

YORK CATHOLIC DISTRICT SCHOOL BOARD AGENDA

REGULAR BOARD MEETING
Tuesday, February 22, 2022
7:30 P.M.

NEW: Page 172
20m TRUSTEE MOTION
Police Liaison Services

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

LAND ACKNOWLEDGEMENT

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

1. OPENING PRAYER	Religious Education Team	
2. LAND ACKNOWLEDGEMENT YCDSB Land Acknowledgement Commemorative Plaque	D. Scuglia	
3. COMMISSIONING CEREMONY	E. Crowe	
4. ROLL CALL	D. Scuglia	
5. APPROVAL OF NEW MATERIAL	E. Crowe	
6. APPROVAL OF THE AGENDA	E. Crowe	
7. DECLARATIONS OF CONFLICT OF INTEREST FOR CURRENT MEETING	E. Crowe	
8. DECLARATIONS OF CONFLICT OF INTEREST FROM PREVIOUS MEETING	E. Crowe	
9. APPROVAL OF THE PREVIOUS MINUTES a) Regular Board Meeting of January 25, 2022 b) Special Board Meeting of February 8, 2022 c) Special Board Meeting of February 10, 2022	E. Crowe	
10. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING		
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12. OCSTA BOARD OF DIRECTOR'S UPDATE:	J. Wigston	
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16. DELEGATIONS a) Pope Francis CES Boundary Review	Tony Angelucci	9
17. JOURNEY TOWARDS OUR VISION – STAFF PRESENTATIONS a) The Catholic Black Education Network of York Catholic District School Board b) Multi-Year Strategic Plan / BILC-SAW	D. Scuglia E. Pivato	11 19
18. ACTION ITEM(S) (including Committee Reports) a) Boundary Review Pope Francis CES b) TRUSTEE MOTION: Creation of a STREAM Centre in Markham Area 2, Ward 8 c) TRUSTEE MOTION: Governance and School Board Administration Policy d) Approval of 2022-2023 School Year Calendar e) Approval of 2022-2023 Capital Priorities Program f) Approval of Trustee Representation: Human Resources Committee g) Project SEARCH Pilot: A School-to-Work Transition Program for Students with Disabilities	T. Pechkovsky F. Alexander F. Alexander E. Pivato T. Pechkovsky E. Crowe D. Candido	27 85 86 87 90 110 111

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i) Receipt of Report No. 2022:09 Special Committee of the Whole (Feb 15)	M. Marchese	115
j) Approval of Report No. 2022:10 Committee of the Whole (Feb 22)	M. Marchese	
k) Receipt of Report No. 2022:01 York Catholic Parent Involvement Committee (Jan 31)	J. Wigston	116
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21. NOTICES OF MOTION

(Notices of Motion are to be submitted in writing and will return to the subsequent meeting as Information, the following meeting as Discussion, and finally Action at the next Board Meeting.)

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

23. ADJOURNMENT

**REGULAR BOARD MEETING
(Virtual)**

**Tuesday, March 29, 2022
7:30 PM**

Memo To: Board of Trustees
From: Elizabeth Crowe, Board Chair
Date: February 15, 2022
Re: **Chair's Report - February 22, 2022**

This Report including the following Updates from the Chair:

Provincial Funding for New Catholic Elementary School in Queensville

On February 3, 2022, the Ontario government announced \$11.4 million in funding to help build a new Catholic elementary school in Queensville. This money will be used to purchase the land on which the school will be built, and is the first step forward in making our Board's dream for publicly-funded Catholic education in Queensville a reality. Plans for the school include space for approximately 400 students as well as a licensed child care centre.

Black Heritage Month

Catholic schools across York Region marked Black Heritage Month in February with special events including virtual visits from presenters, morning reflections, guest speakers, school displays, and a variety of classroom learning activities. York Catholic staff had the opportunity to participate in selected professional development sessions to examine their own implicit biases so they can better serve our school communities, specifically Black students.

The Board thanks those students and staff who worked on the [Our Voices website](#). This incredible resource is continuously updated and contains a robust collection of invaluable content that is available to staff and students; especially YCDSB students of African heritage. The [Our Voices website](#) was designed in 2021, in part to address access-to-information concerns raised by Black student leaders. This important and valuable information resource both complements and enhances the learning initiatives currently taking place throughout YCDSB.

