



YORK CATHOLIC DISTRICT SCHOOL BOARD
CORPORATE SERVICES COMMITTEE MEETING
AGENDA

Tuesday, May 6, 2025

6:30 p.m.

Boardroom

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

* Indicates Addendum

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| 1. CALL TO ORDER | |
| 2. OPENING PRAYER/LAND ACKNOWLEDGEMENT | |
| <i>Creator God, as we journey through this world, give us the grace to allow your Holy Spirit to work through us. Help us to speak, think and work with honesty, and compassion, to celebrate all that is life-giving, to restore hope where It has been lost, and to bring about change where it is needed. We ask this in the name of Jesus Christ, our companion.</i> | |
| <i>Amen</i> | |
| <i>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.</i> | |
| 3. ROLL CALL | |
| 4. APPROVAL OF NEW MATERIAL | |
| 5. APPROVAL OF THE AGENDA | |
| 6. DECLARATION OF CONFLICT OF INTEREST | |
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| Khaled Elgharbawy | |

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| 16. | FUTURE ITEM(S) | | |
| 17. | ADJOURNMENT | | |

York Catholic District School Board

MINUTES
CORPORATE SERVICES COMMITTEE
(Public Session)

The meeting of the regular session of the Corporate Services Committee was held in the Boardroom at 320 Bloomington Road West and via Google Meet, on Tuesday, February 11, 2025, commencing at 6:30 p.m.

PRESENT:

Committee Members: F. Alexander, M. Barbieri*, C. Cotton, E. Crowe, J. DiMeo, A. Grella*, A. Saggese, J. Wigston

Administration: J. De Faveri, J. Sarna, C. McNeil, J. Tsai, G. Liu, T. Steenhoek, K. Scanlon, G. De Girolamo, K. Elgharbawy, A. Battick, S. Morrow, S. Wright

Approved Absence: T. McNicol

Absent with Notice: M. Iafrate and Student Trustees M. Galstyan and S. Cuesta

Recording: K. Errett

Presiding: Trustee Wigston, Committee Chair

*[*Denotes attendance via Google Meets]*

1. CALL TO ORDER AND PRAYER

C. McNeil, Chief Financial Officer and Treasurer of the Board, called the meeting to order at 6:30 p.m. and led the Committee in the Opening Prayer. C. McNeil recited the York Catholic District School Board Land Acknowledgement and provided Roll Call.

2. ELECTION OF CHAIR

Trustee Wigston was acclaimed Corporate Services Committee Chair for 2025 on nomination by Trustee Saggese.

3. ELECTION OF VICE-CHAIR

Trustee Barbieri was acclaimed Corporate Services Committee Vice-Chair for 2025, on nomination by Trustee Saggese.

REGULAR MEETING: Presiding, Trustee Wigston, Committee Chair

4. APPROVAL OF THE TERMS OF REFERENCE

Motion: Crowe/Saggese

THAT the Terms of Reference for 2025 be approved as presented.

— **MOTION CARRIED** —

5. APPROVAL OF NEW MATERIAL:

A handout was provided from S. Morrow, Chief Information Officer, entitled *2024-25 Information Systems Strategy – How IS will support York Catholic District School Board’s organizational strategy*.

Motion: Cotton/Saggese

THAT the new material be received.

— **MOTION CARRIED** —

6. APPROVAL OF THE AGENDA

Motion: Cotton/Alexander

THAT the Agenda be approved as presented.

— **MOTION CARRIED** —

7. DECLARATION OF CONFLICT OF INTEREST: Nil**8. APPROVAL OF THE MINUTES****Motion: Cotton/Crowe**

THAT the Minutes of the October 15, 2024 Corporate Services Committee meeting be approved as presented.

— MOTION CARRIED —

9. FUTURE MEETING DATES

The next meeting of the Corporate Services Committee is scheduled for May 6, 2025.

10. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING: Nil**11. OUTSIDE PRESENTATION(S): Nil****12. STAFF PRESENTATION(S):****a) IT Strategy**

S. Morrow, Chief Information Officer, provided a PowerPoint entitled *2024-2026 Information Systems Strategy – How IS will support York Catholic District School Board’s organizational strategy*.

Four key areas of focus were presented, i.e., IS Strategy Scope & Context, IS / Board Alignment, IS Goals, Initiatives and Roadmap, Socialization Plans & Next Steps, which provide guidance and metrics to support the Board’s complex system as a whole, for selecting new projects, maintaining cyber security and implementing innovative strategies for the future.

It was requested that a future review be made of the current school administrator’s dashboard and discussion of how training is provided to improve student outcomes.

b) Classroom Technology Equity Committee Update

J. De Faveri, Director of Education, Foundation Chair and Secretary of the Board, S. Morrow, Chief Information Officer and S. Wright, Superintendent of Education: Inviting and Inclusive Schools, provided an update from the Classroom Technology Equity Committee.

Director De Faveri presented the mandate and objectives of the Committee and addressed the funding aspects, stressing a strategic approach to updating classroom technology while ensuring equal access and equitable educational opportunities for all students while operating within the current financial constraints. The initiative is supported by the reallocation of 5% of GSB funds as well as the establishment of a central tech fund of \$250,000.

CIO Morrow presented the classroom technology and transition from classroom to teacher devices, and demonstrated a modern-day classroom in terms of technology which the Committee is striving towards and identified which technology items are school purchases vs. centrally purchased technology. The decision to equip the Board’s specialty (itinerant) teachers initially (2024-25) followed by teacher devices for priority schools and then the remainder within a four-year cycle was discussed.

Superintendent Wright presented the details on the central technology equity fund and the implementation roadmap. The Committee is looking at the number of resources that can be supported with the budget and is working to prioritize the schools and to review the classrooms to determine where gaps exist. Concepts regarding PD, training and student opportunities, device management and maintenance, and the related challenges were also presented.

The next Classroom Technology Equity Committee Update to be provided at the May 6, 2025 Corporate Services Committee meeting will include follow-ups on questions raised.

13. ACTION ITEM(S): Nil

14. SUBCOMMITTEE REPORT(S): Nil**15. DISCUSSION ITEM(S):****a) 2024-25 Capital Priorities Grant Submission**

C. McNeil, Chief Financial Officer and Treasurer of the Board, provided a report pertaining to the Ministry of Education's decision to reject the 2024 Capital Priorities Program submission for a replacement school for St. Robert CHS.

K. Elgharbawy, Superintendent of Facilities Services and Plant, to provide an update on the grounds project Phase I to a future Corporate Services Committee meeting.

16. INFORMATION ITEM(S):**a) Elections Canada Use of YCDSB Schools**

K. Elgharbawy, Superintendent of Facilities Services and Plant, provided a list of schools at which Elections Canada will be installing polling stations.

b) 2023-24 Year-End Reports**i) General School Budgets**

C. McNeil, CFO and Treasurer of the Board, responded to questions regarding the General School Budget (GSB) Year-End Status report as at August 31, 2024 which reflects the actual GSB amount spent during the year and the GSB carry-forward balances available for spending in 2024-25, i.e., 2023-24 purchase orders issued prior to year-end Appendix A provided the information on a school-by-school basis.

It was requested that the report be revised to include an indicator for schools exceeding 10% carryforward, that projects have been authorized by the Area Superintendent. It was also requested that a follow-up report on the purpose for the accumulated balances at Fr. Bressani CHS and St. Jean de Brebeuf CHS for the next Corporate Services Council meeting (Private).

ii) School Generated Funds

C. McNeil, CFO and Treasurer of the Board, responded to questions regarding the School Generated Funds (SGF) report which provided a summarized August 31, 2024 year-end status report of School Generated Funds which includes Catholic School Council funds. Appendix A provided the SGF on a school-by-school basis.

A discussion was held with regard to issues leading to the accumulation of large balances in the SGF and the necessity of following policies, ensuring that money collected is spent in the same collection year and of consistent communications with school administrators. Further, analysis from the equity perspective should be considered. Associate Director, J. Sarna, to prepare communication at the Director's Council and ALT meetings.

iii) Annual Investment Report

The Annual Investment Report reflecting the revenue-earning activities through the investment of excess cash per the approved securities outlined in Reg. 41/10 *Board Borrowing, Investing and Other Financial Activities* for the year-ending August 31, 2024 reflects generated interest revenue of \$2,339,000 for 2023-24.

iv) Capital Program and Projects

The Capital Program and Projects Report was included in the agenda to provide year-end information for the 2023-24 fiscal year. The report provided an overview of capital funding provided, a summary of Ministry-funded major capital projects, child care capital funding, other capital funding sources and capital programs.

c) Purchasing Bid Activity Report

C. McNeil, Chief Financial Officer and Treasurer of the Board provided the Bid Management System (BMS) Procurement Activity Report for October 9, 2024 – February 4, 2025. There were no exceptions reported for this period.

d) OSBIE Insurance Report: Property Claims

C. McNeil, Chief Financial Officer and Treasurer of the Board, provided an Insurance Report update and made note of three outstanding property claims at St. Andrew CES, Light of Christ CES, and Sacred Heart CHS.

17. NOTICE(S) OF MOTION: Nil

18. FUTURE ITEM(S): Nil

Adjournment: 8:05 P.M.

On Motion: Saggese/DiMeo and CARRIED

York Catholic District School Board

Report

Report to: Corporate Services Committee
From: Administration
Date: May 6, 2025
Subject: General School Budgets – Follow Up

Summary

As requested during the February 11, 2025 Corporate Services Committee meeting, this report provides details on the accumulated carryforward General School Budget balance at Fr. Bressani CHS and St. Jean de Brebeuf CHS.

Fr. Bressani CHS

The GSB Carryforward Balance as of August 31, 2024, less the 2023-24 Purchase Orders issued but not finalized, was \$126,223 (36% of Total 2023-24 Budget). The planned expenditures include:

| Planned Projects | Budget |
|---|----------------|
| Lockers | 45,000 |
| Purchase of technology (chromebooks) - may not be 2024-25 | 35,000 |
| Gym murals | 27,000 |
| Central lobby rejuvenation | 10,000 |
| Additional cameras (re: 3 portables) | 8,000 |
| Microphone system enhancement | 6,000 |
| Total | 131,000 |

St. Jean de Brebeuf CHS

The GSB Carryforward Balance as of August 31, 2024, less the 2023-24 Purchase Orders issued but not finalized, was \$124,105 (33% of Total 2023-24 Budget). The planned expenditures (which detailed cost by project cannot yet be determined) include:

- Upgrading the business lab
- Convert a classroom into a hair aesthetics/barbering class
- Convert part of a classroom into a kitchen preparatory area

The planned expenditures listed above have been discussed and approved by the Area Superintendent.

Prepared by: Jesua Tsai, Manager - Financial Reporting and School Finance
Submitted by: Calum McNeil, Chief Financial Officer & Treasurer of the Board
Endorsed by: John De Faveri, Director of Education, Foundation Chair and Secretary of the Board

York Catholic District School Board

Air Conditioning on Elementary Schools Assessment

Khaled Elgharbawy

Superintendent of Facilities Services and Plant





Executive Summary

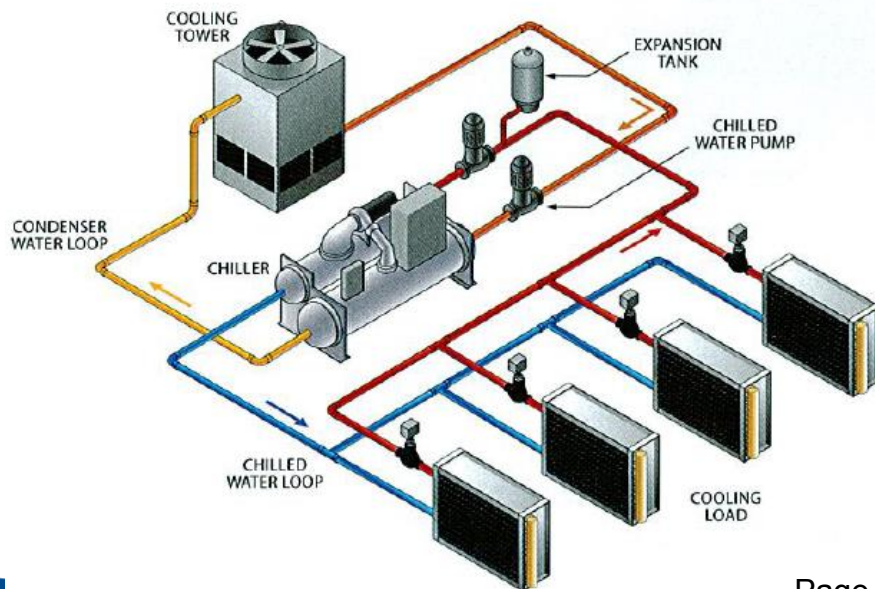
- Update on long-term plan to install AC in all elementary classrooms.
- In response to Board motion (October 22, 2024).
- Focus on cost, feasibility, and implementation timeline.



Understanding AC Systems in School Settings

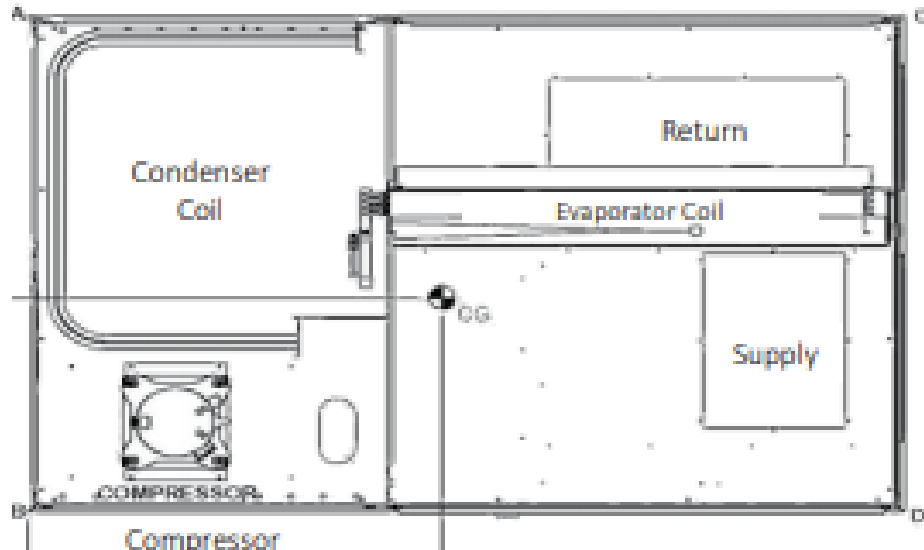
- Before presenting our assessment data, it is important to first understand the different types of air conditioning systems typically used in schools and other large facilities. This foundational knowledge helps contextualize the options available for retrofitting or upgrading existing infrastructure across YCDSB schools.

