. 2 unused portables at St. Brigid will be moved to St. Mark for this purpose
- Grade 9 students, Regular Track and French Immersion, will be housed at St. Brendan CES in a separate location from the elementary students until the new school is ready for occupancy.
- Although it is not ideal to have the St. Katherine Drexel students in two locations, there will be opportunities to bring all the students together, such as Mass at the parish next to St. Mark CES.
- Bell times of St. Mark and St. Katharine Drexel will also be spaced to assist in managing congestion. St. Katharine Drexel CHS will be a late start school with a bell time of 9:30. This is the same bell time for the school once it is relocated to the new building.

Prepared by: Joel Chiutsi, Superintendent of Education
Reviewed by: Jennifer Sarna, Associate Director
Endorsed By: Domenic Scuglia, Director of Education



YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

REPORT TO: Board of Trustees

FROM: Diana Candido, Superintendent of Education: Exceptional Learners

DATE: April 25, 2023

REPORT: Experiential Learning Opportunities for YCDSB Secondary Students with Special Needs

EXECUTIVE SUMMARY:

In an effort to enhance the already thriving YCDSB Pathways to EmployABILITY Program (PEP), YCDSB chose to participate in a one year *Project Search Pilot Program* starting in September 2022, ending June 30, 2023. For reasons outlined in a March 28th Board Report, YCDSB, in close consultation with the City of Vaughan, has determined that continuing to offer the Project Search Program past this pilot year is neither feasible nor necessary at this time. Therefore, YCDSB will not be seeking to extend the collaboration agreement between our board, The City of Vaughan and Community Living York South when the agreement expires on June 30, 2023. This decision was made after extensive consultation with The City of Vaughan who is in agreement that despite the many successes of the Project Search Pilot, the pilot cannot proceed at this time. This report serves to reassure Trustees that a larger number of YCDSB secondary students with special needs will continue to be offered more equitable access to valuable experiential learning opportunities through the YCDSB Pathways to EmployABILITY Program, at a lower cost to the board.

YCDSB Pathways to EmployABILITY Program

The York Catholic District School Board recognizes and celebrates individual differences among students, and is committed to offering specialized programs to meet the unique needs of students with special needs. One such program is the Pathways to EmployABILITY Program (PEP) offered through the Student Services Department at the Secondary level. Launched in September 2021, PEP is an experiential learning program for students with special needs that offers both in-school and community work-placements with the goal of building employability skills prior to the transition out of high school. Students in PEP attend work-placements in various locations across York Region including grocery stores, other retail establishments, restaurants, hair salons, offices, food banks, community centers, and local libraries. Students may spend 1-3 hours a day at work, from twice a week up to 5 full days a week at the designated placement. Prior to starting the work-placement, students attend a Work-Experience (PEP) class where they complete pre-placement curriculum to help ensure job readiness and success in the work-place. Graduating students are also connected with Community Agencies offering Employment Supports (e.g., YMCA, March of Dimes, REENA, etc.) so they can continue to build job skills and secure long-term employment after graduation. The Student Services Department delivers ongoing training to Special Education Teachers delivering PEP. For more information on PEP, please refer to [Appendix A](#).

PROGRAM COMPARISONS: Pathways to EmployABILITY Program vs. Project Search

DATA FOR 2022-2023	PATHWAYS TO EMPLOYABILITY	PROJECT SEARCH
Schools Served	15 secondary schools	5 Vaughan secondary schools
Students Served Students with special needs who participated in work-placements in the community	48 students across all 15 secondary schools secured work-placements during this school year with various employers throughout York Region	8 students across 5 secondary schools secured work-placements within the City of Vaughan
Program Staffing	2 full-time Itinerant Work-Experience Teachers who collaborate with 32 school-level Special Education Teachers to deliver PEP	1 full-time Special Education/Cooperative Education Teacher 2 Itinerant Work-Experience Teachers (due to the demands of this program, the ability of these Teachers to support the 32 Teachers delivering PEP has been severely compromised) 1 Secondary Principal who oversees the program which runs offsite, at the Maple Community Centre
Funding	Student Services Budget	Ministry of Education TPA funds: \$53,570 over 2 years. Note: These funds cannot be used to cover the cost of the Teacher, therefore the Project Search Teacher was fully funded via the Student Services Budget
Program Expenses (non-FTE)	\$9328: Presto Cards for travel to work-placements \$10,923: Release time for Special Education Teacher PEP training TOTAL NON-FTE EXPENSES FOR 2023/24 FOR 44 STUDENTS: \$20,251	\$20,595.20 - Project SEARCH License \$32,974.80 - Other (Teacher training, evening and weekend overtime for Teachers, computer equipment, Project Search Conference fees) \$64,000: Transportation to the Program Site (Maple CC) \$2552: Presto Cards for travel to work-placements TOTAL NON-FTE EXPENSES FOR 2023/24 FOR 8 STUDENTS: \$161,312.40 <i>The MOE announced that no additional TPA funds will be provided to the board for this program.</i>

Long-Term Benefits of Participating in the Project Search Pilot

Despite the decision not to move the Project Search Pilot to permanent program status, participating in this pilot has been very beneficial for YCDSB. As a direct result of the pilot, Student Services staff have gained valuable learning and resources that will continue to be used within the Pathways to EmployABILITY program for years to come. The following Project Search learning/resources will serve to enhance the YCDSB Pathways to EmployABILITY program:

- Direct teaching of employment skills in a dedicated class is essential and builds the strongest success rates for employment upon graduation and will therefore continue in PEP;
- The importance of using data to focus on developmental milestones and readiness practices when reexamining our student focus for PEP;
- Benefit of Employment Planning Meetings for students working in the community;
- Benefit of establishing a Business Advisory Council with connections to Chambers of Commerce;
- Critical importance of ongoing Transit Training;
- Ongoing access to Project Search Curriculum (Pre-vocational and Employability Skills Curriculum -9 unit curriculum, with full lesson plans, University of Connecticut and the Mayo Clinic) purchased with the PS license;
- Ongoing access to VocFit, a vocational assessment and skill tracking tool to Support Professionals (e.g., job coach, skills trainer, VR counselor), parents, teachers, or caregivers who are aiding persons with developmental disabilities (IDD) seeking employment;
- Continuing the practice of providing a YCDSB Vocational Assessment to PEP students prior to entering a work-placement;
- Providing mentor training (development of a mentor training manual);
- Strengthening connections with Employment Agencies;
- Creation of various documentation, forms, and assessments that will continue to be used in PEP; and
- YCDSB, The City of Vaughan and Community Living York South will continue to collaborate to provide YCDSB students with special needs ongoing work-placements as part of the Pathways to EmployABILITY program.

Prepared by: Diana Candido, Superintendent of Education: Exceptional Learners

Endorsed by: Domenic Scuglia, Director of Education

York Catholic District School Board



An experiential learning program for students with special needs who require accommodations to overcome barriers in accessing work experience opportunities.



**Designed and Delivered by
the Student Services Department**

Data to Consider

229 students with developmental disabilities are currently enrolled across our 16 YCDSB high schools.

These students are working towards alternative curriculum expectations and therefore will not follow the college/university pathway pursued by the majority of neurotypical secondary students.



Only 26.1% of Canadians with developmental disabilities aged 15-64, are employed. (Statistics Canada)



What we know to be true...

Early employment experience is a precursor to long-term attachment to the labour market.