Distinguished Alumni Awards

On behalf of the Board of Trustees I am pleased to announce the return of the YCDSB Distinguished Alumni Awards. This annual program celebrates the achievements of York Catholic alumni and recognizes the significant role that publicly-funded Catholic education has played, and continues to play, in their lives and in our communities.

Nominations opened February 1 and will close February 28, 2022. Anyone can nominate a former YCDSB student who has made a significant contribution to their field, industry and /or community, and is an inspiration to others. A full list of nomination criteria and a link to the nomination form can be found on the Board website www.ycdsb.ca/about/distinguishedalumni/. The 2022 award recipients will be announced in late April and celebrated during Catholic Education Week, May 2-7, 2022.

Board Plan for Retirement Recognition Evening

As we transition from the pandemic, we are considering hosting an evening in late May or early June to recognize the last two years of retirement cohorts. A survey was sent to eligible staff and the following information was returned;

[2019-2020](#) - Invited 192 and 180 responded (Appendix A)

[2020-2021](#) - Invited 231 and 216 responded (Appendix B)

With a great response from retirees, we have sufficient numbers willing to attend an in-person event.

Therefore, we are looking at a potential date and venue to offer a retirement evening safely following the most recent public health guidelines. A meeting has been scheduled for Wednesday, March 2, 2022 at 1 pm to plan next steps.

SUMMARY

NOT AVAILABLE

SUMMARY

NOT AVAILABLE

Board Meeting Highlights

OCSTA Board of Directors

February 4, 2022



Ontario Catholic School
Trustees' Association

The OCSTA Board of Directors' meeting took place virtually on Friday, February 4, 2022 at 4 p.m. OCSTA Chaplin, Fr. Patrick Fitzpatrick led the opening prayer for this meeting.

President Daly opened the meeting with a reflection on Pope Francis' World Mission Day message:

"Dear Brothers and Sisters, I continue to dream of a completely missionary Church, a new era of missionary activity among Christian communities."

Directors were encouraged by President Daly to continue local conversations with regard to the Catholic Identity of Catholic education and support Catholic school boards in "placing Christ and the teachings of the Catholic Church at the centre of our Catholic school systems."

President Daly recognized Catholic school board chairs, trustees, system and school leaders, teachers and support staff for their heroic work and commitment to the well-being of the 550,000 students in our Catholic schools across Ontario.

Committee Reports

The Board of Directors received reports from its Political Advocacy, Catholic Education and Trustee Enrichment, Budget and Human Resources, and Labour Relations Committees.

NOTE: The Association's annual 'Year in Review' report that highlights the key work and initiatives of the Association in the areas addressed by these committees, will once again be published and shared at the OCSTA Annual General Meeting and Conference in April.

OCSTA Advocacy: Online Learning

- **Online Learning** – In addition to advocating for a structure/consortium controlled by Ontario's 29 Catholic school boards with regard to the development and delivery of Catholic online courses, OCSTA strongly recommended the delay in the release of the Ministry of Education's PPM on online learning as well as the two e-learning credit graduation requirements until at the earliest September 2023.
- President Daly expressed in a public statement, OCSTA's disappointment in the government's decision not to take the advice provided by the Association. President Daly further commented that given recent remote learning challenges and the full implications of a September 2022 online learning start-date, that boards need more time to prepare and inform their communities. OCSTA continues to advocate to the government in this regard.
- President Daly acknowledged the dedicated work of Nick Milanetti and Anne O'Brien and wise counsel of representatives of OCSEA with regard to this very important matter.

Pandemic Support

- Throughout the pandemic, OCSTA continues to advocate for support for boards, specifically: more timely communications; more support to boards

with regard to staff shortages; adequate supplies of PPEs, and: adding COVID-19 to the list of diseases in the *Pupil Immunization Act*.

Labour Relations

- On February 2nd President Daly issued a public statement announcing approval of the provincial agreement with Principals and Vice-Principals. President Daly commended and thanked OCSTA Labour Relations Director Ron McNamara and the negotiating team for the P/VP agreement which consisted of senior CDSB and OCSTA staff.