- Typical solution is to use large capacity water cooled chillers serving central AHUs w/ local reheat
- Large mechanical rooms
- Increased control capability
- Reduced lifecycle costs

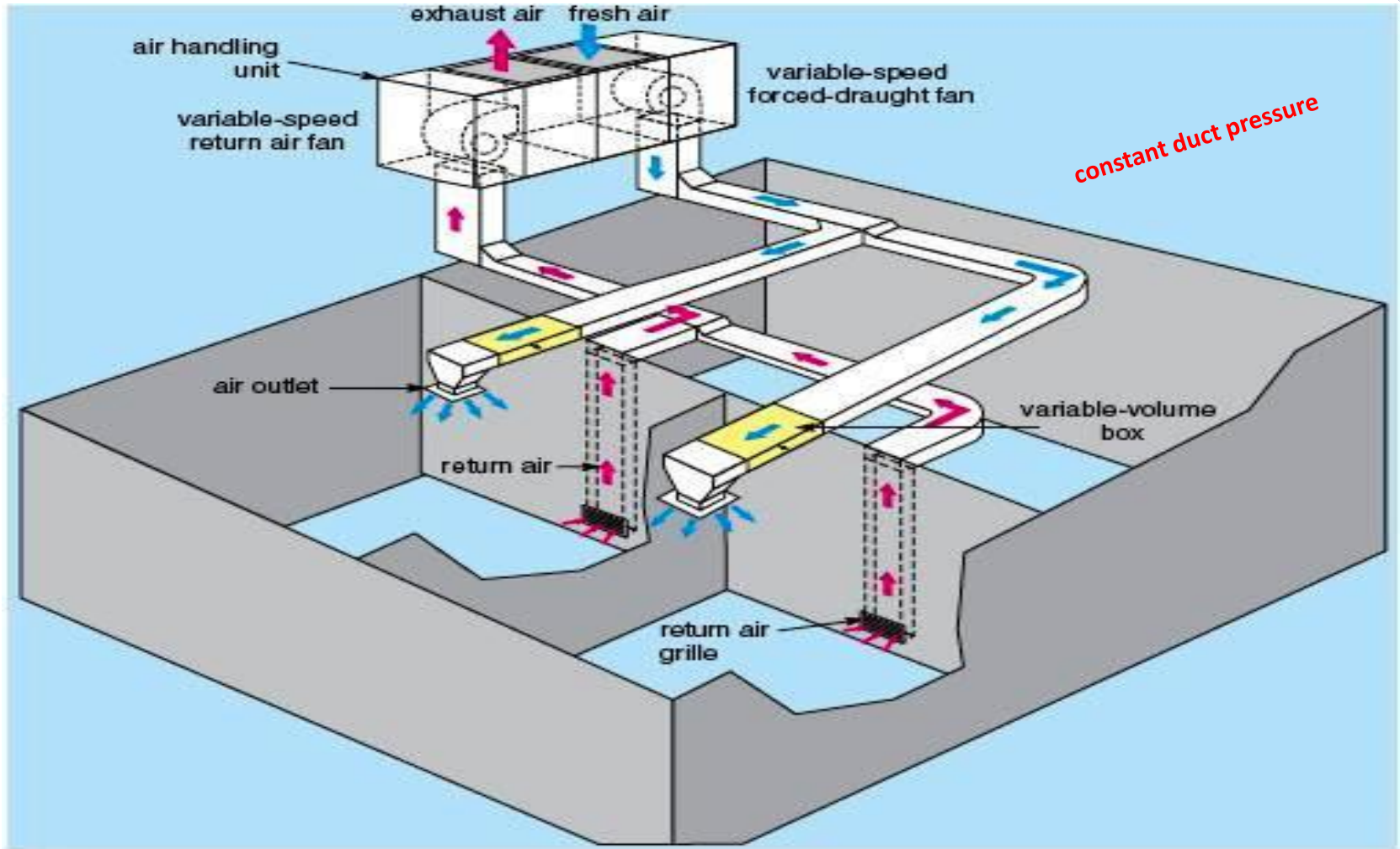


Rooftop unit

- “All-in-one” mechanical unit where heating, cooling, return/exhaust, outside air control, humidification, energy recovery and filtration occur
- Heating sources: hydronic, steam, heat pump, electric, Natural Gas
- Cooling sources: hydronic, electric-DX
- Range from 1.5-100 tons

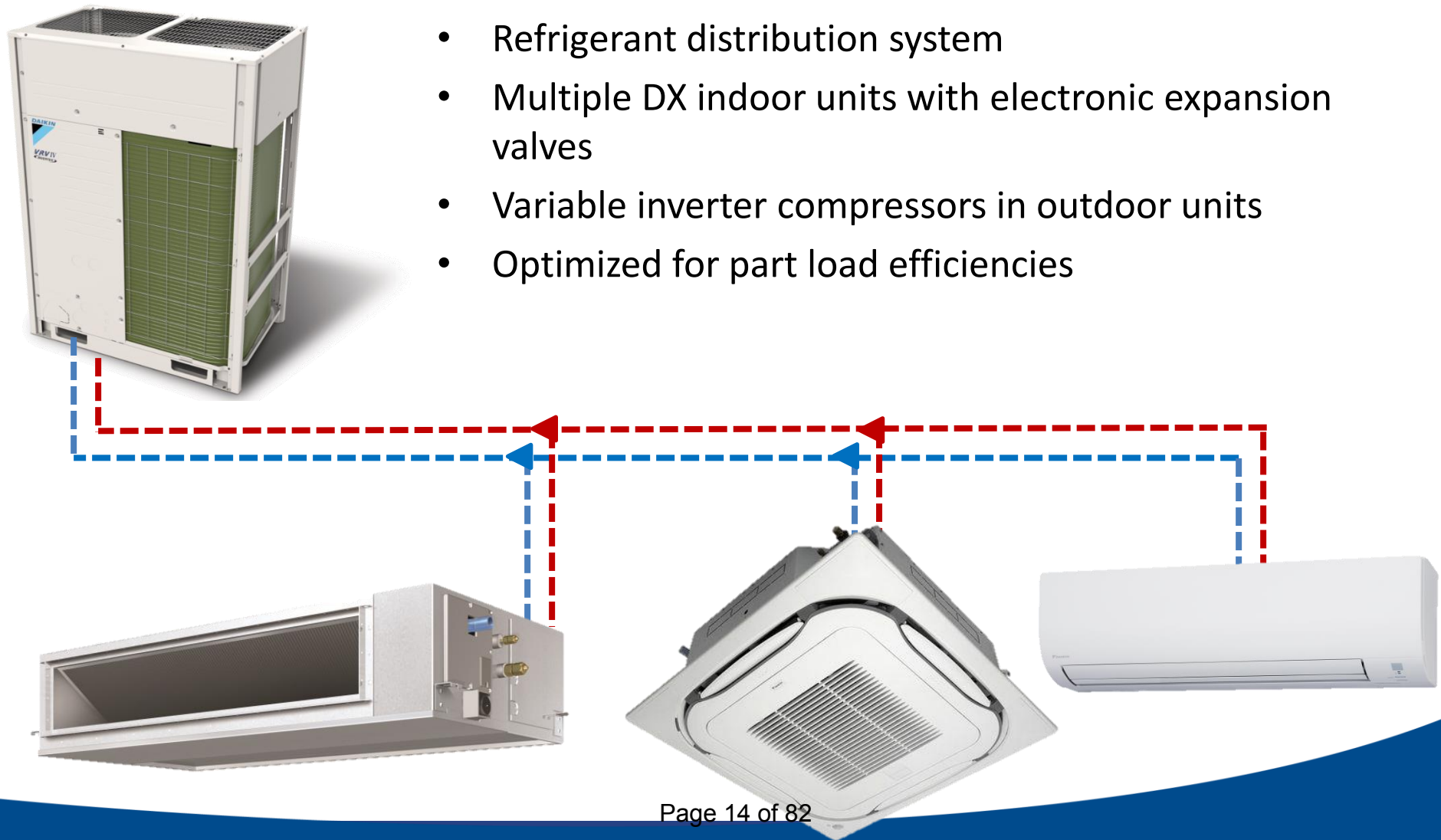


Variable Air Volume Rooftop Units



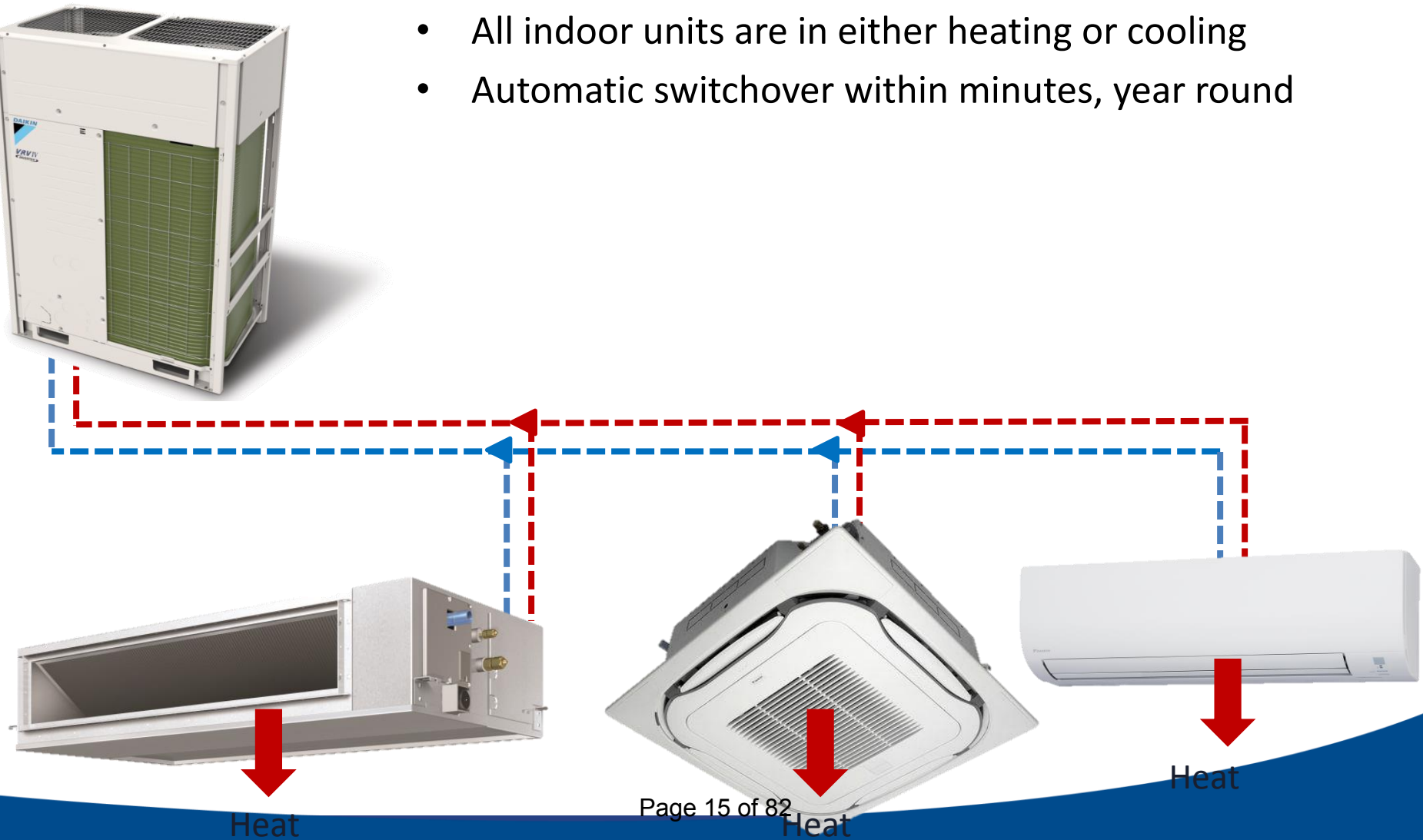
Variable Refrigerant Flow (VRF) System

- Refrigerant distribution system
- Multiple DX indoor units with electronic expansion valves
- Variable inverter compressors in outdoor units
- Optimized for part load efficiencies



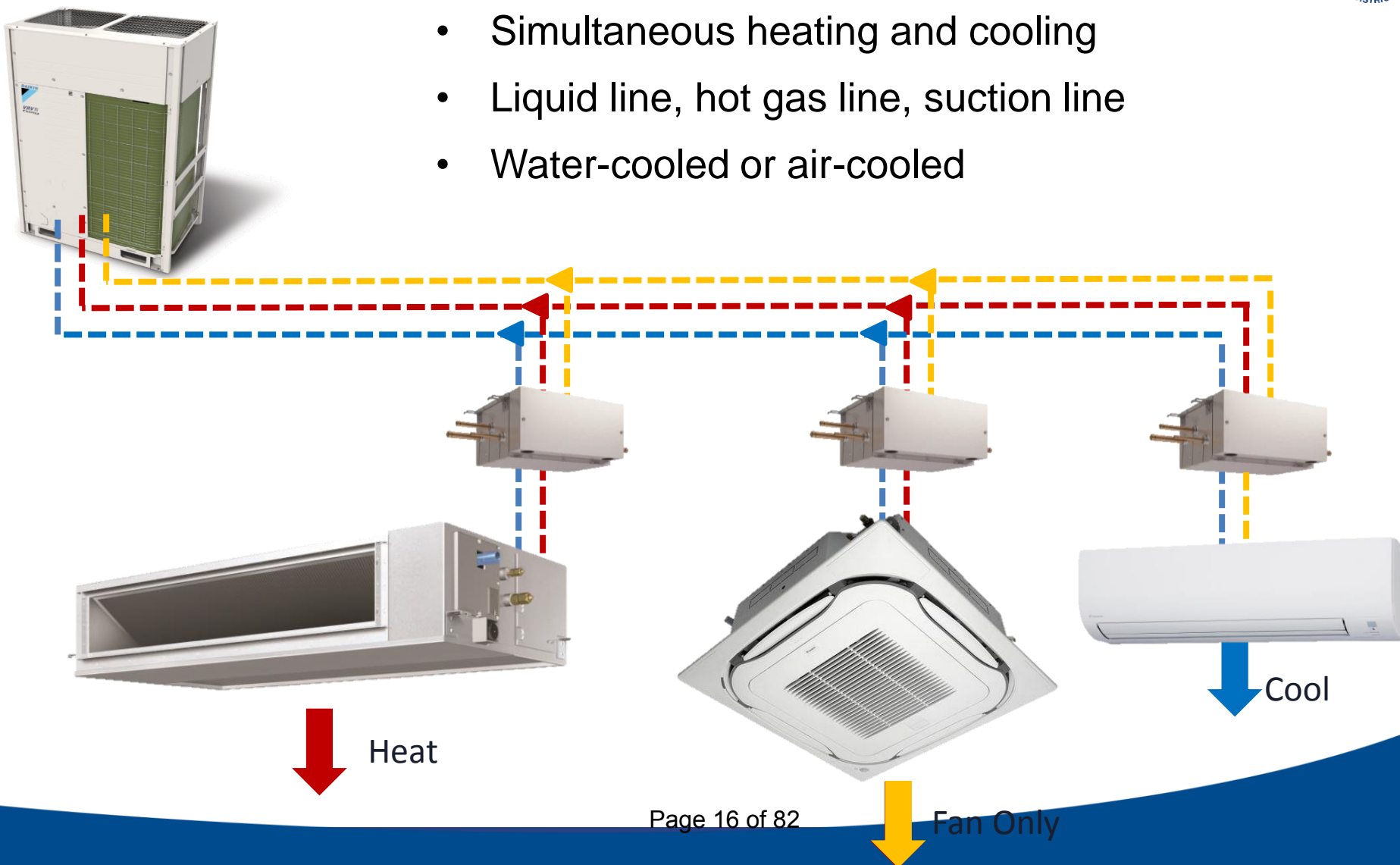
Heat Pump VRF Systems

- All indoor units are in either heating or cooling
- Automatic switchover within minutes, year round



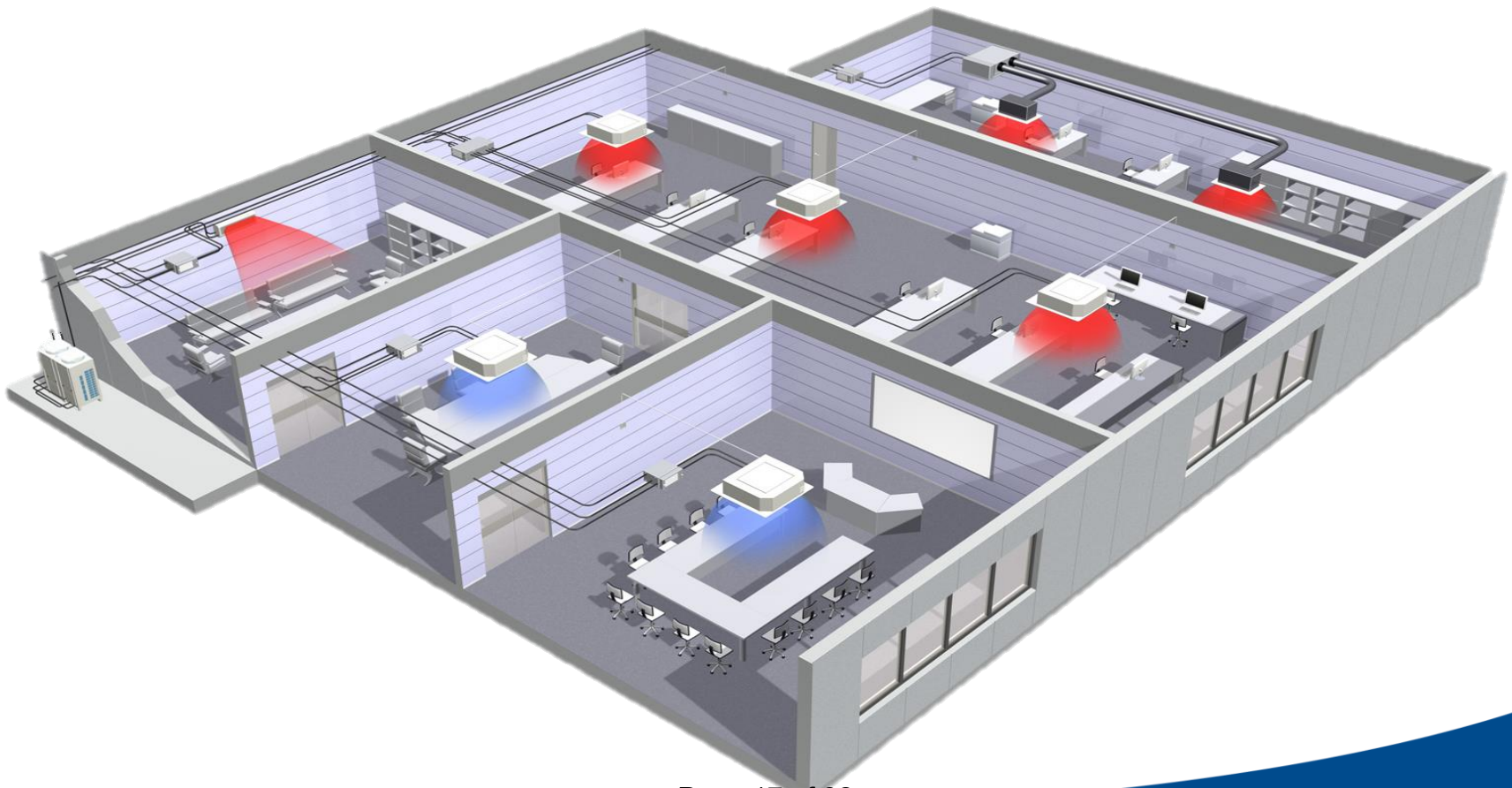
Heat Recovery VRF Systems

- Simultaneous heating and cooling
- Liquid line, hot gas line, suction line
- Water-cooled or air-cooled



VRF Systems

- Provides simultaneous heating and cooling with high-efficiency performance



Example 1 - Conclusion

• Rooftop Units

- Low first cost
- Lower product life
- Temperature control issues

Chiller/ Boiler Plants

- Efficient
- High first cost
- Occupy large footprint

VRF Systems

- Retrofit and new design
- Efficient
- Great temperature control



Current HVAC Readiness

- **Category 1:** 21 schools with full AC (excluding gyms).
- **Category 2:** 12 schools ready for cooling upgrades.
- **Category 3:** 22 schools need VAV boxes & duct modifications.
- **Category 4:** 25 schools with partial AC; site-specific solutions.
- **Category 5:** 5 schools lack AC; may need full retrofits.