Employment is considered a gold standard of inclusion.



People with disabilities have the right to choose a path toward education and employment. However, while freedom of choice is given, the right to work is earned. Earning the right to work is dependent upon the student's preparation. Stephen Simon, ADA Quarterly, Fall 1998



We have a responsibility to prepare our students for a successful transition to life after high school.





YCDSB Work Experience Program

AFTER➤

Pathways to Employ*ABILITY* Program





The Pathways to EmployABILITY Program

- ❖ The York Catholic District School Board's ***Pathways to EmployABILITY Program (PEP)***, previously known as the Work Experience Program, is an experiential learning program designed and delivered by the York Catholic District School Board's Student Services Department, in collaboration with the YCDSB Office of Human Rights, Equity, Diversity and Inclusion (HEDI).
- ❖ All procedures, practices and resources associated with this program were created and implemented through this collaborative partnership.



Equity and Accessibility

- ❖ PEP is specifically intended for students with special needs who require accommodations to overcome barriers in accessing work experience opportunities.
- ❖ In delivering this program, YCDSB is committed to the duty to accommodate all students, with a particular focus on the respect for dignity, individualization, as well as integration and full participation.
- ❖ PEP was designed with recognition of the provisions outlined in:
 - **The Canadian Charter of Rights and Freedoms**
 - **The Ontario Human Rights Code**
 - **Occupational Health and Safety Act**
 - **The Education Act**
 - **Accessibility for Ontarians with Disabilities Act**
 - **Guidelines on Accessible Education**



PEP Core Beliefs

- ❖ We are called to recognize that each student has a unique pathway, purpose and must be afforded every opportunity to reach their God given potential
- ❖ Students with special needs must have the opportunity to discover the possibilities and pathways available to them after high school
- ❖ Every student can benefit from experiential learning in order to make meaningful, long-term community connections and become active and engaged citizens





Work Experience Program vs PEP

PEP is a **REBRANDED and **ENHANCED** program launched in September, 2021. Enhancements include:**

- ❖ Central staffing of 2 Itinerant Work Experience Teachers (Student Services) who work directly with students/teachers/employers
- ❖ Development of a standardized process-based set of procedures for intake and support (PEP Manual)
- ❖ Development of robust community partnerships
- ❖ More specialized approach to individual student pathway planning
- ❖ Development of PEP Health & Safety Awareness Training Modules and Certificates
- ❖ Development of units/lesson and resources to support the Exploring the World of Work K-Course





Admission into the PEP Program

Ideal YCDSB student candidates for the PEP are:

- ❖ At least 16 years old
- ❖ Typically participating in non-credit programs
- ❖ Identified with a Mild Intellectual Disability (MID), Developmental Disability (DD) or Autism Spectrum Disorder (ASD)
- ❖ Interested in full or part time work, and/or volunteer work, as noted in the Transition Goals in the IEP
- ❖ Willing to learn job readiness skills and participate in transit training



Community Work Placements



Supporting Teachers and Students

Itinerant Work Experience Teachers provide the following support to Special Education teachers/students:

- ❖ Development of curriculum resources, forms and policies
- ❖ Facilitation of virtual employment skills competitions
- ❖ Secure in-school and community work placements
- ❖ Completion of in-person health and safety assessments of potential workplaces for students
- ❖ Offer 1:1, small/large group Employability Skills Workshops (resume writing, interview skills, vocational skill development)
- ❖ Ongoing monitoring of student progress in the workplace
- ❖ Liaise with parents/guardians and attend transition meetings



Identifying and Removing Barriers




Barriers may be present in policies, behaviours or perceptions that prevent the full inclusion of those with disabilities in the workplace. Barriers can be removed the specific needs of each student addressed by:

- ❖ Ensuring all necessary accommodations are in place at the workplace (eg., augmentative communication devices, assistive technologies, assistance from support staff, visual schedule, etc.);
- ❖ Providing flexibility with work scheduling throughout the day/week (e.g., shortened work day/week, frequent breaks, etc.);
- ❖ Developing in school opportunities to practice workplace skills;
- ❖ Facilitating transportation arrangements to and from the workplace by providing transit and/or pedestrian training so student is able to travel safely and builds independence; and
- ❖ Etc.



PEP Program Manual

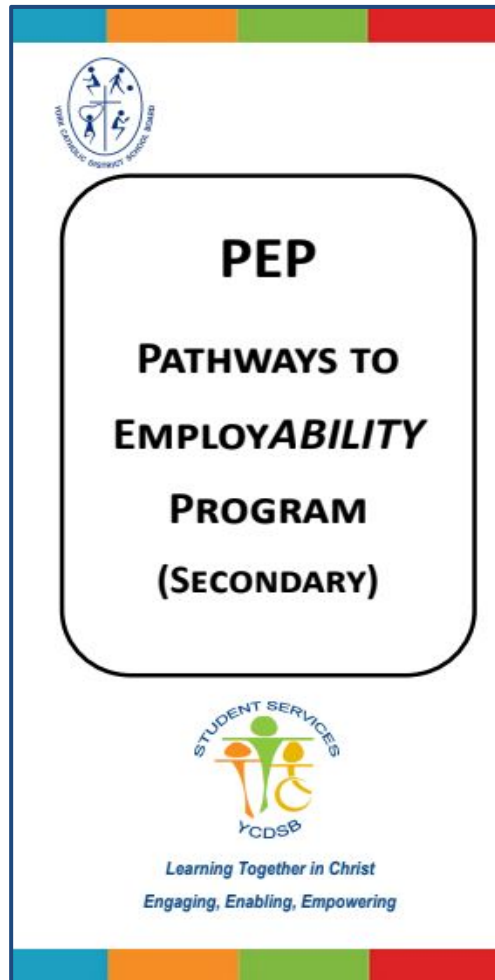
Pathways to EmployABILITY Program Process Manual

York Catholic District School Board
Student Services
Pathways to EmployABILITY Program (PEP)

YCDSB Process for PEP	PERSON(S) RESPONSIBLE						
<i>*Please note: This document is live and hyperlink documents are subject to updates.</i>	Special Education Teacher	Support Staff (EA/ET/SS)	Student	Itinerant Work Experience Teacher	Parent	Employer	Check When Complete
FOREWORD:							
Please review this DOCUMENT before proceeding to the Pre Placement.							
PRE PLACEMENT:							
Ensure that entering the world of work (paid or unpaid) is the post-secondary goal outlined in the Transition Plan of the student's IEP. (Refer to Who is a Pathways to EmployABILITY Candidate?)	✓		✓		✓		
Confirm student is 16 years of age or older to begin out-of-school PEP. (Board approval required for exceptions)	✓						
Confirm student's interests and suitability. (refer to YCDSB Out-of-School Pathways to EmployABILITY Program Suitability Flowchart)	✓	✓					
To begin the student intake process, request support from Itinerant Work Experience Teacher via Special Education Consultation Form. Wendy Britt Steiner Lloyd Jones	✓			✓			
Send home the Pathways to EmployABILITY Program Workplace Readiness Checklist for parents to complete. Once parents complete and return, the Special Education teacher completes the document. Keep a copy for the student's Pathways to EmployABILITY file.	✓				✓		

PEP Pamphlet



PLEASE SHARE

[PEP Pamphlet](#)



YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

REPORT TO: Board of Trustees

FROM: Diana Candido, Superintendent of Education: Exceptional Learners

DATE: April 25, 2023

REPORT: PACE Program Location Updates effective September 2023

EXECUTIVE SUMMARY:

As part of an ongoing process to effectively provide the PACE Program to students identified with Giftedness, some changes to the boundaries and locations of classes are being made beginning in September 2023.