Education Finance

- Presentation to the Standing Committee on Finance – OCSTA's Pre-Budget Submission was presented to this Committee by President Daly, Executive Director, Nick Milanetti and Director of Political Affairs, Stephen Andrews on January 26. To view submission, please click on the following link:

<https://www.ocsta.on.ca/ocsta/wp-content/uploads/2022/01/Pre-Budget-Submission-January-24-2022.pdf>

Catholic Trustees Seminar

President Daly expressed deep appreciation to the **Catholic Education and Trustee Enrichment Committee Chair Todd Lalonde**, members of the Committee and especially OCSTA staff for their vision and tireless work with regard to the 2022 Catholic Trustees Seminar. Originally planned as a 2-day in-person seminar, under short notice staff had to re-organize the event as a 1-day virtual session to meet changing pandemic related regulations.

The event was very well attended and provided sessions and workshops on various topics including Indigenous Education Priorities; Student Mental Health, an address (and brief Q & A) by

the Minister of Education, Stephen Lecce, and a keynote address on Catholic Identity by His Excellency, Bishop Gerard Bergie.

Catholic Education Week Song

OCSTA congratulates the York Catholic District School Board for the winning 2022 Catholic Education Week song – The Chance - submitted by teacher Jessica Leung and her students at St. Brother Andre Catholic High School in Markham.

We invite you to view the video performance of this inspiring song at the following link:

<https://youtu.be/vyedfYHMqC8>

Upcoming Events:

OCSTA Virtual Speaker Series:

Catholic Education: Communities of Faith & Fortitude
-- An examination of the Catholic Identity of our Catholic Schools
February 22, 2022

[Click to Register](#) or contact Sharon McMillan at OCSTA smcmillan@ocsta.on.ca.



OCSTA 92nd AGM & Conference

April 21, 23, 2022
Fairmont Chateau Laurier
Ottawa

[Click for Program and to Register](#)

Memo To: Board of Trustees

From: Domenic Scuglia, Director of Education

Date: February 16, 2022

Re: **Director's Report - February 22, 2022**

This Report including the following Director Updates:

Black Heritage Month

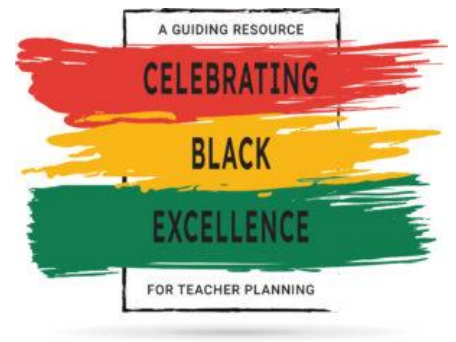
During Black Heritage Month in February, we highlight the legacy of Canadians of African ancestry, past and present. It is a time to learn about their diverse stories and experiences, and to celebrate their many achievements and contributions to the development of our country, our national culture, and the Catholic church. We are challenged to consider the vital role of Black Canadians in our history during this month and throughout the school year.

The Board's **Curriculum Department** supports this work through its resource, ***Celebrating Black Excellence***. This resource is intended to assist educators as they plan Black Heritage Month activities and lessons. The Board is grateful to the many African/Caribbean community leaders in York Region who reviewed and contributed to the *Celebrating Black Excellence* document.

Our Board is celebrating York Catholic **students and staff who demonstrate Black Excellence** by sharing their stories on our website and social media. These stories highlight the amazing work that students are going to reach their full potential while also educating and inspiring others.

Led by our Human Rights and Equity Advisor, Michelle Farrell, **YCDSB staff** are exploring unconscious racial biases and systemic racism in their personal and professional lives through a **28-day shared reading exercise using the book *Me and White Supremacy* by Layla Saad**. These 10-minute video sessions are offered so that staff can take a moment together to engage in this necessary work and participate in celebrations of Black history and Black heritage. Each session has a different topic from the book and a different YCDSB staff cohost.

I had the honour of participating in **Black Heritage Month events with several of our community partner organizations**, including Black York Region Youth, the Markham African Caribbean Canadian Association and the York Region Alliance of African Canadian Communities. I also attended a Black Heritage Month event for Board Leads and Graduation Coaches hosted by the Ministry of Education, and a Black History Month event hosted by York Region Police.