Plan of Action – Implementation

- Prioritize based on enrolment and system readiness.
- 3–5 schools/year; total of 64 schools require AC.
- 13–21 year implementation timeline depending on funding.



Estimated Costs and Funding

- Estimated cost per classroom: ~\$19,500.
- Total capital estimate: ~\$28.5 million.
- Explore Ministry grants and Or POD



Operational and Environmental Impact

- Estimated annual utility increase: ~\$1.2 million.
- Maintenance costs: \$325,000–\$450,000/year.
- Environmental benefits: Help to reduced GHG emissions.

Conclusion

- Report provides technical and financial overview.
- Decision to proceed remains at the discretion of the Board.
- Future new schools should include full AC as standard design.

Questions?

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

REPORT TO: Corporate Services

FROM: Siobhan Wright, Superintendent of Inviting and Inclusive Schools

DATE: May 6, 2025

RE: Response to Trustee Questions from the October 15, 2024 Corporate Services Meeting

Executive Summary:

This report provides an update on the ongoing work of the Classroom Technology Equity Committee. The Committee continues to assess and address socio-economic disparities in access to classroom technology across the York Catholic District School Board (YCDSB), with a focus on supporting equitable learning conditions that foster student achievement and digital readiness.

Recent data highlights a strong correlation between student access to technology, confidence using digital tools, and academic performance. The Classroom Technology Equity Committee is completing a comprehensive inventory of classroom technology, with an emphasis on schools identified as priorities based on the Ontario Marginalization Index and the Social Vulnerability Index. The findings guide strategic investments to ensure that every YCDSB student, regardless of background or school location, can thrive in a technology-enabled learning environment.

The model classroom standard adopted by YCDSB includes a projector, speakers, teacher device, wireless access point, interactive whiteboard, and in-class student devices. While all schools meet a baseline level of access, priority schools still show gaps in both device availability and student digital confidence. These gaps strongly correlate to lower academic performance and diminished student perceptions of preparedness for future learning.

Background Information:

Equitable access to educational technology is foundational to inclusive and future-ready education. Analysis of data (Appendix B) revealed that students in priority schools face pronounced challenges:

- **Lower technology access at home and school:** Over 20% of students in some priority schools report limited access to computers or internet connectivity.

- **Reduced digital confidence and savviness:** For example, 67% of Grade 3 students in priority schools reported not feeling confident finding information online.
- **Correlated academic underperformance:** Students with limited digital access and low confidence scored significantly lower in reading, writing, and mathematics on EQAO assessments.

These findings illustrate the importance of classroom environments that consistently offer reliable, modern technology. Confidence in using technology does not develop from occasional exposure; it requires regular, supported use in daily instruction.

The analysis further confirms that students' lack of digital access and savviness contributes to their perception of being unprepared for future academic success. Nearly half of Grade 6 and over half of Grade 9 students in priority schools reported not feeling prepared for the next school year, compared to significantly lower percentages board-wide.

Summary:

Although all YCDSB schools meet a foundational technology threshold, a deeper analysis reveals that priority schools require devices, software, and infrastructure upgrades to meet the full model classroom standard. More importantly, technology gaps contribute to student disparities in academic confidence, achievement, and readiness for the future.

The Committee's work aligns with the Board's equity and inclusion commitments, the principles of Universal Design for Learning (UDL), and the Ministry's Student Achievement Plan. A strategic focus on supporting student technological confidence, through reliable classroom tools, modern devices, and staff training, will help reduce the achievement gap and prepare all students for a digitally driven future.

Conclusion:

This report reaffirms the necessity of continued and targeted investment in technology for priority schools. A multi-year plan has been developed to address needs and address long-term sustainability. Through this work, the YCDSB will fulfill its commitment to equity by empowering students with the confidence, access, and technological savviness needed to succeed.

Prepared By:

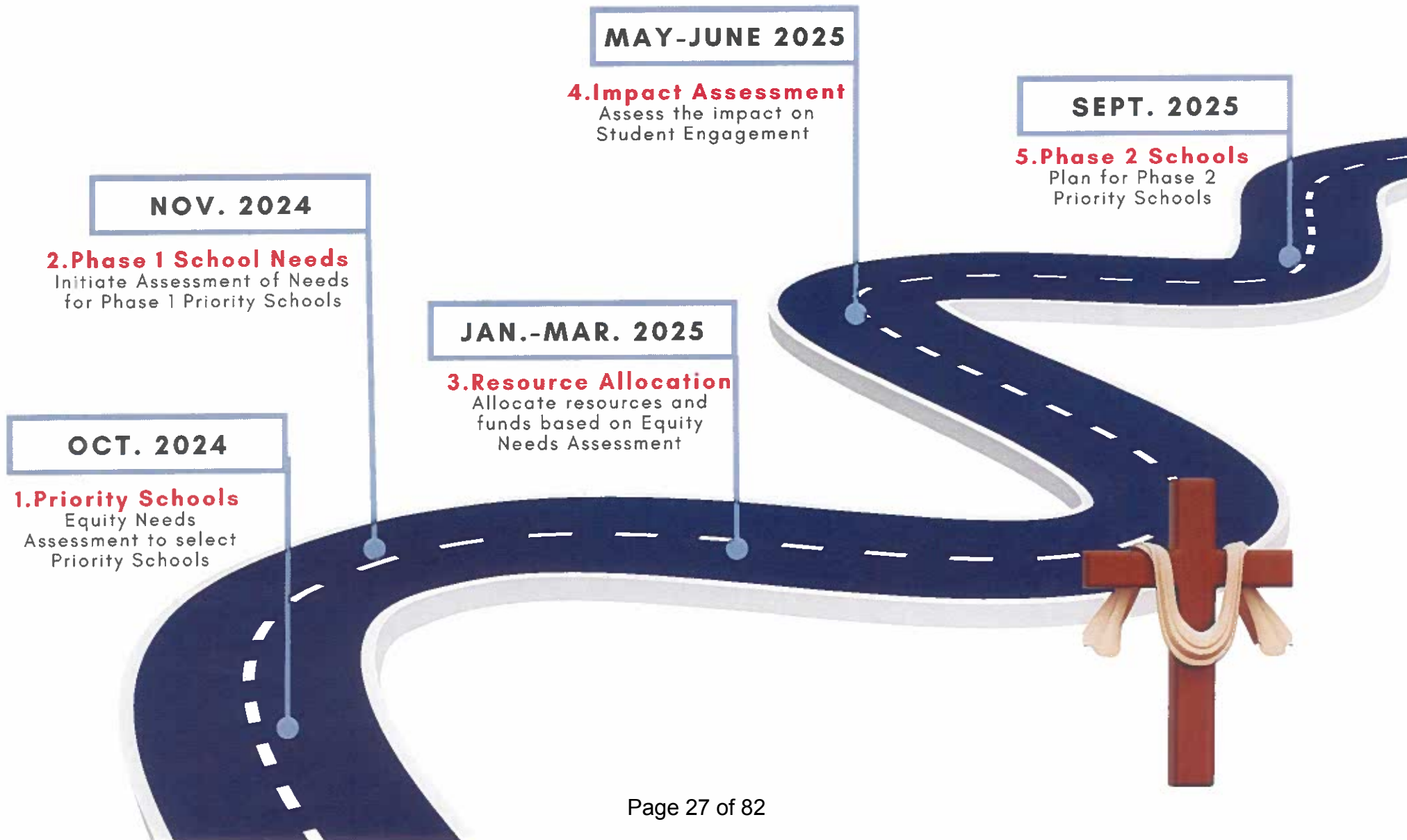
Siobhan Wright, Superintendent of Inviting and Inclusive Schools

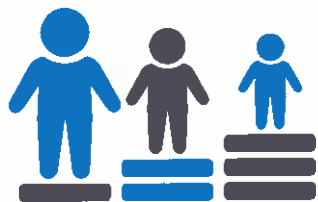
Endorsed By:

John De Faveri, Director of Education, Foundation Chair and Secretary of the Board



Classroom Technology Equity Roadmap Phase 1





Priority Elementary School Implementation Roadmap

Phase 2

**MARCH - MAY
2026**

12-18 MONTHS

1. Initiate development of a comprehensive 2026-2027 transition strategy based on Impact Analysis (Student Engagement Data)
2. Investigate a technology rotation program.
3. Review minimum 1:1 ratio across all schools with Committee.
4. Create a sustainable funding model for ongoing technology refresh for priority schools.

**OCT. 2025-
MARCH 2026**

6-12 MONTHS

1. Replace outdated iPads at St. Peter CES.
2. Implement Chromebook expansion at St. Benedict CES and St. Thomas Aquinas CES.
3. Standardize Windows 11 upgrades all priority schools.
4. Ongoing Assessment of needs within Priority Schools

MAY - OCT. 2025

0-6 MONTHS

1. Conduct a comparative analysis of the district-wide cross-school technological tools and resources inventory
2. Address Infrastructure findings at St. Peter CES.
3. Initiate device allocation to St. Thomas Aquinas.
4. Review MYSP Goal reflecting findings.

MAY 2025

Phase 2 Schools

1. Launch Phase 2 with Priority Schools.

***Phase 3** - Development of a comprehensive 2026-2027 transition strategy based on Impact Analysis (Student Engagement Data)

APPENDICES

Contents:

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|------------|---|
| Appendix A | 2024-2025 Priority Schools |
| Appendix B | Moving Toward Technology Equity: Addressing the Digital Divide Report |
| Appendix C | Priority School Inventory Assessment Example |
| Appendix D | Priority School Purchase Example |

APPENDIX A

2024-2025 PRIORITY SCHOOLS

*The following schools have been identified as under-resourced based on indicators outlined in the Technology Committee Update 2024–25 report dated October 15, 2024.

1. Our Lady of the Lake CES/CA
2. St. Peter CES
3. St. Benedict CES
4. St. Bernadette CES
5. St. Thomas Aquinas CES
6. St. Joseph CES (Richmond Hill)

APPENDIX B

Moving Toward Technology Equity: Addressing the Digital Divide
Report attached.

Moving Toward Technology Equity: Addressing the Digital Divide

A STRATEGIC APPROACH TO NARROWING THE DIGITAL DIVIDE AND ENSURING THAT STUDENTS HAVE EQUAL ACCESS TO TECHNOLOGICAL TOOLS AND RESOURCES



Overview

Integrating technology in the classroom offers students engaging, personalized, and adaptive learning experiences. Disparities in access to technology and resources create barriers to learning and hinder students' academic success. A strategic technology replacement plan can bridge the digital divide by ensuring students can access reliable and up-to-date technological resources and tools, regardless of their background or circumstances, while responsibly leveraging board resources. When successfully implemented, schools can adopt new educational technologies, interactive devices, digital learning resources, and collaborative platforms to enhance teaching and learning for all students, ensuring equitable access to technology. The plan will close the digital divide by providing access to technological tools and resources, reducing inequalities in educational opportunities, enhancing academic excellence, and empowering students to navigate and succeed in a technology-driven world.

This technology replacement plan update addresses the digital divide impacting student achievement. Through an analysis of provincial assessment results and student questionnaires, disparities in technology access and digital literacy skills were identified among schools, directly correlating with gaps in academic performance.

Key Findings

Socioeconomic Status

Five elementary schools and one secondary school were identified as having the highest levels of marginalization in terms of material resources on the Ontario Marginalization Index (2022) and very high vulnerability, which correlates with socioeconomic status, on the Social Vulnerability Index (2019). This report focuses on the findings from these six priority schools in relation to other schools across the school board.

Priority Schools

Based on socioeconomic indicators and academic outcomes, the following priority schools were identified:

| | | |
|--------------------|---------------------------|--------------------------|
| St. Benedict CES | St. Joseph, Richmond Hill | St. Thomas Aquinas CES |
| St. Bernadette CES | St. Peter CES | Our Lady of the Lake CCS |

Achievement Gap

The six schools with high needs consistently underperformed on the provincial assessments compared to other schools across all grades assessed.

Grade 3 Assessment of Reading, Writing and Mathematics

- 10 percentage point gap in reading, 12 percentage point gap in writing, and 15 percentage point gap in mathematics achievement on the 2024 EQAO assessment.
- 15-25 percentage point gap in mathematics achievement between the priority and non-priority schools over the last three administrations of the provincial assessment.

Grade 6 Assessment of Reading, Writing and Mathematics

- 18 percentage point gap in reading, a four (4) percentage point gap in writing, and a 21 percentage point gap in mathematics achievement on the 2024 EQAO assessment.
- 13-21 percentage point gap in mathematics achievement between the priority and non-priority schools over the last three administrations of the provincial assessment.

Grade 9 Assessment of Mathematics

- 11 percentage point gap in mathematics in the 2024 EQAO assessment year.
- 11-26 percentage point gap in mathematics achievement between the priority and non-priority schools over the last two administrations of the provincial assessment.

Ontario Secondary School Literacy Test

- 7 percentage point gap in the 2024 Grade 10 Literacy Test.
- 7-8 percentage point gap in achievement between the priority and non-priority schools over the last three administrations of the Literacy Test.

Technology Access - Student Feedback

Students in priority schools report lower access to technology at home.

- Grade 3 students in priority schools report significantly limited home access to the internet (27%), computers (22%), and smartphones (54%).
- Grade 9 students in priority schools face similar challenges with limited access to computers (21%) and a reliable internet connection (19%).
- Grade 6 and Grade 10 students attending priority schools have better access to technology, but still lag behind their peers in non-priority schools.

Digital Confidence - Student Feedback

Students in priority schools report lower confidence in essential digital skills.

- 67% of Grade 3 students lack confidence in finding information online.
- 36% of Grade 6 students struggle with online research skills.
- 31% of Grade 9 students do not use technology to improve their knowledge and skills.
- 18% of Grade 10 students do not feel proficient at finding information online.

Preparation of Students for Future Success

The achievement and perceptual data from the provincial assessments reveal a pattern of concern among students attending priority schools. These students consistently feel less prepared for their educational future across all grades. Improving students' preparedness for future success is one of the goals identified by the Ministry of Education in the Student Achievement Plan.

The lack of confidence in feeling prepared for the next step in their education, observed among students in the priority schools, correlates strongly with lower academic achievement. Moreover, the gaps in technology access and confidence exacerbate these issues, particularly in priority schools that face multiple disadvantages.

Grade 6 Students

- Almost half of grade six students attending priority schools (48%) do not feel prepared for the upcoming school year, compared to one-third of students board-wide (38%). This represents a ten-point gap in feelings of preparedness between priority schools and the board average.
- There is a fourteen percentage point gap in reading achievement between students in the priority schools who do not feel prepared for the next year (74% achieving levels 3 and 4 in reading), compared to the board average (88% achieving levels 3 and 4 in reading).

Grade 9 Students

- Half of the grade 9 students in the priority secondary school (51%) do not feel prepared for the next school year, compared to a quarter of students across the board (29%). This represents a substantial twenty-two percentage point gap in perceptions of preparedness.
- There is a twenty-two percentage point gap in mathematics achievement between the priority secondary school and the overall board average. Fewer than half of the students in the priority school who did not feel prepared met the provincial standard on the mathematics assessment, with only 42% achieving levels 3 and 4, compared to approximately two-thirds of students who did not feel prepared board-wide, at 64% achieving levels 3 and 4.

Grade 10 Students

- Over a quarter of grade 10 students in the priority secondary school (29%) did not feel prepared for future learning, compared to 18% board-wide. This results in an 11-point gap in feelings of preparedness.
- Feeling ready for the future correlates with success on the Literacy Test—only 69% of students who reported feeling unprepared in the priority secondary school passed the OSSLT, compared to 86% of students board-wide.