Identified Concerns:

1. Decreasing numbers at the St. Paul PACE Centre: it is no longer possible to maintain the program with the existing location and boundaries.
2. Large numbers at St. Justin Martyr PACE Centre: the school no longer has the capacity to accommodate the large numbers in the program
3. Large numbers at St. Charles Garnier PACE Program: the school has limited capacity to continue to accommodate the large numbers in the program
4. Uneven distribution of Secondary PACE students at the 4 current PACE Secondary Schools (i.e., St. Theresa of Lisieux numbers are much higher than other PACE centres)

Plan of Action:

ELEMENTARY: After a review of the student numbers, possible boundaries and schools that could accommodate the PACE program (in consultation with the Planning Department), two new Elementary PACE Centres will open:

- **Father Henri Nouwen:** to include St. Paul students and redirect some students currently in the St. Charles Garnier boundary.
- **St. Julia Billiard:** to redirect some students in the St. Justin Martyr boundary.

The St. Paul PACE Centre will be phased out while the two new centres will be phased in as follows:

	St. Paul	Father Henri Nouwen	St. Charles Garnier	St. Justin Martyr	St. Julia Billiard
2023-2024	Grade 7 - 8 PACE *New grade 5 students and grade 6 students will be redirected to FHN	Grade 5 - 6 PACE *Grade 6 students from SCG in the new FHN boundary will be provided the option to attend	Grade 5-8 PACE *Grade 6 in new FHN boundary will be provided the option to attend FHN *Grade 7 and 8 in new boundary remain at SCG	Grade 5-8 PACE *redirect some grade 5's to SJBT as per boundary changes *Grade 6-8 in new boundary remain at SJN	Grade 5 PACE *New grade 5 students in the new SJBT boundary will attend
2024-2025	PACE Centre Closed *remaining grade 8s will attend FHN	Grade 5 - 8 PACE *Continue to phase in new boundary	Grade 5-8 PACE *Continue to phase in new boundary	Grade 5 - 8 PACE *Continue to phase in new boundary	Grade 5 - 6 PACE *Continue to phase in new boundary
2025-2026		Grade 5 - 8 PACE *Continue to phase in new boundary	Grade 5-8 PACE *Continue to phase in new boundary	Grade 5 - 8 PACE *Continue to phase in new boundary	Grade 5 - 7 PACE *Continue to phase in new boundary
2026-2027		Grade 5 - 8 PACE *Continue to phase in new boundary	Grade 5 - 8 PACE *Continue to phase in new boundary	Grade 5 - 8 PACE *Continue to phase in new boundary	Grade 5 - 8 PACE *Continue to phase in new boundary
Note: No Changes are proposed for St. Gregory the Great PACE Centre at this time.					

SECONDARY: In an ongoing effort to reduce overall board expenditures related to special transportation for Gifted students and to increase equity of access to special education Gifted programming within the student's home school, beginning in 2024-2025, all 8 Secondary AP Schools will offer a PACE/AP Program. Changes will be phased in beginning with Grade 9 PACE students, who will attend the AP school designated for their home address. Grades 10-12 PACE students will have the option to change to their allocated PACE AP school or to remain at their current school. The following schools will deliver the PACE/AP program as of 2024-2025:

- Father Bressani CHS
- Our Lady of the Lake Catholic Academy
- Our Lady Queen of the World Catholic Academy
- Sacred Heart CHS
- St. Brother Andre CHS
- St. Joan of Arc CHS
- St. Maximilian Kolbe CHS
- St. Theresa of Lisieux CHS

Prepared by:
Endorsed by:

Diana Candido, Superintendent of Education: Exceptional Learners
Domenic Scuglia, Director of Education

REPORT

York Catholic District School Board

Report To: Board of Trustees

From: Administration

Date: April 25, 2023

Report: Curriculum Delivery Changes Model to Grade 7 & 8, Our Lady of the Lake CA

EXECUTIVE SUMMARY:

This report is submitted to provide the Board of Trustees with information regarding a change to the intermediate (Grade 7 & 8) curriculum delivery model at Our Lady of the Lake Catholic Academy. This change from a secondary model to an elementary model of support will also be implemented with the opening of St. Katharine Drexel Catholic Secondary School in Stouffville.

BACKGROUND INFORMATION:

Intermediate students at Our Lady of the Lake Catholic Academy have been following a secondary model of curriculum delivery since the inception of this grade 7-12 school. After careful review of both student and school data it has been concluded that this model, which has students on a two week, four period rotating schedule, is not an ideal model for the delivery of curriculum to our young adolescent learners. The change has been processed with all stakeholders.

In the new model of curriculum delivery, intermediate students will follow the elementary school calendar with a traditional elementary schedule. They will have a dedicated classroom teacher with designated classroom space to build a more profound sense of belonging. This will enable the required Ministry of Education instructional minutes to be met with ease. Reporting of student progress will also follow the elementary guidelines.

SUMMARY:

As of September 2023, Intermediate (grade 7 and 8 students) at both Our Lady of the Lake CA and St. Katharine Drexel CHS will follow an elementary model of curriculum delivery.

Prepared by:	Laura Sawicky, Superintendent of Education
Reviewed and Submitted by:	Jennifer Sarna, Associate Director
Endorsed by:	Domenic Scuglia, Director of Education

REPORT

York Catholic District School Board

Report To: Board of Trustees
From: Administration
Date: April 25, 2023
Report: York Catholic DSB Website Enhancements

EXECUTIVE SUMMARY:

The purpose of this report is to provide the Board of Trustees with an update on the joint efforts of the Communications Department and Information Systems to improve the YCDSB website.

BACKGROUND INFORMATION

In February 2023, Youngsub Kang was hired as the YCDSB's new Web Developer/Graphic Designer and he has worked with Information Systems on a number of important projects.

Mr. Kang created a new website frontpage design, which has been shared with the Trustees. A small consultation session has been hosted with members of YCPIC and OAPCE. Mark Brosens, Senior Manager: Brand, Marketing and Communications, presented to the April 24 YCPIC meeting. Principals, Superintendents and Student Trustees will be invited to a consultation session shortly.

Once consultations are completed, we will be moving forward with implementing the main page redesign. Mr. Kang and Information Systems have created a development site to test the new website before we go live to the public. We are hoping to update the YCDSB website and a number of school websites over the course of the summer.

Information Systems, Mr. Kang and an external vendor completed a much-needed update of the backend of the YCDSB website over the weekend, which will allow the website to function much more effectively over the long-term. It was a complicated task, which involved a great deal of work and expertise.

Mr. Kang and Information Systems have been busy addressing a number of issues that developed over the past several months while the Web Developer position was vacant, including: fixing bugs, clearing the server cache and so on. New data analytics, Search Engine Optimization (SEO) and Accessibility for Ontarians with Disabilities Act (AODA) software have been added to the backend of the website, which will help us communicate more effectively with a wide-range of audiences.

Finally, I would like to thank Mr. Kang for his graphic design work, which has made the website images look sharp and modern.

SUMMARY

Providing a more user-friendly website is a priority for everyone at the YCDSB and with incremental changes we will be able to create a much improved user experience over time.