School Resource Officer (SRO) / Values Influences and Peers (VIP) Programs

Based on feedback from parents, students, staff and community partners, and in conjunction with our coterminous board (York Region District School Board) and York Regional Police (YRP), we will be conducting a review of the YRP School Resource Officer and Values Influences and Peers programs at both boards. The purpose of this review is to gather data and better understand where these programs are working well and where there are concerns that support the need for change. Both the SRO and VIP programs have been paused while the review is conducted in order to effectively resolve barriers and address concerns.

Tony Angelucci <ycdsb.forms@ycdsb.ca>

9:38 AM (2 hours ago)

to board.delegations

Name	Tony Angelucci
Email Address	
Home Address	
Home Telephone	
Name of Group Being Represented (if Applicable)	Tony Angelucci
Name of Home School being represented	
Are you a York Catholic District School Board employee?	No
Is this request related to a Motion and/or decision of the Board?	Yes
Spokesperson 1 Name	Tony Angelucci
Spokesperson 1 Email Address	
Spokesperson 1 Address	
Spokesperson 1 Home Telephone	
Spokesperson 2 Name	Tania Antonacci-Roa
Spokesperson 2 Address	
Spokesperson 2 Home Telephone	
3) Presentation/Petition Details	
Date of Board Meeting	Feb 22, 2022
Specific Statement of Issue Pope Francis Boundary Review Decision	
Summary of key presentation points: Emotional & Mental Impact Community Perception and Feedback Overview	
If Applicable, your key recommendations/suggestions to address the problem/issue: TBD	
4) Electronic Presentation Details If your presentation is in an electronic format (Powerpoint, Slides, Audio, Video) the information you provide in this form will help us support you during the presentation. Please submit the request and email a copy of the electronic presentation 48 hours in advance of the Board meeting. Email Presentation to board.delegations@ycdsb.ca	
Is your presentation in an electronic format?	Yes
Type of Presentation	Presentation (Powerpoint, Google Slide, Keynote) with no audio and video embedded
Technology Requirements	I plan on using my own device (Macbook, PC or iPad)
Please indicate type of device	Laptop

Acknowledgement	- I am aware that my delegation presentation will be livestreamed during the Board Meeting.
Form prepared by:	Tony Angelucci
Date	Jan 25, 2022



York Catholic District School Board Presents.....





C.B.E.NY

The Catholic Black Education Network
of
York Catholic District School Board





What is the **CBENY** ?

- **CBENY** is York Catholic's first-ever **Employee Resource Group** for Black employees and their allies.
- **Employee Resource Groups** are often organized around a shared identity, such as race, gender, age, or mental health, and serve as a haven of belonging.
- Primary goal - networking, building connections and affirming experiences.
- **CBENY** will be a template for future employee groups.



What are the benefits of establishing **CBENY** ?

An **Employee Resource Group** will bring many benefits to the YCDSB:

- It will help to identify and develop internal leaders.
- It will lead to higher retention rates.
- It will educate employees — including senior leadership — through internal events, panels and more.
- It will help in recruiting underrepresented individuals and develop a talent pipeline that is as diverse as its community.
- It will also help to create synergy among employees.



Who can join **CBENY**?

All employees of the YCDSB are welcome and are encouraged to join.

Participation in **CBENY** is intended to be inclusive of all staff.