Consistent Relationship

There is a strong correlation between access to technology, digital confidence, and academic achievement. Students who report regular computer access and digital confidence consistently achieve higher scores across the assessments. Most priority schools have shown declining performance in the language assessments over the three assessment years, with varied performance in mathematics. These findings indicate a clear relationship between technology access, socioeconomic factors, and academic performance, highlighting the need for a strategic technology replacement plan to address these inequities.

Strategic Framework

The Technology Replacement Plan is built on four foundational pillars:

1. Infrastructure Equity: Ensuring reliable high-speed internet and network capabilities across all schools
2. Device Equity: Providing appropriate student-to-device ratios in all learning environments
3. Educational Technology Resource Equity: Equalizing access to software, digital curriculum, and online learning tools
4. Professional Development Equity: Building teacher capacity to enhance technology integration into their instructional practice.

Baseline Assessment of Existing Technology Resources in Priority Schools

Significant disparities exist in the technological tools and resources available among priority elementary schools.

- Current student access to devices ratios range from 0.8:1 to 1.5:1.
- Projected access by 2027 ratios worsen to between 1:1 and 2.8:1.
- iPad quantity and age distribution of modern iOS 17+ devices range from 0% to 30%.
- Windows 11 adoption rates range from 14% to 100%.

The most concerning findings are the lack of modern iPads at St Peter CES and the projected deterioration in device access at St Thomas Aquinas CES by 2027. Refer to the Appendix for a cross-school technology summary.

Recommended Timeline

The recommended implementation follows a phased approach that prioritizes schools with the highest needs while working towards board-wide equity. It will adapt to changing needs and circumstances through ongoing assessments and adjustments while maintaining its core commitment to technology equity for all students.

Key Performance Indicators for Priority Schools

Infrastructure Equity

- Internet speed and bandwidth (monthly testing)
- Network reliability/uptime percentage (continuous monitoring)
- Wireless coverage and density (quarterly assessment)
- Help desk ticket resolution times by school (monthly analysis)

Device Equity

- Student-to-device ratios by school (quarterly inventory)
- Average device age by school (quarterly inventory)
- Device utilization rates (monthly usage reports)
- Repair/replacement rates (monthly tracking)

Educational Technology Resource Equity

- Software licensing utilization rates (monthly usage analytics)
- Digital curriculum resource access by school (monthly usage analytics)
- Per-student digital resource expenditure (quarterly financial review)

Professional Development Equity

- Technology-focused Professional Development (quarterly tracking)
- Teacher technology integration proficiency (beginning/end of year)
- Classroom technology integration (beginning/end of year)

Student Outcomes

- Digital literacy assessment scores (beginning/end of year)
- Student engagement in technology-enhanced lessons (beginning/end of year)
- Subject matter achievement correlated with technology access (semester review)
- Technology-enriched project completion rates (semester review)
- Student achievement and perceptual data from the EQAO Language and Mathematics Assessments (annually)

Anticipated Outcomes

By committing to educational equity, adopting a data-driven approach to resource allocation, and implementing a robust monitoring and evaluation framework, the school board can ensure that all students have equitable access to the technological resources and tools essential for academic success.

By addressing disparities, the school board aims to:

- Narrow the achievement gap between priority and non-priority schools.
- Enhance digital literacy and confidence among students in priority schools.
- Create more equitable opportunities for all students, regardless of socioeconomic background or circumstances.
- Prepare all students for success in an increasingly technology-driven world.

The appendix highlights school performance on the provincial assessments and student perceptions and experiences related to technology access and skills, focusing on the schools identified as having the greatest needs. By following a data-driven approach to resource allocation and implementing a robust monitoring and evaluation framework, the school board can ensure that all students have equitable access to the technology resources needed for academic success.

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APPENDIX

Priority Schools

The priority schools (i.e., schools with the highest need) listed below were identified by analyzing data on individual school neighbourhoods and academic outcomes.

ON-Marg (2022) Material Resources Dimension *

Schools identified as having the highest level of marginalization on the Material Resources Index are listed below.

- St. Benedict CES
- St. Peter CES
- St Bernadette CES
- St. Joseph, Richmond Hill
- St Thomas Aquinas CES

Note: St Thomas Aquinas is among the top five schools in the board with the most students identified as vulnerable on at least two or more EDI** domains (EDI, 2023).

Social Vulnerability Index (SVI) (2019) ***

Schools identified as having very high vulnerability, which correlates with lower socioeconomic status, are listed below.

- St Bernadette CES
- St Benedict CES
- St Joseph CES Richmond Hill
- St Peter CES
- St Thomas Aquinas CES
- Our Lady of the Lake CCS

* The Ontario Marginalization Index is a data tool that combines a wide range of demographic indicators into four distinct dimensions of marginalization. ON-Marg measures multiple axes of marginalization in Ontario, including economic, ethno-racial, age-based and social marginalization. The Material Resources dimension is closely connected to poverty and refers to the inability of individuals and communities to access and attain basic material needs relating to housing, food, clothing, and education.

** The Early Development Instrument (EDI) is a needs assessment tool that provides insight into the neighbourhood environment that can affect the developmental health of young learners and predicts academic outcomes and life-long health, learning, behaviour and well-being outcomes.

*** The Social Vulnerability Index estimates the socioeconomic context of YCDSB students (Napierala et al., 2019). It reflects the most salient neighbourhood-level factors affecting student success and academic achievement, and makes it easy to identify the most vulnerable students in the school board. Socioeconomic status strongly predicts academic achievement and long-term academic outcomes as it contributes to students' economic, cultural and social capital. As children begin school on unequal terms, the differences accumulate as they become older (PDSB, 2023).

Grade 3 EQAO Achievement and Perceptual Data

Academic Achievement Gap

- Reading assessment (2024): Priority schools 68% achieved the provincial standard, levels 3 and 4, compared to 78% in non-priority schools
- Writing assessment (2024): Priority schools achieved 62% compared to 74% in non-priority schools
- Mathematics assessment (2024): Priority schools achieved 54% compared to 69% in non-priority schools

Technology Access

- 27% of Grade 3 students in priority schools "almost never" have internet access at home for schoolwork (versus 20% board-wide).
- 22% "almost never" have access to a computer at home (versus 15% board-wide).
- 18% "almost never" have access to a tablet at home (similar to the board average).
- 54% "almost never" have access to a smartphone at home (versus 50% board-wide).

Technological Savviness

- 33% of Grade 3 students in priority schools do not feel confident using computers and devices (vs. 31% board-wide).
- 67% do not feel confident finding information online (vs. 54% board-wide).
- 59% do not agree that internet use is part of their daily routine (similar to the board average).
- 53% do not use technology to learn new things (vs. 47% board-wide).
- 31% are not comfortable using computers for schoolwork (vs. 30% board-wide).

Correlation Between Technological Savviness and Achievement

- Approximately a third of students in the priority schools and across the board report feeling confident using computers and other devices, or comfortable using a computer to complete school work. Notwithstanding, there is a seventeen percentage point gap in reading achievement between students in the priority schools who do not feel confident using computers and other devices (priority schools 53% vs. board-wide 70%), and a twenty-four percentage point gap in reading achievement for students who indicate that they lack confidence in using a computer to complete their school work (priority schools 49% vs. board-wide 73%).

Individual School Performance

- There were significant variations among priority schools in Grade 3 performance. St. Benedict CES showed the strongest performance on the 2024 EQAO assessment, with 88% achieving levels 3 and 4 in reading and mathematics and 91% achieving levels 3 and 4 in writing. In contrast, St. Bernadette CES showed the lowest performance with 53% achieving levels 3 and 4 in reading and 40% in writing and mathematics.

These findings highlight how technology access and confidence correlate with academic achievement for Grade 3 students, with those in priority schools experiencing greater challenges.

EQAO Grade 3 Assessment of Reading, Writing and Mathematics

| Table 1 | Reading, 2022 | Reading, 2023 | Reading, 2024 | Writing, 2022 | Writing, 2023 | Writing, 2024 | Math, 2022 | Math, 2023 | Math, 2024 |
|----------------------|------------------|------------------|------------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Priority Schools | 73% | 60% | 68% | 65% | 55% | 62% | 51% | 46% | 54% |
| Non-Priority Schools | 82% | 82% | 78% | 78% | 80% | 74% | 69% | 71% | 69% |
| Board | 82% | 82% | 78% | 78% | 79% | 73% | 68% | 70% | 69% |
| Province | 73% | 73% | 71% | 65% | 66% | 64% | 59% | 60% | 61% |

EQAO Grade 3 Student Questionnaire: Feedback on Technology Access and Savviness

| Table 2 2024 EQAO Grade 3 Assessment | Technological Savviness "I am not sure" and "No, I do not agree" | | | | | | Technology Access "Almost never" | | |
|---|--|---|--|--|--|--|---|--|---|
| | I am good at using computers and other devices. | I am good at finding information online. | Using the internet is part of my daily routine. | I use technology to learn new things. | I am comfortable using a computer to complete my school work. | I am able to use the internet at home to complete my school work. | I am able to use a computer at home. | I am able to use a tablet at home. | I am able to use a smartphone at home. |
| Priority Schools | 33% | 67% | 59% | 53% | 31% | 27% | 22% | 18% | 54% |
| Reading Achievement L3,4 | 53% | 65% | 72% | 66% | 49% | 66% | 54% | 61% | 69% |
| Board | 31% | 54% | 59% | 47% | 30% | 20% | 15% | 18% | 50% |
| Percent Achieving L3,4 | 70% | 74% | 79% | 57% | 73% | 79% | 72% | 72% | 78% |

Grade 6 EQAO Achievement and Perceptual Data

Academic Achievement Gap

- Reading assessment (2024): Priority schools achieved 72% compared to 90% in non-priority schools.
- Writing assessment (2024): Priority schools achieved 78% compared to 92% in non-priority schools.
- Mathematics assessment (2024): Priority schools achieved 40% compared to 61% in non-priority schools, representing the largest gap among all subjects.

Technology Access

- Only 3% of Grade 6 students in priority schools "almost never" have internet access at home (vs. 17% board-wide).
- 5% "almost never" have access to a computer at home (vs. 15% board-wide).
- 18% "almost never" have access to a tablet at home (vs. 23% board-wide).
- 13% "almost never" have access to a smartphone at home (vs. 34% board-wide).

Technological Savviness

- 21% of Grade 6 students in priority schools lack confidence in using computers and devices (vs. 15% board-wide).
- 36% do not feel confident finding information online (vs. 31% board-wide).
- 31% do not agree that internet use is part of their daily routine (vs. 25% board-wide).
- 39% do not use technology to learn new things (vs. 25% board-wide).
- 16% are not comfortable using computers for schoolwork (vs. 9% board-wide).

Correlation Between Technological Savviness and Achievement

- Approximately one-fifth of students in priority schools report feeling confident using computers and other devices (21%) compared to over ten percent of students across the board (15%). There is a twenty-eight percentage point gap in reading achievement for students who indicated they do not feel confident using computers and other devices (priority schools 56% vs board-wide 84%).
- Fewer than 5% of students in priority schools report they cannot use the internet at home (3%) or use a computer at home (5%) to complete their schoolwork, compared to over ten percent board-wide (17% and 15% respectively). There is a fifty-three percentage point gap in reading achievement for students who cannot use the internet to complete schoolwork (priority schools 20% vs. board-wide 73% achieving levels 3 and 4).
- There is a nineteen to twenty-four percentage point gap in reading achievement for students who are not able to use a computer (priority schools 62% vs. Board-wide 81% achieving levels 3 and 4), tablet (priority schools 63% vs. Board-wide 87%) or smartphone at home (priority schools 65% vs. Board-wide 87%).

Grade 6 students in the priority schools who have limited technology access and lack confidence in using technology demonstrate lower academic achievement.

EQAO Grade 6 Assessment of Reading, Writing and Mathematics

| Table 3 | Reading, 2022 | Reading, 2023 | Reading, 2024 | Writing, 2022 | Writing, 2023 | Writing, 2024 | Math, 2022 | Math, 2023 | Math, 2024 |
|----------------------|------------------|------------------|------------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Priority Schools | 84% | 84% | 72% | 87% | 89% | 78% | 38% | 45% | 40% |
| Non-Priority Schools | 91% | 91% | 90% | 93% | 93% | 92% | 56% | 58% | 61% |
| Board | 91% | 91% | 89% | 93% | 93% | 90% | 55% | 58% | 60% |
| Province | 85% | 84% | 82% | 84% | 84% | 80% | 47% | 49% | 50% |

EQAO Grade 6 Student Questionnaire: Feedback on Technology Access and Savviness

| Table 4 | Technological Savviness “I am not sure” and “No, I do not agree” | | | | | Technology Access “Almost never” | | | | Prepared for the Future “I am not sure” and “No, I do not agree” |
|---|--|---|--|--|---|---|---|--|---|--|
| 2024 EQAO Grade 6 Assessment | I am good at using computers and other devices. | I am good at finding information online. | Using the internet is part of my daily routine. | I use technology to learn new things. | I am comfortable using a computer to complete my school work. | I am able to use the internet at home to complete my school work. | I am able to use a computer at home. | I am able to use a tablet at home. | I am able to use a smartphone at home. | I feel prepared for learning in the next school year. |
| Priority Schools | 21% | 36% | 31% | 39% | 16% | 3% | 5% | 18% | 13% | 48% |
| Reading L3,4 | 56% | 67% | 62% | 66% | 67% | 20% | 62% | 63% | 65% | 74% |
| Board | 15% | 31% | 25% | 25% | 9% | 17% | 15% | 23% | 34% | 38% |
| Reading L3,4 | 84% | 86% | 86% | 85% | 81% | 73% | 81% | 87% | 87% | 88% |

Historical Trends for Priority Elementary Schools

Performance Variations Among Priority Schools

- St. Benedict CES consistently demonstrated the strongest performance across most subjects and grades assessed.
- St. Bernadette CES and St. Peter CES generally underperformed on the provincial assessments.

Grade 3 Three-Year Trend (2022-2024)

- Reading: Four of the five priority schools show negative growth over time on the primary division assessment of reading (St. Bernadette CES -3%, St. Joseph CES, Richmond Hill -4%, St. Peter CES -7%, and St. Thomas Aquinas CES -11%).
- Writing: Four priority schools show a decline in achievement over time on the primary division assessment of writing (St. Bernadette CES -1%, St. Joseph CES, Richmond Hill -3%, St. Peter CES -3%, and St. Thomas Aquinas CES -9%).
- Math: Three priority schools show positive growth over the three years (St. Benedict CES +23%, St. Bernadette CES +15% and St. Joseph CES, Richmond Hill +1%). Conversely, St. Peter CES (-14%) and St. Thomas Aquinas CES (-13%) experienced negative growth.

Grade 6 Three-Year Trend (2022-2024)

- Reading: St. Joseph CES, Richmond Hill showed positive growth in reading (+11%). All other schools demonstrated a decline in achievement (St. Bernadette CES -17%, St. Peter CES -37%, and St. Thomas Aquinas CES -16%) except St Benedict CES, which maintained its level of performance (+0%).
- Writing: All schools showed negative growth over the last three years.
- Math: Results were mixed, with St. Bernadette CES (+20%) and St. Joseph CES, Richmond Hill (+39%) showing improvement over time, while St. Benedict CES (-14%), St. Peter CES (-11%), and St. Thomas Aquinas CES (-25%) demonstrated a decline in achievement.

Year-to-Year Variability

- Many of the priority schools experience fluctuations in school performance from year to year.
- St. Peter's Grade 6 reading scores dropped dramatically from 100% achieving levels 3 and 4 in 2023 to 42% in 2024 (-58%).
- St. Joseph Richmond Hill's Grade 3 reading scores improved from 31% achieving levels 3 and 4 in 2023 to 59% in 2024 (+28%).

Subject-Specific Patterns of Achievement

- The Grade 6 Assessment of Mathematics indicates the lowest performance among all five priority schools. The gap between priority schools and the board average is generally largest in mathematics. Reading and writing results correlate, while the mathematics results follow a less consistent pattern.

Performance Trends for Individual Schools

- Most priority schools exhibited negative growth in Grade 6 reading and writing.

- The exceptions were St. Benedict CES and St. Joseph CES in Richmond Hill, demonstrating the strongest Grade 6 reading performance; 94% of students attending these schools achieved levels 3 and 4 in reading.
- Mathematics performance varied among the schools.
 - St. Benedict CES and St. Bernadette CES improved on the Grade 3 Assessment of Mathematics across the three assessment years. In contrast, St. Peter CES and St. Thomas Aquinas declined in performance, while St. Joseph CES, Richmond Hill, showed little change over time.
 - St. Bernadette CES and St. Joseph CES, Richmond Hill, showed improvement on the Grade 6 Assessment of Mathematics over the three assessment years, while St. Benedict CES, St. Peter CES and St. Thomas Aquinas CES demonstrated a decline in achievement.

The historical analysis highlights the inconsistent performance and unique challenges each priority school faces, suggesting that the technology replacement plan should be tailored to meet the specific needs of individual schools.