Prepared by: Mark Brosens, Senior Manager: Brand, Marketing & Communications
Endorsed by: Domenic Scuglia, Director of Education

REPORT

York Catholic District School Board

Report To: Board of Trustees
From: Administration
Date: April 25, 2023
Report: Board Meeting Live-Stream Replays

EXECUTIVE SUMMARY:

As our province continues to settle back into pre-pandemic routines, the York Catholic District School Board will start returning to some of our normal Board Meeting procedures. Board Meetings will continue to be live-streamed for the foreseeable future, but Board Meeting recordings will only be available for public viewing on YouTube for 24 hours after the commencement of the meeting. The official record of board meetings will be the approved minutes which will be posted publicly on our website. The videos will be archived and stored in our virtual cloud for official records management purposes.

Engaging our communities is one of the YCDSB's strategic commitments, which is taken very seriously by our staff. The YCDSB encourages our community and stakeholders to attend our Board Meetings in person to learn more about important issues. Also, the YCDSB will continue to proactively seek dialogue with our community and stakeholders. YCDSB staff are available to communicate with the public in a method that is best suited for both parties.

SUMMARY

YouTube replays of Board Meetings will only be available for 24 hours after the commencement of the meeting. The YCDSB will continue to inform communities and stakeholders about news and important information through our website, social media channels, emails, school newsletters and so on.

Prepared by: Mark Brosens, Senior Manager: Brand, Marketing & Communications
Endorsed by: Domenic Scuglia, Director of Education.

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORTED TO: Board of Trustees

FROM: Administration

Date: Tuesday April 25, 2023

RE: YCDSB Tutoring Support Program - Phase 1 and 2

BACKGROUND INFORMATION

PHASE 1

On March 1st, 2022, the York Catholic District School Board received \$2,213,654.63 from the Ministry of Education for tutoring support programs. The funding was used from April 2022 to August 31st, 2022 to provide small group tutoring support in literacy, mathematics and other foundational learning skills to students in JK to Grade 12. The funding was a result of the Province's efforts to support learning recovery in response to the Covid-19 pandemic. For more information, please see [Report to Board - Tutoring Support Update - June 21, 2022](#).

PHASE 2

On September 23, 2022, the Ministry of Education announced an additional project funding for Tutoring Supports in the amount of \$2,213,654.62. The Phase 2 funding was expected to expire on December 31, 2022, and was extended until March 30, 2023.

The purpose of the funding was to provide tutoring support programs in literacy and/or numeracy and other foundational learning skills. The funding was to be used to hire tutors to work with students in small groups to support them with their learning needs during the school day and outside school hours (before and after school, evenings and weekends.) The funding enabled YCDSB to partner with community organizations to provide tutoring support to identified students. For more information, please see [Report to Board - Tutoring Support Plan - Phase 2 - February 28, 2023](#).

ACTIVITY UPDATE

In total, **12,735** elementary and secondary York Catholic students accessed tutoring support in Phase 1. Please note, this number includes summer school students receiving tutoring support.

In Phase 2, **9,902 unique** elementary and secondary York Catholic students accessed tutoring support.





FINANCIAL REPORT

	Phase 1 March 1 - Aug. 31, 2022	Phase 2 Sept. 1, 2022 - March 31, 2023
Curriculum Supports	\$1,985,787	\$1,892, 474
Administration Support	\$96,867	\$43,170
Third-Party Community Organizations	\$131,001	\$278,010
Total	\$2,213,655	\$2,213,654

NEXT STEPS

A final presentation for Phase 2 will be shared with the Student Success and Pathways Committee on May 9, 2023.

Students in Grades 7, 8, 9 and 10 will continue to access Tutoring Support in Literacy and Numeracy through the Ministry of Education's Learning Opportunities Grant. This program will be expanded in the Fall of 2023, dependent on Ministry of Education funding.

Appendix 1: Report to Board – Tutoring Support Update – June 21, 2022

Appendix 2: Report to Board – Tutoring Support Plan – Phase 2 – February 28, 2023

Prepared by: Christine deHass, Elementary Continuing Education Principal
Anthony Pasquini, Secondary Continuing Education Principal
Reviewed by: Anthony Arcadi, Superintendent of Curriculum and Assessment
Endorsed by: Domenic Scuglia, Director of Education
Jennifer Sarna, Associate Director of Education

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORTED TO: Board of Trustees

FROM: Administration

Date: June 21, 2022

RE: Tutoring Supports Update

BACKGROUND

This report was developed as an information update for Trustees regarding the status of the tutoring support programs offered by the York Catholic District School Board. The Ministry of Education has allocated \$2.2 million to our Board for this initiative. These funds will be used from March 2022 to August 31st, 2022, to provide small group tutoring supports in literacy, mathematics and other foundational learning skills to students in Kindergarten to Grade 12. All of this aligns with the Province's mandate to support learning recovery in response to the COVID-19 pandemic.

UPDATE

As of June 13th, 2022, tutoring support has been offered to 3,145 Elementary students and 1,129 Secondary students. The Continuing Education Department has hired 621 Elementary tutors and 118 Secondary tutors. In terms of the total number of YCDSB tutors that have been hired, 92% (i.e., 681 tutors) are current staff members in the roles of certified and non-certified teachers and support staff while the remaining 8% (i.e., 58 tutors) are post-secondary students.

A variety of tutoring delivery models have been adopted in an effort to support as many students as possible. These delivery models comprise the following options: offering virtual tutoring after school (evening and weekends), offering in-person tutoring after school in Elementary, maintaining an after school drop-in program in Secondary, extending tutoring support during the instructional school day (withdrawal from class), and having tutor present in the classroom. Additionally, targeted tutoring supports were offered to individual students or small groups (the Board's average group size was 5.8 students per tutoring session). Attendance data is collected and shared with the Ministry of Education on a weekly basis.

Next steps include gathering qualitative data on the program's impact on Elementary and Secondary students.

SUMMER PROGRAMMING

Tutoring funds will also be used in the month of July to hire tutors for the Elementary Literacy and Mathematics programs overseen by the Continuing Education department. This pertains to the following programs:

- In-person Leap Ahead for Kindergarten to Grade 5 (1057 students)
- Remote Leap Ahead for Kindergarten to Grade 5 (354 students)
- Remediation Literacy & Mathematics programs for Kindergarten to Grade 8 (322 students)
- Kick Start Junior for Grades 6 and 7 (210 students)
- AKOMA for Grades 4 to 8 (80 students)

Secondary students have been hired to provide tutoring supports for students in all Continuing Education programs.

Certified teachers will be offered the opportunity to provide after-school tutoring for all Secondary students registered in credit-bearing courses.

COMMUNITY PARTNERSHIPS

Tutoring funds allow for collaboration on programming with community partners and can cover costs related to implementation. This entails an appreciation that such partnerships should support learning in a trusted environment grounded in the language, culture and community of students. Towards that end, community partnerships have been established with the Learning Disabilities Association of York Region, Jericho Child and Youth Services, and the York Region Alliance of African Canadian Communities to support tutoring for YCDSB students.