The Time is Right

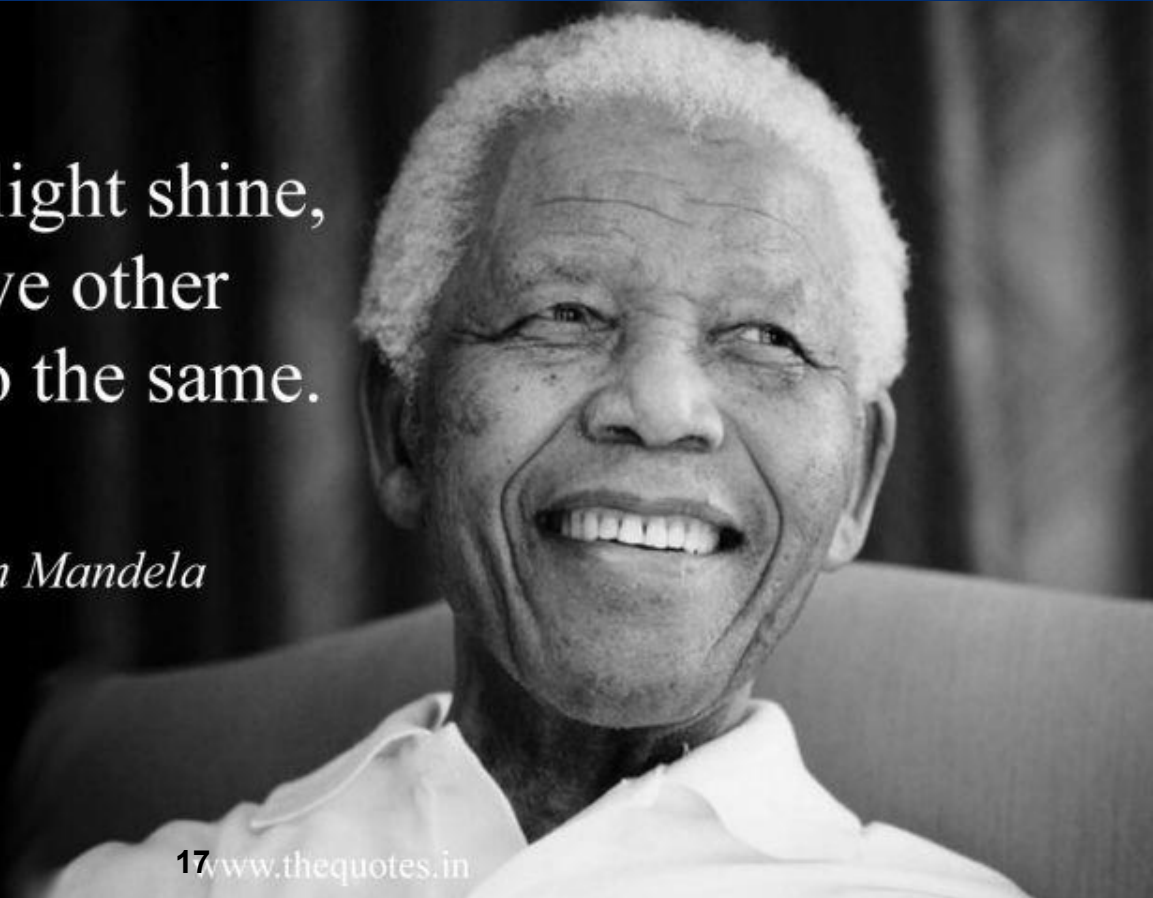
Valuing, supporting and sustaining this **Black Employee Resource Group** is a win-win for everyone.





And as we let our own light shine,
we unconsciously give other
people permission to do the same.

Nelson Mandela





Thank You For Your Time

DIVERSITY
EQUITY
INCLUSION

FIDELITY SOCIAL JUSTICE CULTURE RESPECT BELONGING COURAGE TRUST ACCOUNTABILITY WELCOMING VALUED GROWTH CENTERING COMMUNITY WELCOMING TRANSPARENCY INTERACTING ACTIVE FAIRNESS JUSTICE NEEDS DIGNITY POWER OPENNESS TRUST EQUITY FAMILY TRANSPARENCY RECEPTIVENESS CONNECTION COLLECTIVE RESPONSIBILITIES ACCOUNTABILITY DIFFERENCE INTERSECTIONALITY RECEPTIVENESS INFORMATIVE HONESTY WELCOMING RESPECT FIDELITY AFFIRMING POSITIONALITIES BELONGING EMBODY CARE

LEADERSHIP INFORMATIVE VALUED PERSPECTIVES FRIENDLINESS SUPPORT SYSTEM SOLIDARITY RECEPTIVENESS CATALYST THRIVING CONSCIOUS COMMUNITY APPRECIATION

REPORT

Report To: Board of Trustees
From: Administration
Date: February 22, 2022
Report: 2019-2023 MYSP - Yearly BILC-SAW Planning

EXECUTIVE SUMMARY:

This report is to inform the Board of Trustees about the pathway being undertaken to provide an update to the 2019-2023 Multi-Year Strategic Plan - Yearly BILC-SAW Planning (The Board Improvement Learning Cycle for Student Achievement and Well-Being).