EQAO Historical Performance, Priority Elementary Schools

Table 5

| Grade 3 Assessment of Reading, Writing and Mathematics | Area | Percent Reading L3,4 2022 | Percent Reading L3,4 2023 | Percent Reading L3,4 2024 | 1-Year Growth Gr 3 Reading | 3-Year Growth Gr 3 Reading | Percent Writing L3,4 2022 | Percent Writing L3,4 2023 | Percent Writing L3,4 2024 | 1-Year Growth Gr 3 Writing | 3-Year Growth Gr 3 Writing | Percent Math L3,4 2022 | Percent Math L3,4 2023 | Percent Math L3,4 2024 | 1-Year Growth Gr 3 Math | 3-Year Growth Gr 3 Math |
|--|---------|------------------------------------|------------------------------------|------------------------------------|-------------------------------------|-------------------------------------|------------------------------------|------------------------------------|------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|---------------------------------|---------------------------------|----------------------------------|----------------------------------|
| St Benedict CES | South | 88% | 96% | 88% | -8% | 0% | 88% | 93% | 91% | -2% | 3% | 65% | 82% | 88% | 6% | 23% |
| St Bernadette CES | North | 56% | 38% | 53% | 15% | -3% | 41% | 33% | 40% | 7% | -1% | 25% | 27% | 40% | 13% | 15% |
| St Joseph CES, RH | Central | 63% | 31% | 59% | 28% | -4% | 68% | 38% | 65% | 27% | -3% | 58% | 25% | 59% | 34% | 1% |
| St Peter CES | South | 75% | 63% | 68% | 5% | -7% | 71% | 63% | 68% | 5% | -3% | 46% | 37% | 32% | -5% | -14% |
| St Thomas Aquinas | North | 83% | 72% | 72% | 0% | -11% | 57% | 50% | 48% | -2% | -9% | 62% | 58% | 49% | -9% | -13% |

Table 6

| Grade 6 Assessment of Reading, Writing and Mathematics | Area | Percent Reading L3,4 2022 | Percent Reading L3,4 2023 | Percent Reading L3,4 2024 | 1-Year Growth Gr 6 Reading | 3-Year Growth Gr 6 Reading | Percent Writing L3,4 2022 | Percent Writing L3,4 2023 | Percent Writing L3,4 2024 | 1-Year Growth Gr 6 Writing | 3-Year Growth Gr 6 Writing | Percent Math L3,4 2022 | Percent Math L3,4 2023 | Percent Math L3,4 2024 | 1-Year Growth Gr 6 Math | 3-Year Growth Gr 6 Math |
|--|---------|------------------------------------|------------------------------------|------------------------------------|-------------------------------------|-------------------------------------|------------------------------------|------------------------------------|------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|---------------------------------|---------------------------------|----------------------------------|----------------------------------|
| St Benedict CES | South | 94% | 81% | 94% | 13% | 0% | 100% | 91% | 97% | 6% | -3% | 81% | 47% | 67% | 20% | -14% |
| St Bernadette CES | North | 87% | 73% | 70% | -3% | -17% | 83% | 80% | 67% | -13% | -16% | 21% | 20% | 41% | 21% | 20% |
| St Joseph CES, RH | Central | 83% | 95% | 94% | -1% | 11% | 91% | 95% | 88% | -7% | -3% | 26% | 68% | 65% | -3% | 39% |
| St Peter CES | South | 79% | 100% | 42% | -58% | -37% | 79% | 94% | 61% | -33% | -18% | 21% | 41% | 10% | -31% | -11% |
| St Thomas Aquinas | North | 78% | 73% | 62% | -11% | -16% | 84% | 83% | 76% | -7% | -8% | 43% | 47% | 18% | -29% | -25% |

Grade 9 EQAO Mathematics Achievement and Perceptual Data

Achievement Gap in Mathematics

Over half of the students in the priority secondary school achieved levels 3 and 4 (54%) on the Grade 9 Assessment of Mathematics (2024), compared to 65% in non-priority schools and 70% board-wide.

This represents a marked improvement from 2023, when 40% of students achieved levels 3 and 4 in the priority secondary school.

Technology Access

- 19% of students in the priority secondary school report limited access to a strong internet connection at home (vs. 8% board-wide).
- 21% have limited desktop or laptop computer access at home (vs. 6% board-wide).
- 59% have limited access to a tablet at home (vs. 43% board-wide).
- 14% have limited smartphone access at home (vs. 5% board-wide).

Technological Savviness

- 15% of students in the priority secondary school lack confidence in using computers and devices (vs. 10% board-wide).
- 24% lack confidence in finding information online (vs. 14% board-wide).
- 31% do not use technology to improve their knowledge and skills (vs. 16% board-wide).
- 11% do not use the internet as part of their daily routine and are not comfortable using computers for schoolwork (vs. 6% board-wide).

Relationship Between Technology Access and Achievement

- Of the 11% of students who do not use the internet as part of their daily routine and are not comfortable using computers for schoolwork, only one-third achieved levels 3 and 4 on the mathematics assessment (33% and 44%, respectively).
- One-quarter of students in priority schools (24%) indicate they are not proficient at finding information online. Fewer than half of these students (42%) achieved levels 3 and 4 in mathematics (vs. 57% board-wide).
- One-third of students in priority schools (31%) do not utilize technology to enhance their knowledge and skills; 36% of these students achieved levels 3 and 4 in mathematics, compared to 57% board-wide.
- One-fifth of students in priority schools (21%) report that they do not have access to a desktop or laptop computer at home; among these students, 23% achieved levels 3 and 4 in mathematics (vs. 51% board-wide).

These findings suggest that Grade 9 students in the priority secondary school face challenges regarding technology access and confidence, which correlate with lower academic achievement in mathematics.

Grade 9 Assessment of Mathematics

Table 7

| | Grade 9 Math, 2022 | Grade 9 Math, 2023 | Grade 9 Math, 2024 |
|----------------------|-----------------------|-----------------------|-----------------------|
| Priority School | N/D | 40% | 54% |
| Non-Priority Schools | 56% | 66% | 65% |
| Board | 59% | 68% | 70% |
| Province | 52% | 54% | 54% |

Note: "N/D" indicates that no students in the school were enrolled in a grade 9 mathematics class in semester 2 when the assessment was administered.

2024 EQAO Grade 9 Student Questionnaire: Feedback on Technology Access and Savviness

Table 8

| 2024 EQAO Grade 9 Assessment | Technological Savviness "Neither agree nor disagree," "Somewhat disagree," and "Strongly disagree" | | | | | Technology Access "Sometimes," "Hardly ever," and "Never" | | | Prepared for the Future "Neither agree nor disagree," "Somewhat disagree," and "Strongly disagree" | |
|---------------------------------|---|---|---|---|--|---|---|--|--|---|
| | I am good at using computers and other devices. | I am good at finding information online. | Using the internet is part of my daily routine. | I use technology to improve my knowledge and skills. | I am comfortable using a computer to complete my school work. | I have access to a strong internet connection at home to complete my school work. | I have access to a desktop or laptop computer at home. | I have access to a tablet at home. | I have access to a smartphone at home. | I feel prepared for learning in the next school year. |
| Priority School | 15% | 24% | 11% | 31% | 11% | 19% | 21% | 59% | 14% | 51% |
| Math Achievement L3,4 | 67% | 42% | 33% | 36% | 44% | 43% | 23% | 57% | 45% | 42% |
| Board | 10% | 14% | 6% | 16% | 6% | 8% | 6% | 43% | 5% | 29% |
| Math Achievement L3,4 | 65% | 57% | 51% | 57% | 57% | 50% | 51% | 71% | 64% | 64% |

Ontario Secondary School Literacy Test Achievement and Perceptual Data

Achievement Gap

- In 2024, students in the priority secondary school achieved an 82% pass rate on the OSSLT, compared to 89% among non-priority schools and the board.
- This represents a modest improvement for the priority secondary school over the last three years, from 80% in 2022 to 82% in 2024.

Technology Access

- 9% of students in the priority secondary school report having limited access to a strong internet connection at home (vs. 8% board-wide).
- 9% have limited desktop or laptop computer access at home (compared to 6% board-wide).
- 52% have limited access to a tablet at home (compared to 39% board-wide).
- Only 4% have limited access to a smartphone at home (compared to 5% board-wide).

Technological Savviness

- 4% of students in the priority secondary school lack confidence in using computers and devices (compared to 10% board-wide).
- 18% lack confidence in finding information online (compared to 12% board-wide).
- 4% do not use the internet as part of their daily routine (compared to 6% board-wide).
- 9% do not use technology to enhance mathematics knowledge and skills (compared to 11% board-wide).
- 9% are not comfortable using computers for schoolwork (compared to 7% board-wide).

Relationship Between Technology and Achievement

- Approximately ten percent of students in the priority secondary school do not feel comfortable using a computer to complete school work (9%), have access to a desktop or laptop at home (9%), or use technology to improve their knowledge and skills (9%). Half of these students (50%) passed the Literacy Test.
- Of the eighteen percent of students in the priority secondary school who lack confidence in finding information online, 62% passed the Literacy Test.
- Fewer than five percent of students in the priority secondary school indicate they are good at using computers and other devices (4%), use the internet as part of their daily routine (4%) or have regular smartphone access (4%). Half of the students who did not feel confident using computers and other devices (50%) passed the Literacy Test, while none of the students who indicated the internet is not part of their daily routine (0%) passed the test. All students who indicated they do not have regular smartphone access (100%) passed the test.

The impact of technology access on literacy performance is significant. Grade 10 students in the priority secondary school were more technologically savvy than their Grade 9 counterparts. Moreover, the literacy achievement gap (7 percentage points) is smaller than the mathematics achievement gap (11 percentage points).

Ontario Secondary School Literacy Test (OSSLT)

| Table 9 | OSSLT, 2022 | OSSLT, 2023 | OSSLT, 2024 |
|----------------------|----------------|----------------|----------------|
| Priority School | 80% | 82% | 82% |
| Non-Priority Schools | 87% | 90% | 89% |
| Board | 87% | 90% | 89% |
| Province | 82% | 85% | 84% |

2024 OSSLT Student Questionnaire: Feedback on Technology Access and Savviness

| Table 10 | Technological Savviness “Neither agree nor disagree,” “Somewhat disagree,” and “Strongly disagree” | | | | | Technology Access “Sometimes,” “Hardly ever,” and “Never” | | | | Prepared for the Future “Neither agree nor disagree,” “Somewhat disagree,” and “Strongly disagree” |
|--|---|--|---|--|---|---|--|------------------------------------|--|---|
| 2024 Grade 10 Literacy Test (First-Time Eligible) | I am good at using computers and other devices. | I am good at finding information online. | Using the internet is part of my daily routine. | I use technology to improve my knowledge and skills. | I am comfortable using a computer to complete my school work. | I have access to a strong internet connection at home to complete my school work. | I have access to a desktop or laptop computer at home. | I have access to a tablet at home. | I have access to a smartphone at home. | I feel prepared for learning in the next school year. |
| Priority School | 4% | 18% | 4% | 9% | 9% | 9% | 9% | 52% | 4% | 29% |
| Percent Successful | 50% | 62% | 0% | 50% | 75% | 50% | 50% | 83% | 100% | 69% |
| Board | 10% | 12% | 6% | 11% | 7% | 8% | 6% | 39% | 5% | 18% |
| Percent Successful | 81% | 80% | 79% | 77% | 77% | 77% | 79% | 88% | 81% | 86% |

Cross-School Technological Tools and Resources Summary - Priority Elementary Schools

This analysis compares technology resources across the five priority elementary schools, focusing on device access, device age, and student-to-device ratios. Key findings reveal significant disparities in current technology access and concerning trajectories for future device availability.

The data shows that St Bernadette CES and St Peter CES currently provide the best student-to-Chromebook ratios (0.8:1). At the same time, St Thomas Aquinas CES faces the most significant challenges with both current access (1.5:1) and projected access by 2027 (2.8:1). iPad inventory varies dramatically in quantity (ranging from 21 to 72 devices) and modernity (0-30% running iOS 17+).

Windows 11 adoption ranges from 100% (St Joseph CES, Richmond Hill) to just 14% (St Thomas Aquinas CES), indicating varied approaches to staff technology modernization. All schools will experience some deterioration in device access by 2027, with St Thomas Aquinas facing the most severe decline.

Cross-School Technology Comparison

| | St Benedict CES | St Bernadette CES | St Joseph CES RH | St Peter CES | St Thomas Aquinas CES |
|----------------------------------|-----------------|-------------------|------------------|--------------|-----------------------|
| Staff Numbers | 20 | 16 | 14 | 19 | 22 |
| Windows 11 Upgrades | 4 (20%) | 4 (25%) | 14 (100%) | 7 (37%) | 3 (14%) |
| Teacher Enrolled Chromebooks | 4 | 1 | 2 | 3 | 5 |
| Current Student:Chromebook Ratio | 1.3:1 | 0.8:1 | 1:1 | 0.8:1 | 1.5:1 |
| 2027 Projected Ratio | 1.5:1 | 1:1 | 1.3:1 | 1.3:1 | 2.8:1 |
| Ratio Deterioration | 0.2 | 0.2 | 0.3 | 0.5 | 1.3 |
| Total iPads | 72 | 60 | 53 | 21 | 64 |
| iPads iOS 13 or below | 20 (28%) | 40 (67%) | 29 (55%) | 16 (76%) | 27 (42%) |
| iPads iOS 13-16 | 18 (25%) | 11 (18%) | 21 (40%) | 5 (24%) | 18 (28%) |
| iPads iOS 17+ | 20 (28%) | 9 (15%) | 3 (5%) | 0 (0%) | 19 (30%) |
| iPads (unspecified iOS) | 14 (19%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Primary IWB Type | EPSON | EPSON | EPSON | Mixed | Mixed |
| Maintenance Notes | None | None | One mobile | Two bulbs | None |

Key Insights

1. Current Access Ranking (Best to Worst)
 - St Bernadette/St Peter (0.8:1)
 - St Joseph Richmond Hill (1:1)
 - St Benedict (1.3:1)
 - St Thomas Aquinas (1.5:1)
2. 2027 Projected Access Ranking
 - St Bernadette (1:1)
 - St Benedict/St Joseph Richmond Hill/St Peter (1.3:1)
 - St Thomas Aquinas (2.8:1)
3. iPad Modernity Ranking
 - St Thomas Aquinas (30% modern)
 - St Benedict (28% modern)
 - St Bernadette (15% modern)
 - St Joseph, Richmond Hill (5% modern)
 - St Peter (0% modern)
4. Technology Sustainability Ranking
 - St Bernadette (maintains near 1:1)
 - St Benedict/St Joseph Richmond Hill (moderate decline)
 - St Peter (significant decline)
 - St Thomas Aquinas (severe decline)
5. Most Urgent Intervention Needs
 - St Peter: iPad modernization and maintenance
 - St Thomas Aquinas: Device sustainability planning
 - St Joseph Richmond Hill: iPad inventory modernization
 - St Bernadette: Older iOS device replacement
 - St Benedict: Strategic planning for 2027 device transition

This summary identifies baseline data and provides a foundation for addressing technology equity across priority elementary schools and developing targeted improvement strategies for each school's unique circumstances and challenges.

School-Specific Recommendations for the Priority Elementary Schools

St Benedict CES

Current Student-to-Device Ratio 1.3:1 → Projected Student-to-Device Ratio 1.5:1

Moderate Intervention Needed

- Redistribute unspecified iOS devices (14 iPads) to other schools if outdated.
- Maintain the current iPad inventory while focusing on Chromebook sustainability.
- Develop a transition plan for 2027 device removals

St Bernadette CES

Current Ratio 0.8:1 → Projected Ratio 1:1

Minimal Intervention Needed

- Continue the current device management approach
- Gradually replace the oldest iPads (67% on iOS 13 or below)
- Accelerate Windows 11 upgrades for staff devices

St Joseph CES, Richmond Hill

Current Ratio 1:1 → Projected Ratio 1.3:1

Targeted Intervention Needed

- Prioritize iPad modernization (only 5% on iOS 17+)
- Maintain an excellent Windows 11 adoption strategy
- Develop a modest Chromebook expansion plan to preserve a 1:1 ratio by 2027

St Peter CES

Current Ratio 0.8:1 → Projected Ratio 1.3:1

Urgent iPad Intervention Required

- Immediate: Replace or upgrade all iPads (0% on iOS 17+)
- Address maintenance backlog (projector bulbs)
- Implement iPad expansion program (currently only 21 devices)
- Develop a sustainability plan to maintain the current student-to-device ratio

St Thomas Aquinas CES

Current Ratio 1.5:1 → Projected Ratio 2.8:1

Critical Comprehensive Intervention Required

- Immediate: Expand Chromebook access to improve the current 1.5:1 ratio
- Critical: Develop a device replacement strategy to prevent a dire 2027 ratio
- Accelerate Windows 11 upgrades (currently only 14%)
- Create a standardization plan for diverse display technologies

Explanatory Note: Despite having relatively new iPads, this school has the worst student device access. Moreover, the school has the largest gap between current and projected ratios, suggesting a heavy reliance on devices that will be decommissioned by 2027

Suggested Implementation Timeline for the Priority Elementary Schools

Short-Term (0-6 months)

- Conduct a comparative analysis of the district-wide cross-school technological tools and resources inventory
- Address all infrastructure findings at St Peter CES
- Initiate emergency device allocation to St Thomas Aquinas CES

Medium-Term (6-12 months)

- Replace outdated iPads at St Peter CES
- Implement Chromebook expansion at St Benedict CES and St Thomas Aquinas CES.
- Standardize Windows 11 upgrades across all priority schools
- Ongoing assessment of needs within priority schools

Long-Term (12-18 months)

- Develop a comprehensive 2026-2027 transition strategy
- Implement a technology rotation program
- Establish a minimum 1:1 ratio across all schools
- Create a sustainable funding model for ongoing technology refresh

Budget Considerations

- Graduated Allocation: Distribute funds based on needs assessment
- Alternative Funding: Explore business partnerships or community fundraising
- Staggered Purchasing: Implement a multi-year procurement strategy to distribute costs

Measuring Success

Primary Metric

- Improvement in student-to-device ratios

Secondary Metrics

- Percentage of devices on current operating systems
- Maintenance request resolution time
- Staff technology satisfaction feedback
- Classroom technology integration rates

Glossary

Technology access tends to focus on the availability and accessibility of specific technologies or devices, such as computers, smartphones, or the internet.