Prepared by: Christine deHaas, Principal Con. Ed. Elementary Programs

Reviewed & Submitted by: Anthony Arcadi, Superintendent of Curriculum and Assessment

Endorsed by: Domenic Scuglia, Director of Education; and
Eugene Pivato, Associate Director

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORTED TO: Board of Trustees

FROM: Administration

Date: Tuesday, February 28, 2023

RE: YCDSB Tutoring Support Programs - Phase 2

BACKGROUND INFORMATION

On September 23, 2022, the Ministry of Education announced the Tutoring Support Program as a part of the Province's efforts to support learning recovery in response to the Covid-19 pandemic. The maximum project funding of \$2,213,654.62 was expected to expire on December 31, 2022, and has been extended until March 30, 2023. The project funding provided small group tutoring support to students from Kindergarten to Grade 12.

The purpose of the funding was to provide tutoring support programs in literacy and/or numeracy and other foundational learning skills. The funding was to be used to hire tutors to work with students in small groups to support them with their learning needs during the school day and outside school hours (before and after school, evenings and weekends.) The funding enabled YCDSB to partner with community organizations to provide tutoring support to identified students.

Prior to developing the tutoring programs at York Catholic, staff examined a range of research on the effectiveness of tutoring programs in Canada, Great Britain and the United States. The research suggested that hiring certified teachers and paraprofessional staff, such as Educational Assistants, Educational Intervenors, and teacher candidates would lead to success in the classroom. The research confirmed that a successful tutoring program involved regular weekly tutoring, in small groups, with familiar tutors and teachers through structured time aligned with the classroom curriculum.

Edgerton A. (2021, January) [The Importance of Getting Tutoring Right.](https://learningpolicyinstitute.org/blog/covid-getting-tutoring-right)
<https://learningpolicyinstitute.org/blog/covid-getting-tutoring-right>

PROJECT ACTIVITIES

School teams (Administrators, Core Resource teachers, Classroom Teachers and Support Staff) collaborated with parents and guardians to identify students who would benefit from individualized or small-group tutoring support. Current achievement data and individualized education plans guided the tutoring referrals. Parents and guardians also had the opportunity to express their interest in having their child(ren) participate in the tutoring program.

The tutoring programs were based on the following criteria:





-
- An average group size of 5 students, and group sizes capped at 15 students.
 - Tutoring was available during evenings and weekends.
 - There was individual tutoring for students who would benefit from more attention, including students with special needs.
 - Students were provided with a variety of time slots and formats to meet their needs during the school day or outside of school hours.
 - The tutoring programs prioritized math, literacy and other foundational skills.
 - The programs were offered in collaboration with community partners, and they supported learning in a trusted environment grounded in language, culture and community norms of the students.

A variety of tutoring delivery models were offered to support as many students as possible. Delivery models addressed student needs and ranged from the following options:

- In-person and remote before and after school tutoring.
- Elementary and secondary tutoring during the instructional day.
- Withdrawal from the class during the school day.
- The tutor was present in the classroom, working alongside the teacher, and with individual or small groups of students.
- Elementary and secondary remote tutoring during the evenings and weekends.
- Elementary Saturday in-person and remote tutoring sessions.
- Secondary after-school registered and drop-in programs.

Tutors hired were:

- Ontario College of Teachers (OCT qualified) permanent or occasional teachers.
- Educational Assistants (EA) and Educational Intervenors (EI).
- Early Childhood Educators (ECE).
- Teacher Candidates.
- Post-secondary students.
- Other individuals (following all collective agreements, ensuring the vulnerable sector check and appropriate training)

ELEMENTARY MODELS OF SUPPORT

The following models were offered to provide students, parents and families with as many opportunities as possible to access tutoring services. Programs were dependent on available staffing.

In-Person and Remote Tutoring Before and After the School Day

Tutors offered support in-person or remotely before and/ or after the school day. This included remote tutoring during the evenings and on weekends.

Tutoring During the Instructional Day

Tutors offered support during the instructional day. This included individualized support for students who would benefit from more attention, based on student needs or with small groups of up to 15 students. Tutors worked in the classroom, alongside the teacher or withdrew the students from the classroom.



This table displays the number of tutors and the number of elementary students receiving tutoring support at each elementary school.

Table 1- Elementary Tutors and Students

School	Number of Tutors	Numbers of Students Receiving Tutoring
All Saints	10	71
Blessed Scalabrini	0	0
Blessed Trinity	13	102
Canadian Martyrs	15	234
Christ the King	15	86
Corpus Christi	4	22
Divine Mercy	6	17
Father Frederick McGinn	3	47
Father John Kelly	5	8
Good Shepherd	9	48
Guardian Angels	5	59
Holy Jubilee	14	297
Holy Name	11	175
Holy Spirit	5	27
Immaculate Conception	11	175
Light of Christ	1	8
Notre Dame	3	18
Our Lady Help of Christians	1	1
Our Lady of Fatima	0	0
Our Lady of Good Counsel	9	49
Our Lady of Grace	5	21
Our Lady of Hope	1	18
Our Lady of the Lake	1	2
Our Lady of the Rosary	2	33
Pope Francis	8	40
Prince of Peace	18	83
San Lorenzo Ruiz	0	0
San Marco	9	60
Sir Richard W. Scott	6	33
St. Agnes of Assisi	3	50
St. Andrew	10	122
St. Angela Merici	15	69



School	Number of Tutors	Numbers of Students Receiving Tutoring
St. Anne	5	52
St. Anthony	12	95
St. Benedict	3	15
St. Bernadette	13	235
St. Brendan	4	67
St. Brigid	6	27
St. Catherine of Siena	6	73
St. Cecilia	3	22
St. Charles Garnier	2	21
St. Clare	3	12
St. Clement	5	23
St. David	11	101
St. Edward	0	0
St. Elizabeth Seton	7	72
St. Emily	3	15
St. Francis Xavier	22	184
St. Gabriel the Archangel	8	39
St. Gregory the Great	2	17
St. James	4	19
St. Jerome	4	12
St. John Bosco	1	12
St. John Chrysostom	3	12
St. John Paul II	4	20
St. John Paul XXII	9	61
St. Joseph Richmond Hill	10	43
St. Joseph the Worker	3	20
St. Joseph, Aurora	5	17
St. Joseph, Markham	7	55
St. Julia Billiard	13	76
St. Justin Martyr	9	100
St. Kateri Tekakwitha	7	38
St. Margaret Mary	10	39
St. Marguerite d'Youville	8	79
St. Mary	6	30
St. Mary Immaculate	2	11



School	Number of Tutors	Numbers of Students Receiving Tutoring
St. Mary of the Angels	7	41
St. Matthew	1	7
St. Michael	2	24
St. Michael the Archangel	3	16
St. Monica	9	35
St. Nicholas	0	0
St. Padre Pio	12	74
St. Patrick Schomberg	9	45
St. Patrick Markham	3	15
St. Paul	7	56
St. Peter	7	23
St. Raphael the Archangel	3	9
St. Rene Goupil - St. Luke	3	5
St. Stephen	11	164
St. Thomas Aquinas	11	63
St. Teresa of Calcutta	0	0
St. Veronica	2	20
Total	528	4286

Saturday Tutoring - In-Person and Remote

The Continuing Education Department offered in-person and remote tutoring support on Saturdays for students in Grades 1 -8.

The Fall session offered three in-person sites (St. Joan of Arc, Maple, Our Lady Queen of the World - Richmond Hill and St. Joseph, Markham) and launched on Saturday, October 29th, 2022. The program ran for 8 weeks October 29th, 2022- December 17th, 2022 from 9:30 am- 12:00 pm and supported 360 students.