BACKGROUND INFORMATION:

[The 2019-2023 Multi-Year Strategic Plan](#) is in its fourth year along with the [Yearly BILC-SAW Plan](#). In an effort to move towards furthering our educational mandate, the senior team will review the MYSP within its own departments in order to collectively construct our 2022 plan, reflective of the year to date, with an eye to the 2022-2023 school year. Planning development will be based on a Strategic Cycle model that uses data to frame strategies, followed by implementation and review.

A critical path will be followed using this timeline:

Step #1 - March

- Initiate the process via surveying stakeholders, highlighting MYSP, and the previous year's BILC-SAW strategies to gather feedback.

Step #2 - March - April

- Review Student Achievement and Well-Being data from sources such as EQAO, Report Cards, and Exit Surveys.
- Review Operational Achievement and Employee Well-Being data such as employee surveys, budget health check, and department projects.

Step #3: April - May

- Develop and define this year's BILC-SAW plan. This includes meeting with departments to review previous year BILC-SAW plans, using the SWOT process (Strength, Weakness, Opportunity, Threats).

SUMMARY:

The Senior Leadership team is proceeding with the development of the yearly BILC-SAW plan in alignment with year four of the Multi-Year Strategic Plan.

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



York Catholic District School Board

Strategic Planning Process

Procedural Guide

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1 - BILC-SAW

2 - SILC-SAW & OIP-SAW

Slide 4 - MYSP Planning Process

1 - MYSP Plan 2019-2023

2 - MYSP Process Cycle

Slide 5 - BILC-SAW Planning Process

1 - BILC-SAW Process

2 - BILC-SAW (Steps 1,2,3)

Slide 6- SILC-SAW Planning Process

1 - SILC-SAW Planning Process

2 - SILC-SAW (Steps 1,2,3)