Technological access encompasses a broader view, referring not only to access to specific technologies but also to the knowledge, skills, and resources necessary to utilize those technologies effectively.

Technological confidence requires:

- Positive mindset: Individuals with technological confidence trust their ability to learn, adapt, and succeed in technology-rich environments.
- Emotional resilience: These individuals can handle technological challenges and setbacks without becoming discouraged or frustrated.
- Self-efficacy: Technologically confident individuals believe in their skills and knowledge, which empowers them to address complex tasks, learn new systems, and solve problems independently.

Technological savviness involves:

- Proficiency in using technology: Technologically savvy individuals possess a strong understanding of how to use various devices and software, troubleshoot issues, and navigate digital environments.
- Awareness of emerging trends: These individuals stay informed about new technologies, innovations, and best practices, enabling them to adopt new tools and techniques quickly.
- Integration of technology into daily life: Technologically savvy individuals effortlessly integrate technology into their work, education, or personal lives to enhance overall efficiency, communication, and effectiveness.

Technology sustainability means managing technology tools and resources to support long-term use, cost-effectiveness, and environmental responsibility.

APPENDIX C

PRIORITY SCHOOL INVENTORY ASSESSMENT EXAMPLES

| Laptops/Chromebooks info | | | | | | Pad info | | MVB Info | | |
|--------------------------|-----------------------|------------------------------|---------------------------------|---|--|---------------------|--------------------------------|-------------|-------------------|-------------|
| Staff Numbers | Laptops to Windows 11 | Teacher Enrolled Chromebooks | School Student Chromebook ratio | Projection Ratio with 2027 device removed | | iPads (iOS) version | (Total number of iPads/school) | Room Number | MVB Model | Model/Notes |
| 16 | 4 | 1 | 0.8 | 1 | | 13 below | 40 | 208 | EPSON Brightlinks | 685wi |
| | | | | | | 13 - 16 | 11 | 213 | EPSON Brightlinks | 685wi |
| | | | | | | 17+ | 9 | 214 | EPSON Brightlinks | 685wi |
| | | | | | | Total | 60 | 207 | EPSON Brightlinks | 725wi |
| | | | | | | | | 203 | EPSON Brightlinks | 575wi |
| | | | | | | | | 202 | EPSON Brightlinks | 575wi |
| | | | | | | | | 201 | EPSON Brightlinks | 595wi |
| | | | | | | | | 109 | EPSON Brightlinks | 685wi |
| | | | | | | | | 108 | EPSON Brightlinks | 685wi |
| | | | | | | | | 104 | EPSON Brightlinks | 685wi |
| | | | | | | | | 102 | EPSON Brightlinks | 685wi |

| Laptops/Chromebook Info | | | | | | iPad Info | | MVB Info | | |
|-------------------------|-----------------------|------------------------------|---------------------------------|---|--|---------------------|--------------------------------|-------------|-------------------|-------------|
| Staff Numbers | Laptops to Windows 11 | Teacher Enrolled Chromebooks | School Student Chromebook ratio | Projection Ratio with 2027 device removed | | iPads (iOS) version | (Total number of iPads/school) | Room Number | MVB | Model/Notes |
| 20 | 4 | 4 | 1.3 | 1.5 | | 13 below | 34 | 221 | EPSON Brightlinks | 595wi |
| | | | | | | 13 - 16 | 18 | 222 | EPSON Brightlinks | 595wi |
| | | | | | | 17+ | 20 | 223 | EPSON Brightlinks | 595wi |
| | | | | | | Total | 72 | 224 | EPSON Brightlinks | 575wi |
| | | | | | | | | 225 | EPSON Brightlinks | 575wi |
| | | | | | | | | 226 | Promethean | 470 |
| | | | | | | | | 227 | EPSON Brightlinks | 575wi |
| | | | | | | | | 214 | EPSON Brightlinks | 685wi |
| | | | | | | | | 213 | EPSON Brightlinks | 575wi |
| | | | | | | | | 212 | EPSON Brightlinks | 685wi |
| | | | | | | | | 101 | EPSON Brightlinks | EB-760wi |
| | | | | | | | | 102 | EPSON Brightlinks | 595wi |
| | | | | | | | | 103 | EPSON Brightlinks | 595wi |
| | | | | | | | | 104 | EPSON Brightlinks | 595wi |
| | | | | | | | | 105 | EPSON Brightlinks | 595wi |
| | | | | | | | | 106 | EPSON Brightlinks | 595wi |
| | | | | | | | | 104 | EPSON Brightlinks | 595wi |
| | | | | | | | | 211 | EPSON Brightlinks | 475wi |
| | | | | | | | | Library | Promethean | BenQ |

| Laptops/Chromebooks Info | | | | | | iPad Info | | MVB Info | | |
|--------------------------|-----------------------|------------------------------|---------------------------------|---|--|---------------------|--------------------------------|-------------|-------------------|----------------------------|
| Staff Numbers | Laptops to Windows 11 | Teacher Enrolled Chromebooks | School Student Chromebook ratio | Projection Ratio with 2027 device removed | | iPads (iOS) version | (Total number of iPads/school) | Room Number | Projector | Model/Notes |
| 14 | 14 | 2 | 1 | 1.3 | | 13 below | 29 | 21 | EPSON Brightlinks | 695wi |
| | | | | | | 13 - 16 | 21 | 20 | EPSON Brightlinks | 595wi |
| | | | | | | 17+ | 3 | 19 | EPSON Brightlinks | 595wi |
| | | | | | | Total | 53 | 18 | EPSON Brightlinks | 595wi |
| | | | | | | | | 17 | EPSON Brightlinks | 695wi |
| | | | | | | | | 16 | Promethean | ActvBoard 300, Epson PL680 |
| | | | | | | | | 8 | EPSON Brightlinks | 595wi |
| | | | | | | | | 7 | EPSON Brightlinks | 695wi |
| | | | | | | | | 5 | EPSON Brightlinks | 595wi |
| | | | | | | | | 3 | EPSON Brightlinks | 695wi |
| | | | | | | | | 2 | EPSON Brightlinks | 695wi |
| | | | | | | | | 1 | Other | PL80 (on cart) |
| | | | | | | | | Library | Other | Newline Panel |

Appendix D -Example Purchase

| ELEMENTARY PRIORITY SCHOOL #1 EXAMPLE | | | |
|---------------------------------------|--------------------------------------|--|----------------|
| Room | Existing | Upgrade to | Laptop |
| Library | Promethean 86 IWB | EPSON 760wi Laser Projector with 96' whiteboard or LCD interactive panel | Upgrade needed |
| Rm 43 | EPSON 570 Wall Mount/ Promethean IWB | New EPSON 760wi and a 4x8 whiteboard | Upgrade needed |
| Rm 57 | EPSON 475wi | New EPSON 760wi | Upgrade needed |
| Rm 22 | EPSON 475wi | New EPSON 760wi | Upgrade needed |
| Rm 29 | EPSON 475wi | New EPSON 760wi | Upgrade needed |
| Rm 28 | EPSON EB 760wi | No upgrade required | Upgrade needed |

| ELEMENTARY PRIORITY SCHOOL #2 EXAMPLE | | | |
|---------------------------------------|--------------------------------------|---------------------|---------|
| Room | Existing | Upgrade to | Laptop |
| Library | BENQ Projector Promethean Board | New EPSON 760wi | Desktop |
| 226 | EPSON PowerLite 470 Promethean Board | New EPSON 760wi | Desktop |
| 211 | EPSON 4755wi Whiteboard | New EPSON 760wi | Desktop |
| 101 | EPSON 760wi Whiteboard | No upgrade required | Laptop |

York Catholic District School Board

REPORT

Report To: Corporate Services Committee

From: Administration

Date: May 6, 2025

Re: **Progress Report on Air Conditioning Plan for Elementary Schools**

EXECUTIVE SUMMARY

This report provides an update to the Board of Trustees on the development of a potential long-term plan to install air conditioning (AC) in all elementary classrooms across the York Catholic District School Board (YCDSB). The report is presented in response to the Board motion passed on October 22, 2024, which directed staff to review and report on the financial implications, technical feasibility, and timeline required to enhance environmental comfort in elementary learning spaces.

BACKGROUND

The YCDSB is committed to maintaining learning environments that are safe, inclusive, and conducive to student and staff well-being. At present, **64 elementary schools** within the Board do not have full classroom air conditioning systems. A detailed review and analysis of each school's existing HVAC infrastructure has been completed, providing a baseline understanding of the current readiness levels across the system.

CURRENT HVAC READINESS

Category One Schools

Twenty-one (21) elementary schools currently have comprehensive air conditioning throughout, excluding gymnasias. All secondary schools are similarly equipped, with the exception of gymnasias and shop areas.

Category Two Schools

Twelve (12) schools have ducted air handling systems and Variable Air Volume (VAV) boxes in place, making them well-positioned to receive cooling with minimal mechanical upgrades.

Category Three Schools

Twenty-two (22) schools possess adequate ductwork and air handling equipment but lack VAV boxes. Retrofitting these systems will require modifications to ceiling spaces, ductwork, and controls.

Category Four Schools

Twenty-five (25) schools have mixed cooling coverage. In many cases, certain additions or areas of the building have cooling, while others do not. Individual assessments will be required to determine suitable retrofit approaches.

Category Five Schools

Five (5) schools currently have no air conditioning apart from designated cooling centres. These facilities lack the mechanical infrastructure necessary to support centralized cooling. Available options for these sites range from full HVAC upgrades to room-specific solutions, depending on structural constraints.

EVALUATION OF AC SYSTEM TYPES

A review of available commercial AC system technologies was undertaken to identify options suitable for retrofitting educational facilities of varying design and age. The following systems were evaluated:

- **Packaged Rooftop Units (RTUs):** Widely used in commercial applications but often less efficient and limited in retrofit flexibility due to space and ducting constraints.
- **Chilled Water Systems:** Effective in large complexes but capital-intensive and reliant on significant mechanical infrastructure.
- **Ductless Mini-Split Units:** Useful for localized applications but less effective at scale and offer limited central control.
- **Variable Refrigerant Flow (VRF) Systems:** A modular, energy-efficient system capable of simultaneous heating and cooling across multiple zones. VRF systems are well-suited for retrofit scenarios and offer advanced control, reduced operational noise, and energy savings.

Following technical and financial analysis, **VRF systems have been identified as the most viable option** in terms of scalability, energy efficiency, and adaptability to existing building conditions.

Notable benefits of VRF systems include:

- Potential for energy savings of up to 30% compared to conventional systems.
 - Zonal control allowing heating and cooling in different spaces simultaneously.
 - Reduced gas consumption during shoulder seasons.
 - Lower structural impact, supporting phased installations with minimal disruption.
-

PLAN OF ACTION

Implementation Strategy (for Board Consideration):

- Prioritization could be based on enrolment levels and HVAC readiness, regardless of category classification.
- Annual implementation at 3–5 schools, subject to available funding and operational capacity.
- Sixty-four (64) schools currently require full classroom AC.

Estimated Costs:

- **Estimated Cost per Classroom:** ~\$19,500
- **Total Estimated Capital Cost:** ~\$28.5 million
(Based on approximately 1,458 classrooms.)

Funding Considerations:

- The Board may consider pursuing support from the Ministry of Education through applicable capital grant programs.
- An option to request the use of Proceeds of Disposition (POD) may also be explored, subject to Ministry approval.

Timeline:

- Based on current capacity and assuming implementation at 3–5 schools per year, the program could span **13 to 21 years**.

Operational and Environmental Impacts:

- **Estimated Annual Utility Cost Increase:** ~\$1.2 million
- **Estimated Annual HVAC Maintenance Costs:** ~\$325,000–\$450,000
- Environmental advantages include a measurable reduction in natural gas use, contributing to Board-wide sustainability targets and reduced greenhouse gas (GHG) emissions.

A detailed list of schools, by category and enrolment, is included in Appendix A.

CONCLUSION

The information presented in this report outlines the existing conditions, technical considerations, cost estimates, and potential strategies associated with a system-wide effort to provide air conditioning in all elementary classrooms.

While the scope of work represents a significant financial and operational undertaking, the report is intended to assist the Board of Trustees in determining whether and how to proceed, based on broader Board priorities, strategic direction, and available funding.

No recommendation to proceed is being made at this time. Rather, Administration presents this as a foundational planning resource for the Board's consideration and future decision-making.

It may also be noted that **all future new school construction projects should continue to include full air conditioning as a standard design element.**

Submitted by: Khaled Elgharbawy, Superintendent of Facilities Services and Plant

Endorsed By: Calum McNeil, Chief Financial Officer and Treasurer of the Board

John De Faveri , Director of Education;

Appendix A - schools List

| School Name | Trustee | Year Opened | Area - (sq.ft) | On the Ground Capacity | Projected 2028 Utilization (percentage) | Original Category |
|--------------------------------|----------------|-------------|----------------|------------------------|---|-------------------|
| St. Justin Martyr CES | Cotton | 1988 | 43,843 | 398 | 159 | 4 |
| Pope Francis | Saggese | 2016 | 65,014 | 602 | 140 | 2 |
| Our Lady of Good Counsel CES | McNicol | 2018 | 51,156 | 461 | 135 | 4 |
| Our Lady of the Rosary CES | Wigston/Grella | 1981 | 42,583 | 398 | 133 | 5 |
| St. Mary CES (Nobleton) | Crowe | 1996 | 49,497 | 516 | 111 | 4 |
| St. René Goupil - St. Luke CES | Cotton | 1982 | 32,799 | 231 | 108 | 4 |
| St. John XXIII CES | Cotton | 1972 | 33,574 | 291 | 103 | 5 |
| St. Joseph CES (Markham) | Alexander | 2014 | 57,657 | 519 | 100 | 4 |
| St. Elizabeth Seton CES | McNicol | 1988 | 53,380 | 444 | 98 | 5 |
| Holy Name CES | Crowe | 2013 | 56,675 | 530 | 97 | 2 |
| St. Stephen CES | Barbieri | 2002 | 59,242 | 640 | 88 | 2 |
| St. Joseph the Worker CES | Wigston/Grella | 1987 | 47,179 | 464 | 86 | 4 |
| Guardian Angels CES | Wigston/Grella | 2015 | 70,535 | 694 | 80 | 2 |
| St. Emily CES | Wigston/Grella | 2002 | 69,051 | 723 | 77 | 2 |
| St. Thomas Aquinas CES | McNicol | 2001 | 43,562 | 441 | 77 | 3 |
| St. Francis Xavier CES | Alexander | 1987 | 57,266 | 573 | 76 | 4 |
| Holy Spirit CES | Crowe | 1996 | 47,470 | 501 | 76 | 3 |
| St. Charles Garnier CES | Iafrate/DiMeo | 1975 | 59,064 | 547 | 72 | 4 |
| St. Clement CES | Barbieri | 1983 | 39,978 | 384 | 72 | 4 |
| St. Benedict CES | Alexander | 1984 | 41,410 | 409 | 72 | 4 |
| St. Joseph CES (Aurora) | Crowe | 1961 | 34,545 | 380 | 72 | 4 |
| St. Kateri Tekakwitha CES | Alexander | 1981 | 35,974 | 340 | 71 | 4 |
| St. Brigid CES | Crowe | 2001 | 43,005 | 435 | 71 | 3 |
| St. Anne CES | Iafrate/DiMeo | 1984 | 41,786 | 404 | 69 | 4 |
| St. Patrick CES (Markham) | Alexander | 1958 | 29,645 | 317 | 69 | 4 |
| St. Mary of the Angels CES | Wigston/Grella | 2011 | 64,497 | 672 | 68 | 2 |
| Our Lady of Fatima CES | Barbieri | 1987 | 59,678 | 602 | 67 | 4 |
| St. Angela Merici CES | Barbieri | 1999 | 38,798 | 340 | 65 | 3 |
| St. Catherine of Siena CES | Barbieri | 1983 | 35,586 | 294 | 65 | 4 |
| St. Marguerite D'Youville CES | Iafrate/DiMeo | 2005 | 51,103 | 501 | 63 | 3 |
| Notre Dame CES | McNicol | 1999 | 60,269 | 582 | 62 | 3 |
| St. Mary Immaculate CES | Iafrate/DiMeo | 1961 | 42,168 | 390 | 62 | 4 |