The remote tutoring program launched on Saturday, October 29th and the 8-week program ran until Saturday, December 17th, 2022. Students were offered a morning option from 9:30 am -12:00 pm or an afternoon option from 12:30 pm - 3:00 pm. 419 Elementary students participated in the Fall Saturday remote tutoring program.

The Winter Tutoring program was expanded and offered at seven sites (Father Bressani CHS, St. Joan of Arc CHS, Our Lady Queen of the World CHS, St. Joseph CES Markham, St. Maximilian Kolbe CHS, Notre Dame CES and St. Brigid CES.) The program began on Saturday, January 14, 2023, and concludes on Saturday, March 25, 2023. 795 Elementary students participated in the Winter in-person and remote Saturday tutoring program.

YCDSB ELEMENTARY CONTINUING EDUCATION



TUTORING SUPPORTS

TUTORING CLASSES FOR GRADES 1 - 8

SATURDAYS
OCTOBER 29TH - DECEMBER 17TH, 2022

REMOTE

9:30AM - 12:00PM

OR

12:30PM - 3:00PM

LITERACY & NUMERACY
SUPPORTS

IN-PERSON

9:30AM - 12:00PM

SITES AVAILABLE:

ST. JOSEPH CES, MARKHAM

OUR LADY QUEEN OF THE WORLD CHS, RICHMOND HILL

ST. JOAN OF ARC, MAPLE

\$20 NON REFUNDABLE CONSUMABLE FEE

REGISTRATION

Closes October 24th at 11:59pm

VISIT [CE.YCDSB.CA](https://ce.ycdsb.ca)
TO REGISTER!

@YCDSBconed



Contingent on student enrollment and teacher availability





YCDSB
ELEMENTARY
CONTINUING EDUCATION

TUTORING SUPPORTS

LITERACY AND NUMERACY SUPPORT FOR GRADES 1 – 8

SATURDAYS
JANUARY 14TH – MARCH 25TH, 2023

IN PERSON

9:30 am - 12:00pm

Sites Available:

Notre Dame CES	(Newmarket)
Father Bressani CHS	(Woodbridge)
St. Brigid CES	(Stouffville)
St. Joseph CES	(Markham)
St. Joan of Arc CHS	(Maple)
Our Lady Queen of the World	(Richmond Hill)
St. Maximillian Kolbe CHS	(Aurora)

REMOTE

9:30am - 12:00pm

or

12:30pm - 3:00pm



VISIT [CE.YCDSB.CA](https://ce.ycdsb.ca)
TO REGISTER!

\$20 Non-Refundable Consumable Fee

Contingent on student enrollment and teacher availability

@YCDSBconed



SECONDARY MODELS OF TUTORING SUPPORT



Designated Secondary Tutor Program

Each secondary school hired a Secondary Designated Tutor to provide literacy or numeracy tutoring to students during the instructional day.

The recommended model was to assign the Secondary Designated Tutor 3 English and/or Math classes during the instructional day. The designated tutor supported up to 15 unique students in each class. The support occurred in the class with the permanent teacher present or on a withdrawal basis.

Another suggested model was establishing drop-in classes in 3 out of 4 periods for the Designated Tutor to work with students from multiple English or Math classes.

The appropriate students for this initiative were identified by the school administration in consultation with teaching staff by reviewing student profiles, current student achievement data and individualized education plans. The program concluded on January 25, 2023.

After-School Tutoring Support

Each secondary school hired teachers to provide after-school tutoring support. Up to 15 students pre-registered for classes. There were no class caps for drop-in classes. The table below outlines the number of tutors and the number of students accessing tutoring support.

Table 2- Secondary Tutors and Students

School Name	Number of Tutors	Number of Students
Cardinal Carter	20	492
Father Bressani	12	145
St. Augustine	27	683
St. Jean de Brebeuf	10	417
St. Robert	17	394
St. Brother Andre	8	235
Our Lady Queen of the World	5	154
Father Michael McGivney	10	273
Our Lady of the Lake	3	58
St Teresa of Calcutta	1	1
St. Joan of Arc	6	20
St Elizabeth	9	87
Holy Cross	10	123
Sacred Heart	11	185
St. Maximilian Kolbe	10	177
St. Theresa of Lisieux	14	270
Totals	173	3714



Night School Gr.9 Remote Literacy & Numeracy Tutoring Program for De-streamed English & Math

In addition to the tutoring programs in local schools, the Continuing Education Department offered a virtual Grade 9 Literacy and Numeracy tutoring program option.

The program ran remotely from October 31st to January 23, 2023 (Mondays) and from November 2nd to January 25, 2023 (Wednesdays) from 7:00 to 9:00 pm.

17 Literacy Tutors supported 175 students and 9 Math Tutors supported 220 students.



YCDSB SECONDARY CONTINUING EDUCATION

Secondary Online Tutoring Support



Gr. 9 English and Math Support
Available Virtually

As part of the YCDSB Tutoring Programme, the Continuing Education Department is pleased to offer its Grade 9 students virtual access to YCDSB teachers for support in English and Math. This support will take place Mondays and Wednesdays from 7:00 pm to 9:00pm. Students can sign up for one or both evenings.

Classes will run from October 31st to December 21st. (No Class on Wed Nov 16th)

**MONDAY OR WEDNESDAY
OCTOBER 31ST TO DECEMBER 21ST, 2022
7PM TO 9PM**

GRADE 9

Literacy Tutoring

Numeracy Tutoring



Register at ce.ycdsb.ca

Follow us!
@YCDSBconed





Project Outcomes

TYPES OF TUTORS HIRED

Number of OCT-qualified teachers hired.	693
Number of Educational Assistants/ Intervenors/ Early Childhood Educators hired.	197
Number of post-secondary/ teacher candidates hired.	100
Number of other individuals hired.	15

TOTAL NUMBER OF STUDENTS SUPPORTED

Number of elementary students who received tutoring support.	5810
Number of secondary students who received tutoring support.	4092

BUDGET - As of February 21, 2023

Tutors	\$1,869,215
Third Party Providers	248,663
Administrative Support	44,584
	\$2,162,462

COMMUNITY PARTNERSHIPS

As of February 21, 2023, we have used to collaborate on programming with community partners, as well as to cover costs related to the implementation of a tutoring program.

Seven community partnerships have been established with the following community non-profit organizations:

- ANCHOR
- Jericho Youth Services
- Learning Disabilities Association of York Region
- Play Forever
- Project Abraham
- Youth Assisting Youth
- YRAAC

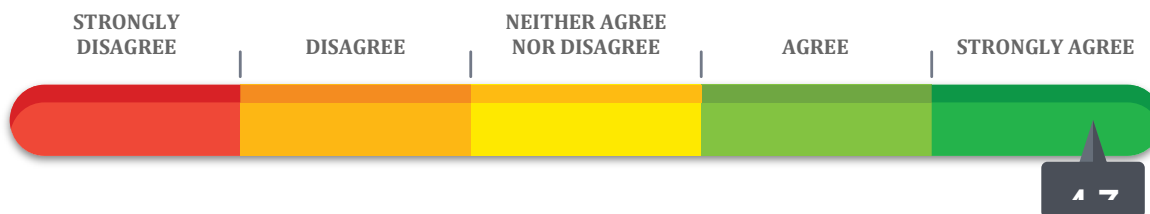
TUTORING FEEDBACK

Feedback on the effectiveness of the program was gathered using Google Form surveys. The survey measured the respondent's satisfaction with the delivery of the tutoring program, and the impact of the program on student learning, achievement, engagement, confidence and attitude. Participants were asked to rate statements using a 5-point rating scale. The response options were:

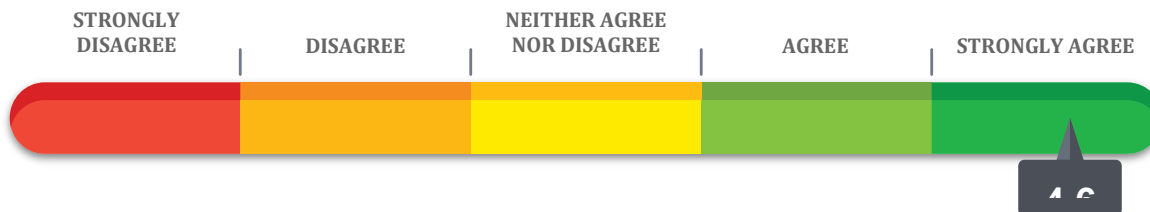
1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Students, parents/guardians, administrators and tutors were invited to participate in the survey. 361 tutors and administrators, 98 parents/ guardians and 173 students completed the survey. The following graphics outline the total number of survey responses (632 responses) to each statement.

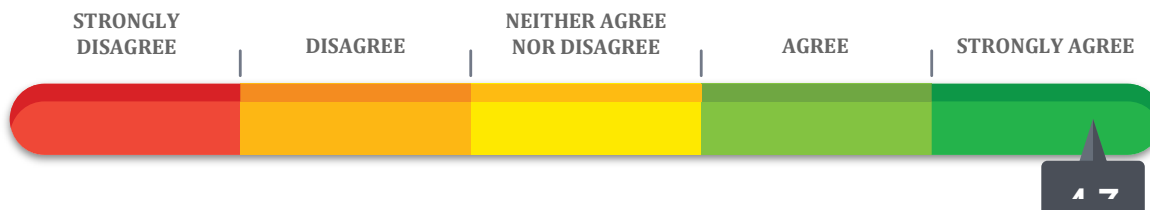
Statement 1: I was satisfied with the York Catholic Tutoring program.



Statement 2: The Tutoring program improved student engagement, confidence and/ or attitude.



Statement 3: The Tutoring program improved student learning and achievement.





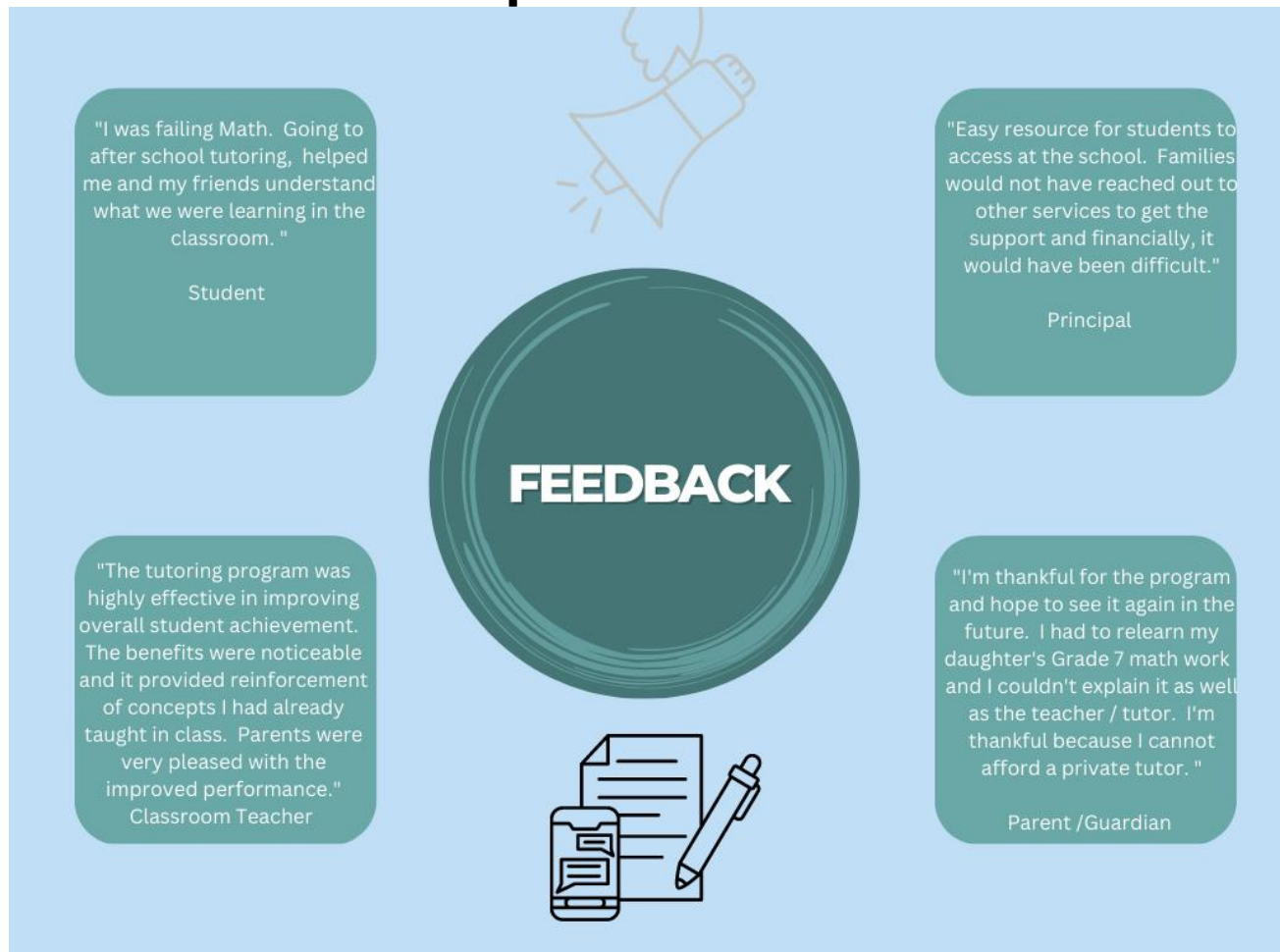
Overall feedback on the tutoring program, from all stakeholder groups, indicated that tutoring was beneficial and advantageous to students. Tutoring improved student achievement and student confidence in learning.

Students reported that they were better able to understand the material, complete assignments and further develop their learning skills. They indicated that reviewing the material with a tutor enabled them to perform better on assessments and projects. Students valued the small group setting as it allowed a more personalized learning experience.

Parents and guardians reported observable positive changes in their child's academic performance, engagement and confidence. They appreciated the help their child was receiving from professionals who were already familiar with the school and curriculum. Several respondents shared that having the program located in their child's school was particularly beneficial and convenient. It was easy to schedule tutoring sessions, arrange to pick up and coordinate with the teachers and staff involved. Many parents and guardians were thankful for the program and its benefits. Several reported that they did not have the financial resources and connections to access private tutoring services for their children and this provided a much-needed alternative. They also shared that tutoring helped to level the playing field for students who may not have had the same opportunities or resources as their peers. Many respondents shared their frustration and disappointment when the program came to an end. They expressed hope that funding for tutoring would continue in the future.