| | | | | | | |
|---|----------------|------|--------|-----|----|---|
| Our Lady Help of Christians CES | lafrate/DiMeo | 2004 | 58,027 | 573 | 60 | 2 |
| Immaculate Conception CES | Wigston/Grella | 1985 | 55,413 | 527 | 59 | 4 |
| St. Anthony CES | Cotton | 1970 | 35,123 | 349 | 57 | 5 |
| St. Margaret Mary CES | Barbieri | 1959 | 49,623 | 487 | 57 | 4 |
| St. Michael Catholic Academy | Cotton | 2013 | 47,337 | 432 | 56 | 2 |
| Sir Richard W. Scott CES | Alexander | 1999 | 39,795 | 317 | 56 | 3 |
| St. Edward CES | Alexander | 1986 | 41,044 | 392 | 56 | 4 |
| St. Padre Pio CES | Barbieri | 2005 | 51,926 | 553 | 56 | 3 |
| St. Veronica CES | Wigston/Grella | 2006 | 58,003 | 599 | 55 | 3 |
| Blessed Trinity CES | Saggese | 1999 | 75,554 | 870 | 54 | 3 |
| Our Lady of Hope CES | lafrate/DiMeo | 2002 | 47,964 | 461 | 51 | 3 |
| Corpus Christi CES | lafrate/DiMeo | 1999 | 48,988 | 432 | 50 | 3 |
| St. Brendan CES | Crowe | 2012 | 56,675 | 530 | 48 | 2 |
| St. Michael the Archangel CES | Wigston/Grella | 2013 | 64,464 | 657 | 44 | 2 |
| St. John Bosco CES | Wigston/Grella | 1989 | 44,230 | 484 | 42 | 4 |
| St. Julia Billiart CES | Alexander | 2005 | 66,408 | 694 | 41 | 3 |
| St. Cecilia CES | Wigston/Grella | 2011 | 69,634 | 786 | 39 | 2 |
| St. Andrew CES | Barbieri | 2001 | 61,558 | 591 | 39 | 3 |
| St. Raphael the Archangel CES | Saggese | 2011 | 46,439 | 467 | 37 | 3 |
| Our Lady of the Annunciation CES | lafrate/DiMeo | 1989 | 54,002 | 582 | 37 | 4 |
| St. Joseph CES (Richmond Hill) | lafrate/DiMeo | 1963 | 62,144 | 528 | 36 | 4 |
| St. Agnes of Assisi CES | Wigston/Grella | 2002 | 61,580 | 603 | 35 | 3 |
| St. John Chrysostom CES | McNicol | 2003 | 52,982 | 479 | 33 | 3 |
| St. James CES | Saggese | 2002 | 52,270 | 510 | 32 | 2 |
| Father Henri Nouwen CES | lafrate/DiMeo | 1998 | 47,470 | 499 | 31 | 3 |
| St. Jerome CES | Crowe | 2005 | 55,286 | 651 | 30 | 3 |
| All Saints CES | Cotton | 2000 | 53,836 | 513 | 30 | 3 |
| St. Paul CES | McNicol | 1975 | 41,712 | 383 | 28 | 5 |
| Holy Jubilee CES | Saggese | 2000 | 64,806 | 680 | 27 | 3 |
| St. Matthew CES | Cotton | 1984 | 41,992 | 392 | 24 | 4 |
| Divine Mercy CES | Saggese | 1998 | 58,104 | 697 | 22 | 3 |
| St. David CES | Saggese | 1986 | 55,555 | 605 | 21 | 4 |



York Catholic District School Board

Report

Memo To: Corporate Services Committee

From: Administration

Date: May 6, 2025

Subject: New Procurement Restriction Policy- U.S. Vendors Restrictions

EXECUTIVE SUMMARY

This report provides an update on the new procurement policy introduced by the Government of Ontario in response to United States (U.S.) tariffs on Canadian products and services.

BACKGROUND INFORMATION

In April 2025, the Ontario Government issued a notice instructing all Ontario public sector organizations to immediately restrict purchases from U.S. businesses. In response, Administration released a System Memo on April 10, 2025, to inform staff across the Board and provide guidance on navigating purchasing scenarios under the new policy. A copy of the System Memo is included in Appendix A for reference.

Recognizing that exceptions may be necessary in certain cases, the Government has recommended that public sector entities evaluate and approve such exceptions at the organizational level. To determine whether a procurement qualifies for an exception, users must provide a clear rationale explaining why the selected U.S. vendor is the only viable option and why the procurement is essential and cannot be delayed.

SUMMARY

Since the memo was issued, Administration has received several phone calls and inquiries. In all cases, staff were able to either identify alternative vendors or, where justified, approve the exception. Administration will continue to monitor the situation closely and provide ongoing support to schools as needed.

Prepared by:

Submitted by:

Endorsed by:

Grace Liu, Manager, Purchasing Services

Calum McNeil, Chief Financial Officer and Treasurer of the Board

John De Faveri, Director of Education, Foundation Chair and Secretary of the Board

Appendix A

Memo To: All School Principals, Head & Bursar Secretaries, Secondary & Elementary, and CEC Staff

From: Calum McNeil, Chief Financial Officer & Treasurer of the Board
Grace Liu, Manager of Purchasing Services

Date: April 10, 2025

Re: **US Vendors Restrictions**

In response to United States (U.S.) tariffs on Canadian products and services, the Ontario government has implemented a new Procurement Restriction Policy that restricts U.S. businesses from accessing public sector procurements in Ontario by prohibiting public sector buyers from procuring from U.S. businesses. This policy is effective immediately and applies to all new procurements of goods and services, regardless of value. Procurement from a U.S. business is permitted only if the U.S. business is the sole viable source for the good or service, and the procurement cannot be delayed. The full policy is available on [Ontario.ca](https://www.ontario.ca).

What Does This Mean for Schools and Departments?

- Do not create requisitions or use P-Cards for purchases from U.S. vendors for any new procurement. *Tip: A clear indicator is being charged in U.S. dollars (USD).*
- If you are unsure whether a vendor falls under this restriction or need assistance in finding alternatives, contact Purchasing Services.
- Be cautious when ordering goods that may be subject to U.S. tariffs, even when using Canadian Vendors (e.g., Schoolhouse). Commonly impacted categories include: Furniture, Lighting, and Audio-Visual (AV) equipment. Please ensure vendors disclose any tariff-related costs in quotes. Purchasing Services can help identify Canadian alternatives if needed.
- Given the ongoing uncertainty around tariffs, schools and departments are encouraged to limit orders to essential goods and services to minimize the risk of incurring additional costs.

How Purchasing Services Can Support You?

- Review requisitions and ensure only non-U.S. vendors are being processed.
- Confirm whether a specific vendor falls under the restriction.
- Assist in sourcing alternative Canadian vendors if tariff charges are proposed.
- Provide support in obtaining internal approvals from Purchasing Services and CFO for any required exceptions.

If you have any questions or require assistance, please don't hesitate to reach out to Purchasing Services. Purchasing Services can be found at purchasing.services@ycdsb.ca or at extension 12476.

York Catholic District School Board

REPORT

Report To: Corporate Services Committee
From: Administration
Date: May 6, 2025
Report: **Purchasing Bid Activity Report**

Purpose

This report provides trustees with information regarding recent purchasing activities.

Background Information

The attached Purchasing Bid Activity Report (Appendix A) is a regular report submitted for Committee information. This report is generated by the Bid Management System (BMS), a Purchasing Services database that includes data for every competitive bid processed through Purchasing Services. The report is structured into multiple sections: Bids Awarded within the period covered by the report; Bids Closed; Bids Released and Bids Upcoming.

Exceptions Re: Bids

There were no exceptions requiring Board approvals during this period.

Purchasing Bid Activity Report

For Board information, attached as Appendix A is the Purchasing Bid Activity Report covering the period February 5, 2025 to April 30, 2025.

Prepared by: Grace Liu, Manager, Purchasing Services
Submitted by: Calum McNeil, Chief Financial Officer and Treasurer of the Board
Endorsed by: John De Faveri, Director of Education, Foundation Chair and Secretary of the Board

APPENDIX A

**Purchasing Bid Activity Report
Tenders, RFPs, Quotations and Pre-Qualifications
February 5, 2025- April 30, 2025**

| | Page |
|---------------------|-------------|
| Bids Awarded | 1 |
| Bids Closed..... | 5 |
| Bids Released | 6 |
| Bids Upcoming..... | 7 |

**Purchasing Bid Activity Report
Tenders, RFPs, and Quotations
As at 2025-04-30**

| Bids Awarded - Feb 05/25 to Apr 30/25 | | | | | | | | | | | | | | | | | |
|---------------------------------------|---|---------------------|----------------------------|------------|--------------|--------------|------------|------|---|---|------------------------|-------------------------------|------------------------|--------------|------------------------|---------------|-------------|
| Bid # | Bid Name | Est. Contract Value | Est. Annual Contract Value | Bid Status | Release Date | Closing Date | Award Date | Pur. | Company Awarded | # | Awarded Contract Value | Awarded Annual Contract Value | Effective Dates | Option Years | Bids Sent/ Recd/ Compl | Co-op Parties | Lead Agency |
| 2025-91-Q | Fortinet Support Coterm and Renewal | \$25k to \$75k | \$25k to \$75k | Awarded | 1-Apr-25 | 9-Apr-25 | 17-Apr-25 | JR | Integra Data System: | 1 | \$61,436 | \$61,436 | 1-May-25 to 30-Apr-26 | 0 | 3/3/3 | n/a | n/a |
| 2025-87-Q | SAN Maintenance Support and Hardware | \$25k to \$75k | \$25k to \$75k | Awarded | 4-Apr-25 | 4-Apr-25 | 4-Apr-25 | JR | SUMO Networks | 1 | \$39,730 | \$39,730 | 1-May-25 to 30-Apr-26 | 0 | 3/3/3 | n/a | n/a |
| 2025-86-Q | Zerto License | \$25k to \$75k | \$25k to \$75k | Awarded | 4-Apr-25 | 5-Apr-25 | 4-Apr-25 | JR | Compugen Inc. | 1 | \$25,329 | \$25,329 | 7-Apr-25 to 6-Apr-26 | 0 | 3/2/2 | n/a | n/a |
| 2025-85-Q | VMware vSphere Foundation - subscription license | \$75k to \$250k | \$75k to \$250k | Awarded | 4-Apr-25 | 4-Apr-25 | 4-Apr-25 | JR | Softchoice Corporation | 1 | \$97,679 | \$97,679 | 4-Apr-25 to 31-Mar-26 | 0 | 3/3/3 | n/a | n/a |
| 2025-81-C | Security of Service - BELL | \$75k to \$250k | \$75k to \$250k | Awarded | 25-Mar-25 | 25-Feb-25 | 25-Mar-25 | JR | Bell Canada | 1 | \$123,451 | \$123,451 | 1-Apr-25 to 31-Mar-26 | 0 | 1/1/1 | n/a | n/a |
| 2025-79-T | Chapel Window Replacement - St. Brother Andre | \$75k to \$250k | \$75k to \$250k | Awarded | 3-Mar-25 | 24-Mar-25 | 26-Mar-25 | SB | Tritan Inc. | 1 | \$106,600 | \$106,600 | 1-Jul-25 to 31-Aug-25 | 0 | 13/9/9 | n/a | n/a |
| 2025-78-Q | Psychological Assessments | \$75k to \$250k | \$75k to \$250k | Awarded | 14-Feb-25 | 28-Feb-25 | 5-Mar-25 | KR | Beverly Ellenbogen, M.A., C. Psych. Assoc. - Private Practice, C L Roffe Psychology, March o Dimes Canada | 3 | \$205,500 | \$205,500 | 10-Mar-25 to 30-Jun-25 | 0 | 0/4/3 | n/a | n/a |
| 2025-77-Q | Creation of Archive Room - Our Lady of Annunciation | \$75k to \$250k | \$75k to \$250k | Awarded | 10-Feb-25 | 25-Feb-25 | 13-Mar-25 | SB | Black Creek Mechanical Ltd | 1 | \$117,700 | \$117,700 | 1-Jul-25 to 31-Aug-25 | 0 | 9/9/9 | n/a | n/a |
| 2025-75-Q | Translator Services (OECM 2021-196) | < \$25k | < \$25k | Awarded | 10-Feb-25 | 11-Feb-25 | 11-Feb-25 | KR | 911 Interpreters, MSIC Language Services | 2 | \$18,500 | \$18,500 | 11-Feb-25 to 8-Jun-27 | 0 | 2/2/2 | OECM | YCDSB |
| 2025-73-P | First Aid & Safety Supplies | \$75k to \$250k | \$25k to \$75k | Awarded | 3-Feb-25 | 28-Feb-25 | 22-Apr-25 | KR | Corporate Express Canada, Intercity Industrial | 2 | \$200,000 | \$40,000 | 1-May-25 to 30-Apr-27 | 3 | 0/6/3 | York boards | YRDSB |

| Bids Awarded - Feb 05/25 to Apr 30/25 | | | | | | | | | | | | | | | | | |
|---------------------------------------|---|---------------------|----------------------------|------------|--------------|--------------|------------|------|---|---|------------------------|-------------------------------|-----------------------|--------------|------------------------|---------------|-------------|
| Bid # | Bid Name | Est. Contract Value | Est. Annual Contract Value | Bid Status | Release Date | Closing Date | Award Date | Pur. | Company Awarded | # | Awarded Contract Value | Awarded Annual Contract Value | Effective Dates | Option Years | Bids Sent/ Recd/ Compl | Co-op Parties | Lead Agency |
| 2025-72-Q (OECM2019-340) | Firewall Hardware and Premium Support | > \$250k | \$75k to \$250k | Awarded | 6-Feb-25 | 3-Mar-25 | 10-Mar-25 | JR | CDW Canada Inc | 1 | \$416,829 | \$416,829 | 1-Apr-25 to 31-Mar-28 | 0 | 3/3/3 | OECM | YCDSB |
| 2025-71-Q (OECM 2024-455) | Science and Laboratory Supplies | > \$250k | \$75k to \$250k | Awarded | 3-Mar-25 | 7-Mar-25 | 24-Mar-25 | KR | Boreal | 1 | \$480,000 | \$96,000 | 1-Apr-25 to 1-Dec-29 | 0 | 3/3/3 | OECM | YCDSB |
| 2025-70-Q | Fuel Cards for Maintenance Vehicles | > \$250k | \$75k to \$250k | Awarded | 27-Jan-25 | 27-Feb-25 | 14-Mar-25 | TM | Suncor Energy Products Inc (Petro Canada) | 1 | \$650,000 | \$130,000 | 1-May-25 to 30-Apr-27 | 3 | 0/3/3 | n/a | n/a |
| 2025-68-T | Accessible Washroom - St. Brother Andre | > \$250k | > \$250k | Awarded | 24-Mar-25 | 8-Apr-25 | 24-Apr-25 | SB | RMG Contract Interiors Inc. | 1 | \$112,734 | \$112,734 | 2-Jul-25 to 31-Aug-25 | 0 | 13/12/12 | n/a | n/a |
| 2025-53-Q | Paint Common Areas - St Peter | \$75k to \$250k | \$75k to \$250k | Awarded | 7-Feb-25 | 25-Feb-25 | 26-Feb-25 | SB | P and G Renovation LTD | 1 | \$39,800 | \$39,800 | 1-Jul-25 to 31-Aug-25 | 0 | 5/4/4 | n/a | n/a |
| 2025-52-Q | Flooring in cosmetology room - St Jean de Brebeuf | \$75k to \$250k | \$75k to \$250k | Awarded | 4-Mar-25 | 21-Mar-25 | 8-Apr-25 | SB | RMG Contract Interiors Inc. | 1 | \$102,557 | \$102,557 | 2-Jul-25 to 31-Aug-25 | 0 | 12/7/7 | n/a | n/a |
| 2025-51-Q | Paint Common Areas - Holy Jubilee | \$75k to \$250k | \$75k to \$250k | Awarded | 22-Jan-25 | 6-Feb-25 | 10-Feb-25 | SB | Beverley Decorating Centre Ltd | 1 | \$91,450 | \$91,450 | 1-Jul-25 to 29-Aug-25 | 0 | 5/5/5 | n/a | n/a |
| 2025-50-T | LED Lighting Upgrade - St. Elizabeth | \$75k to \$250k | \$75k to \$250k | Awarded | 5-Mar-25 | 21-Mar-25 | 26-Mar-25 | SB | Innovative Electrical Group Inc. | 1 | \$20,300 | \$20,300 | 1-Jul-25 to 31-Aug-25 | 0 | 0/12/12 | n/a | n/a |
| 2025-49-Q | Paint Common Areas - All Saints | \$75k to \$250k | \$75k to \$250k | Awarded | 6-Feb-25 | 21-Feb-25 | 21-Feb-25 | SB | P and G Renovation LTD | 1 | \$59,853 | \$59,853 | 1-Jul-25 to 31-Aug-25 | 0 | 5/5/5 | n/a | n/a |
| 2025-48-Q | Paint Common Areas - St. Paul | \$75k to \$250k | \$75k to \$250k | Awarded | 22-Jan-25 | 6-Feb-25 | 14-Feb-25 | SB | P and G Renovation LTD | 1 | \$42,942 | \$42,942 | 1-Jul-25 to 29-Aug-25 | 0 | 5/5/5 | n/a | n/a |
| 2025-46-T | Masonry Repairs Exterior Wall Cladding (Phase II) - Father Bressani | > \$250k | > \$250k | Awarded | 26-Feb-25 | 19-Mar-25 | 5-Apr-25 | SB | Restorex Contracting Ltd. | 1 | \$1.06M | \$1.06M | 1-Jul-25 to 31-Aug-25 | 0 | 12/10/10 | n/a | n/a |