Teachers, support staff and administrators reported a noticeable increase in student confidence and a positive attitude toward learning as a result of the tutoring efforts. Staff reported that students' positive mindset towards learning encouraged them to persevere through challenges, engage with the material, take risks and ultimately achieve greater academic success. Reading programs such as Lexia, Remediation Plus and Nelson Literacy and the supplementary resources from Nelson's My Math Path were accessed to provide additional support to struggling students. Staff also expressed that the tutoring program benefited many students who would not normally get the additional support. Tutoring staff and administrators, like parents, expressed the desire to continue the tutoring program.

Sample Feedback



YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORTED TO: Board of Trustees

FROM: Administration

Date: April 25, 2023

RE: International Language Extended Day - Exempt Students

BACKGROUND INFORMATION

During the 2022-2023 school year, there were 266 Italian extended-day classes offered at 21 elementary schools. **5,904** Grade 1 to 8 students were enrolled at these sites. Using report card data from February 14, 2023, **181 students (3.07%)** were not assigned a Term 1 mark and we can assume that those students have been exempted from the Italian International Language Extended Day program. Please note that there is no financial penalty incurred to the board due to the withdrawal of these students since they remain in class and under the supervision of the Instructor.

UPDATED INFORMATION

By surveying the school principals of the Extended Day Italian International Program, students were exempted based on the following criteria:

- Special Education Learners (including Hearing Centre)
- English Language Learners
- The parent/ guardian does not wish the child to be in the French Immersion program as well as the Italian program.
- There are a variety of other cultural backgrounds and languages within the school community and the parent/guardian does not wish their child to learn Italian.

NEXT STEPS

The process for exemption requests varies from site to site. The process will be standardized in the Fall of 2023.

Prepared by: Christine deHass, Elementary Continuing Education Principal
Reviewed by: Anthony Arcadi, Superintendent of Curriculum and Assessment
Endorsed by: Domenic Scuglia, Director of Education
Jennifer Sarna, Associate Director of Education





York Catholic District School Board

Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1
Tel: 905-713-1211, 416-221-5051, 1-800-363-2711, Voice Mail Box: 17131
Fax: 905-713-1272 • www.ycdsb.ca

April 18, 2023

IDENTIFICATION OF GIFTED LEARNERS

- Whereas** the PACE center at St. Paul CES in Newmarket is being closed due to low enrolment;
- Whereas** two new PACE centers are being added, one in Markham and a second center in Richmond Hill;
- Whereas** logically it makes no sense that one geographic quarter of the Board does not identify enough students to maintain an elementary gifted program whilst other geographic areas of the Board have higher concentration of identified Gifted Learners;
- Whereas** this calls into question whether or not the CCAT screening tool used by the Board, as a preliminary step to a psychological assessment, is bias-free and equitable.

LET IT BE RESOLVED

THAT a review of the current PACE screening process be undertaken from a Human Rights and Equity lens to ensure that the process is free of any social/ economic/racial biases.

Elizabeth Crowe
Trustee
Aurora / King / Whitchurch-Stouffville

Reference No. 2023:08:0418:EC



Our Lady of the Rosary

MAY 2023

TRUSTEE SERVICES

Monthly Virtue:
RESPONSIBILITY

June 2023

June 1—3—CCSTA
June 2—Elementary PA Day
June 5—YSCPC Awards 7pm
June 6—Policy Review 6:30 pm
June 7—Director's Council
June 7—Corp Services 6:30 pm (Public)
June 7—Corp Services 8:00 pm (Private)
June 12—SEAC 7 pm
June 13—Executive 1pm (Public)
June 13—Executive 2pm (Private)
June 13—YCPIC 7pm
June 14—Human Resources Cmte 5pm
June 20—Committee of the Whole 6:30 pm
June 20—Regular Board 7:30 pm
June 29—Special Board (If needed) 8am
June 30—Secondary PA Day

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
	1 7pm SEAC	2 CATHOLIC EDUCATION WEEK: May 1—5, 2023	3 1:30 pm Province Wide Mass	4	5 PA Day (S)	6
7	8	9 Catholic Education Symposium	10 Director's Council 4 pm Joint Board 4:30 pm Yes I Can Awards	11	12	13
14 	15 6:30 pm Student Success & Pathways	16	17	18	19 SAL 8:45 am	20
21	22 	23 1pm Executive (Public) 2pm Executive (Private)	24	25	26	27
28	29 4:30 pm Audit 6:30 pm CTW 7:30 pm Regular Board & Budget Development	30	31			

REPORT

York Catholic District School Board

Report To: Board of Trustees

From: Domenic Scuglia - Director of Education

Date: April 25, 2023

Report: Beyond the 94, Imagining a 95th Call to Reconcili-ACTION

EXECUTIVE SUMMARY:

This report is submitted to provide the Board of Trustees with information on the creation of a Truth and Reconciliation experiential learning excursion to Saskatchewan that will be connected to the Canadian Catholic School Trustees Association (CCSTA) AGM.

BACKGROUND INFORMATION:

This years CCSTA AGM is being held in person in Saskatoon and the theme is Rooted in Faith with two speakers who will be sharing their ideas on the role of our Catholic Church and schools in the journey of knowing the truth and committing to reconciliation. The two speakers are nationally recognized Chief Cadmus Delorme of the Cowessess First Nations Authority and Archbishop Donald Bolen of the Archdiocese of Regina. We have selected one or two students from each of our high schools in addition to our student trustees to be part of this experience. Our students will also visit relevant sites in Regina to grow their knowledge of the Indigenous experience and set a foundation for hearing the messages at the CCSTA AGM in Saskatoon. The students will be required to lead a Truth and Reconciliation (TRC) project in their respective schools the following year. These students will also be invited to join our newly formed TRC Advisory Circle.

SUMMARY:

As we continue planning for the CCSTA student experience in Saskatchewan from May 30 to June 3, we want to ensure trustees are apprised of details. The plan has been shared with the Ministry so they are aware of how the trip will be funded. The student group will be accompanied by two of our Indigenous Leads, Principal Galatianos and Teacher King as well as myself. As there will be sites visited that may trigger an emotional response from some of our students, our trained staff have built-in check-in activities to ensure all students' wellness is taken into consideration. The staff travelling with the students have significant experience in this area and I am confident of their skills to manage these situations should they arise.

The itinerary is still in draft form as we continue to confirm details but here is what we are planning for the students;

May 30, Depart for Regina - Tour of City - RCMP Depot and First Nations University. In the evening group reflection time and journal writing.

May 31, Continue tour - Regina Industrial Indian Residential School Cemetery, Piapot Reserve, Treaty 4 Signing Landmark, Visit St. Maria Faustina and meet students at Miller CCHS to exchange ideas. In the evening group reflection time and journal writing.

June 1 - In the morning students looking to participate in a blanket exercise. Then travel to Saskatoon for the CCSTA Opening Ceremonies at the Wanuskewin Heritage Park. In the evening group reflection time and journal writing.

June 2 - In the morning listen to and participate in CCSTA speakers Chief Cadmus Delorme and Archbishop Donald Bolen. In the afternoon visit Greater Saskatoon Catholic School Division's (GSCSD) St. Francis Elementary School delivering their curriculum in Cree to their students. In the evening meet high school students from GSCSD. Conclude with group reflection time and journal writing.

June 3 - Fly home

SUMMARY:

In closing, this experiential learning excursion to Saskatchewan for our students will be a life-changing experience.

Prepared and Submitted by:

Domenic Scuglia, Director of Education