| Bids Awarded - Feb 05/25 to Apr 30/25 | | | | | | | | | | | | | | | | | |
|---------------------------------------|---|---------------------|----------------------------|------------|--------------|--------------|------------|------|---|---|------------------------|-------------------------------|-----------------------|--------------|------------------------|---------------|-------------|
| Bid # | Bid Name | Est. Contract Value | Est. Annual Contract Value | Bid Status | Release Date | Closing Date | Award Date | Pur. | Company Awarded | # | Awarded Contract Value | Awarded Annual Contract Value | Effective Dates | Option Years | Bids Sent/ Recd/ Compl | Co-op Parties | Lead Agency |
| 2025-44-T | Theatre A/V Upgrade - St. Augustine | \$75k to \$250k | \$75k to \$250k | Awarded | 21-Mar-25 | 8-Apr-25 | 28-Apr-25 | SB | Raffaele Castaldo General Contracting Inc | 1 | \$294,896 | \$294,896 | 1-Jul-25 to 31-Aug-25 | 0 | 15/9/9 | n/a | n/a |
| 2025-40-T | HVAC - AHU modification - Holy Spirit | > \$250k | > \$250k | Awarded | 28-Jan-25 | 13-Feb-25 | 7-Mar-25 | SB | Gorbern Mechanical Contractors | 1 | \$463,980 | \$463,980 | 1-Jul-25 to 31-Aug-25 | 0 | 15/10/10 | n/a | n/a |
| 2025-39-T | HVAC - Replace RTU Serving Room 110 - St. Brother Andre | > \$250k | > \$250k | Awarded | 3-Feb-25 | 21-Feb-25 | 12-Mar-25 | SB | Gorbern Mechanical Contractors | 1 | \$344,800 | \$344,800 | 1-Jul-25 to 31-Aug-25 | 0 | 14/12/12 | n/a | n/a |
| 2025-38-T | HVAC - Boiler Replacement - St. Justin Martyr | > \$250k | > \$250k | Awarded | 27-Jan-25 | 19-Feb-25 | 26-Feb-25 | SB | Black Creek Mechanical Ltd | 1 | \$533,000 | \$533,000 | 2-Jul-25 to 31-Aug-25 | 0 | 14/9/9 | n/a | n/a |
| 2025-36-T | HVAC - Boiler Replacement - Sir Richard Scott | > \$250k | > \$250k | Awarded | 22-Jan-25 | 6-Feb-25 | 14-Feb-25 | SB | Swift Mechanical Services Inc | 1 | \$647,500 | \$647,500 | 1-Jul-25 to 29-Aug-25 | 0 | 15/12/12 | n/a | n/a |
| 2025-35-T | HVAC - Boiler Replacement - St. Augustine | > \$250k | > \$250k | Awarded | 10-Jan-25 | 31-Jan-25 | 12-Feb-25 | SB | Swift Mechanical Services Inc | 1 | \$1.07M | \$1.07M | 1-Jul-25 to 29-Aug-25 | 0 | 15/9/9 | n/a | n/a |
| 2025-30-T | Grounds Work - Phase II Parking lot & Playground - St. David | > \$250k | > \$250k | Awarded | 12-Feb-25 | 5-Mar-25 | 14-Mar-25 | SB | Wyndale Paving Co. Ltd | 1 | \$788,009 | \$788,009 | 1-Jul-25 to 31-Aug-25 | 0 | 6/6/6 | n/a | n/a |
| 2025-29-T | Grounds Work - St Catherine of Sienna | > \$250k | > \$250k | Awarded | 3-Feb-25 | 21-Feb-25 | 21-Feb-25 | SB | Melrose Paving | 1 | \$658,170 | \$658,170 | 1-Jul-25 to 31-Aug-25 | 0 | 10/8/8 | n/a | n/a |
| 2025-28-T | Renovations Gym / washroom & Painting - St. Charles the Garnier | > \$250k | > \$250k | Awarded | 14-Feb-25 | 14-Mar-25 | 24-Mar-25 | SB | ONIT Construction Inc. | 1 | \$373,116 | \$373,116 | 1-Jul-25 to 31-Aug-25 | 0 | 12/10/10 | n/a | n/a |
| 2025-27-T | Flooring - Refinish Gym Floor & Paint walls - St. Joan of Arc | \$75k to \$250k | \$75k to \$250k | Awarded | 3-Mar-25 | 19-Mar-25 | 24-Mar-25 | SB | Silver Birch Contracting Ltd | 1 | \$232,628 | \$232,628 | 1-Jul-25 to 31-Aug-25 | 0 | 14/9/9 | n/a | n/a |
| 2025-26-T | Flooring - Replace Gym / Stagge Flooring - St. Nicholas | \$75k to \$250k | \$75k to \$250k | Awarded | 21-Jan-25 | 11-Feb-25 | 21-Feb-25 | SB | RMG Contract Interiors Inc. | 1 | \$128,222 | \$128,222 | 1-Jul-25 to 29-Aug-25 | 0 | 15/10/10 | n/a | n/a |

| Bids Awarded - Feb 05/25 to Apr 30/25 | | | | | | | | | | | | | | | | | |
|---------------------------------------|--|---------------------|----------------------------|------------|--------------|--------------|------------|------|--|---|------------------------|-------------------------------|-----------------------|--------------|------------------------|--------------------|--------------------|
| Bid # | Bid Name | Est. Contract Value | Est. Annual Contract Value | Bid Status | Release Date | Closing Date | Award Date | Pur. | Company Awarded | # | Awarded Contract Value | Awarded Annual Contract Value | Effective Dates | Option Years | Bids Sent/ Recd/ Compl | Co-op Parties | Lead Agency |
| 2025-25-T | Fire Alarm Upgrade - St. Joseph the Worker | \$75k to \$250k | \$75k to \$250k | Awarded | 4-Feb-25 | 21-Feb-25 | 21-Feb-25 | SB | Lifeline Electric | 1 | \$76,230 | \$76,230 | 1-Jul-25 to 31-Aug-25 | 0 | 0/10/10 | n/a | n/a |
| 2025-24-T | Fire Alarm Upgrade - Prince of Peace | \$75k to \$250k | \$75k to \$250k | Awarded | 4-Feb-25 | 21-Feb-25 | 21-Feb-25 | SB | COMMERCE ELECTRIC CO. INC. | 1 | \$81,022 | \$81,022 | 1-Jul-25 to 31-Aug-25 | 0 | 0/9/9 | n/a | n/a |
| 2025-10-Q (Ministry 19582) | Secure Doc Destruction Services | > \$250k | \$75k to \$250k | Awarded | 22-Jul-24 | 10-Sep-24 | 27-Feb-25 | TM | Iron Mountain Records and Information Management | 1 | \$480,000 | \$120,000 | 1-Mar-25 to 28-Feb-29 | 0 | 1/1/1 | Ministry of Govern | Ministry of Govern |
| 2025-08-P | Grounds Work, Fencing (Time & Materials) | > \$250k | > \$250k | Awarded | 9-Jan-25 | 6-Feb-25 | 27-Mar-25 | TM | Forest Contractors Ltd, GWF Construction Ltd , Peltar Paving & General Contracting | 3 | \$3.15M | \$630,000 | 1-May-25 to 30-Apr-27 | 3 | 0/15/15 | n/a | n/a |
| 2025-02-P | Home to School Bus- All Zones | > \$250k | > \$250k | Awarded | 14-Nov-24 | 16-Dec-24 | 5-Feb-25 | JR | First Canada ULC, Landmark, Student Transportation of Canada, Wheelchair Accessible Transportation | 4 | \$239.86M | \$19.99M | 1-Jul-25 to 30-Jun-35 | 2 | 0/8/8 | n/a | n/a |
| 2024-147-P | Special Education Equipment and Services | > \$250k | \$75k to \$250k | Awarded | 10-Oct-24 | 4-Nov-24 | 19-Mar-25 | JR | HME | 1 | \$1.09M | \$217,208 | 1-May-25 to 30-Apr-27 | 3 | 0/3/3 | n/a | n/a |

| Bids Closed - All | | | | | | | | | | | | | | | | | |
|-------------------|---|---------------------|----------------------------|------------|--------------|--------------|------------|------|-----------------|---|------------------------|-------------------------------|-----------------------|--------------|------------------------|---------------|-------------|
| Bid # | Bid Name | Est. Contract Value | Est. Annual Contract Value | Bid Status | Release Date | Closing Date | Award Date | Pur. | Company Awarded | # | Awarded Contract Value | Awarded Annual Contract Value | Effective Dates | Option Years | Bids Sent/ Recd/ Compl | Co-op Parties | Lead Agency |
| 2025-60-P | External Audit Services | > \$250k | \$25k to \$75k | Closed | 7-Mar-25 | 4-Apr-25 | TBD | KR | | 0 | n/a | n/a | 1-Sep-25 to 31-Aug-27 | 3 | 0/2/2 | n/a | n/a |
| 2025-17-P | Sports Dome Partnership and Operation - St. Augustine | N/A | N/A | Closed | 1-Nov-24 | 28-Nov-24 | TBD | SB | | 0 | n/a | n/a | 1-Aug-25 to 31-Jul-46 | 0 | 0/1/1 | n/a | n/a |
| 2025-14-P | Grass Cutting and Lawn Maintenance | > \$250k | > \$250k | Closed | 21-Mar-25 | 11-Apr-25 | TBD | JR | | 0 | n/a | n/a | 1-May-25 to 30-Apr-27 | 0 | 0/21/9 | n/a | n/a |
| 2025-05-P (25R92) | Water Treatment Chemicals & Inspection of Equipment | > \$250k | \$75k to \$250k | Closed | 20-Feb-25 | 20-Mar-25 | TBD | TM | | 0 | n/a | n/a | 1-Jun-25 to 31-May-27 | 3 | 0/4/4 | York boards | YRDSB |
| 2025-01-P Q | Prequalification of General Contractors- New Queensville School | N/A | N/A | Closed | 15-Nov-24 | 13-Dec-24 | TBD | SB | | 0 | n/a | n/a | 2-Jun-25 to 31-Oct-25 | 0 | 0/18/16 | n/a | n/a |

| Bids Released - All | | | | | | | | | | | | | | | | | |
|---------------------|---|---------------------|----------------------------|------------|--------------|--------------|------------|------|-----------------|---|------------------------|-------------------------------|------------------------|--------------|------------------------|---------------|-------------|
| Bid # | Bid Name | Est. Contract Value | Est. Annual Contract Value | Bid Status | Release Date | Closing Date | Award Date | Pur. | Company Awarded | # | Awarded Contract Value | Awarded Annual Contract Value | Effective Dates | Option Years | Bids Sent/ Recd/ Compl | Co-op Parties | Lead Agency |
| 2025-93-Q | RIAT Records Retention | > \$250k | > \$250k | Released | 24-Apr-25 | 7-May-25 | TBD | KR | | 0 | n/a | n/a | 12-May-25 to 31-Aug-25 | 0 | 3/0/0 | n/a | n/a |
| 2025-06-P | Mechanical and Electrical Consultant Services | > \$250k | > \$250k | Released | 25-Apr-25 | 23-May-25 | TBD | SB | | 0 | n/a | n/a | 1-Sep-25 to 31-Dec-28 | 2 | 0/0/0 | n/a | n/a |
| 2025-03-P | General Contracting Services (Time & Materials) | > \$250k | > \$250k | Released | 2-Apr-25 | 30-Apr-25 | TBD | TM | | 0 | n/a | n/a | 1-Jul-25 to 30-Jun-27 | 3 | 0/0/0 | n/a | n/a |

| Bids Upcoming - All | | | | | | | | | | | | | | | | | |
|----------------------|--|---------------------|----------------------------|------------|--------------|--------------|------------|------|-----------------|---|------------------------|-------------------------------|------------------------|--------------|------------------------|---------------|-------------|
| Bid # | Bid Name | Est. Contract Value | Est. Annual Contract Value | Bid Status | Release Date | Closing Date | Award Date | Pur. | Company Awarded | # | Awarded Contract Value | Awarded Annual Contract Value | Effective Dates | Option Years | Bids Sent/ Recd/ Compl | Co-op Parties | Lead Agency |
| 2025-98-T (re-issue) | LED Lighting Upgrade - St. Brother Andre | \$75k to \$250k | \$75k to \$250k | Upcoming | TBD | TBD | TBD | SB | | 0 | n/a | n/a | 2-Jul-25 to 29-Aug-25 | 0 | 0/0/0 | n/a | n/a |
| 2025-97-P | Contract Agency Support (CYW) - External Service Providers | \$75k to \$250k | \$25k to \$75k | Upcoming | TBD | TBD | TBD | KR | | 0 | n/a | n/a | TBD to TBD | 0 | 0/0/0 | York boards | YRDSB |
| 2025-96-T | Grounds Work - Father Michael McGivney | > \$250k | > \$250k | Upcoming | TBD | TBD | TBD | SB | | 0 | n/a | n/a | 1-Jul-25 to 29-Aug-25 | 0 | 0/0/0 | n/a | n/a |
| 2025-92-Q | Music Room - Blessed Chiara Badano | \$25k to \$75k | \$25k to \$75k | Upcoming | TBD | TBD | TBD | SB | | 0 | n/a | n/a | TBD to TBD | 0 | 0/0/0 | n/a | n/a |
| 2025-90-P | Supply and Delivery of Chromebooks | > \$250k | > \$250k | Upcoming | TBD | TBD | TBD | JR | | 0 | n/a | n/a | TBD to TBD | 0 | 0/0/0 | n/a | n/a |
| 2025-89-T | Grounds Work - St. Augustine CHS | \$75k to \$250k | \$75k to \$250k | Upcoming | TBD | TBD | TBD | SB | | 0 | n/a | n/a | TBD to TBD | 0 | 0/0/0 | n/a | n/a |
| 2025-59-T | Replacement - Intrusion System - Various Schools | > \$250k | > \$250k | Upcoming | TBD | TBD | TBD | SB | | 0 | n/a | n/a | TBD to TBD | 0 | 0/0/0 | n/a | n/a |
| 2025-57-T | HVAC - Heat Pump Replacement - CEC | > \$250k | > \$250k | Upcoming | TBD | TBD | TBD | SB | | 0 | n/a | n/a | TBD to TBD | 0 | 0/0/0 | n/a | n/a |
| 2025-07-P | Mechanical Contractor Pre-Qualification | N/A | N/A | Upcoming | TBD | TBD | TBD | SB | | 0 | n/a | n/a | 30-Nov-25 to 31-Oct-28 | 0 | 0/0/0 | n/a | n/a |



York Catholic District School Board

REPORT

Report To: Corporate Services Committee

From: Administration

Date: May 6, 2025

Report: **OSBIE Insurance Report: Property Claims**

EXECUTIVE SUMMARY:

This report is for information purposes and intended to inform Trustees of ongoing property insurance matters.

BACKGROUND INFORMATION:

Currently, there are two outstanding property claims. The locations are Sacred Heart CHS and St. Andrew CES.

Submitted by: Cindy Smith, Insurance & School Finance Coordinator
Reviewed by: Calum McNeil, Chief Financial Officer and Treasurer of the Board
Endorsed by: John De Faveri, Director of Education, Foundation Chair and Secretary of the Board

York Catholic District School Board

Insurance Report - Property Claims
as of April 30, 2025

| School | Date of Incident | Description | Estimated Value * | Expenses To Date | Claim Number |
|------------------|------------------|--|-------------------|------------------|--------------|
| St Andrew CES | 6/22/2024 | Elevator not working due to electrical circuit being flooded | \$70,000 | \$69,619 | 30794 |
| Sacred Heart CHS | 7/10/2022 | Electrical equipment shorted out and caused a power outage. | \$300,000 | \$306,628 | 29676 |

* The estimated value of each claim is derived by the adjuster assigned to the claim in collaboration with YCDSB, but does not limit the amount ultimately paid out.

Note: A deductible of \$10,000 is applicable on all property-related claims.