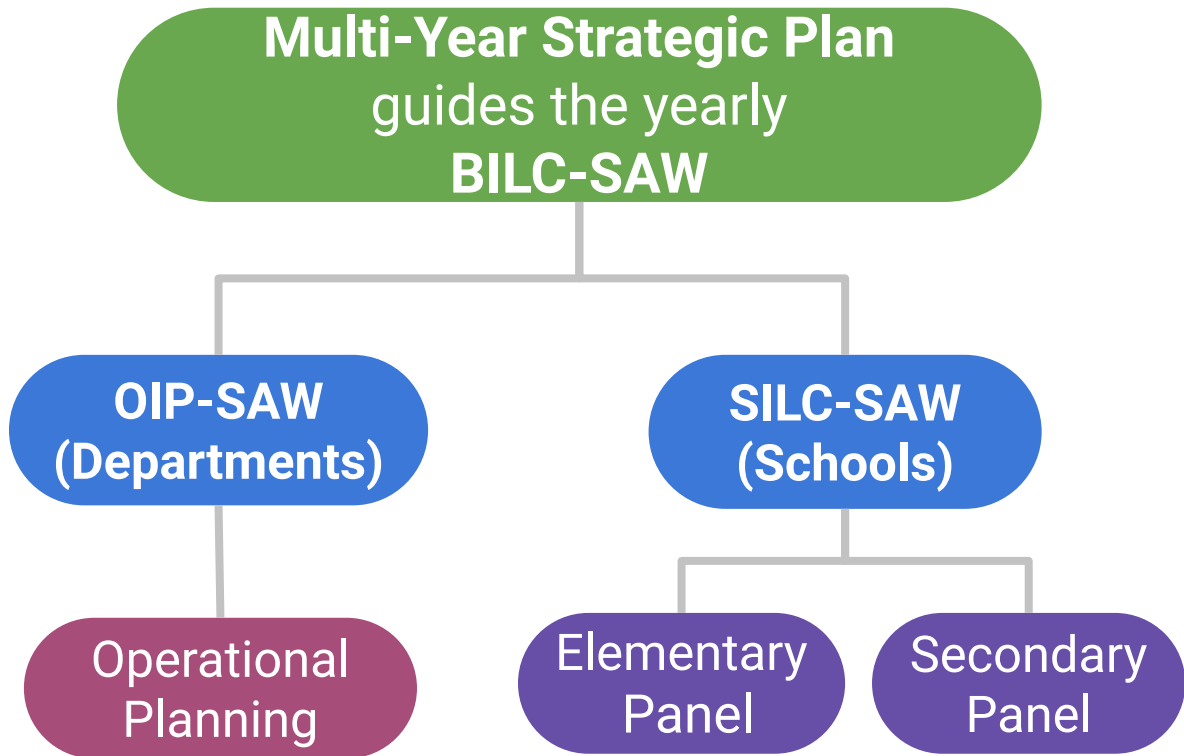
Slide 7 - OIP-SAW Planning Process

1 - OIP-SAW Planning Process

2 - OIP-SAW (Steps 1,2,3)

Strategic Planning Process Flowchart

All planning is circular - Evaluate, Plan, Review, Update, Repeat



Legend:

BILC-SAW :

Board Improvement Plan for Student Achievement & Well-Being

SILC-SAW:

School Improvement Plan for Student Achievement & Well-Being

OIP-SAW:

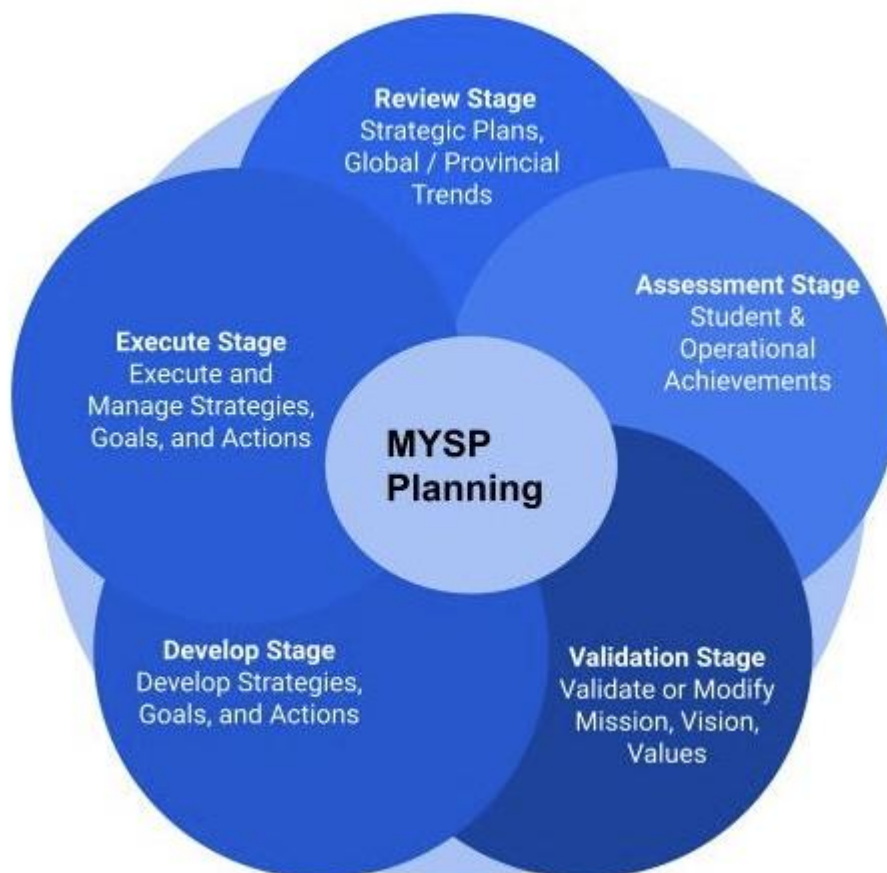
Operations Improvement Plan for Staff Achievement & Well-Being

Multi-Year Strategic Plan

Important Note: Strategic Plan drives development of annual BILC-SAW and budget

YCDSB MYSP Plan - 2019 to 2023 -> [Plan Link](#)

MYSP is a Living Document that requires annual review, evaluation and updates.



BILC-SAW Planning

BILC-SAW Planning starts in March and ends in June.

Step #1:

March - Initiate process with community, trustees, students & employees.

- This stage include surveying stakeholders highlighting MYSP, & previous year BILC-SAW strategies to gather feedback

Step #2:

March - April - Review Student Achievement & Well-Being data from sources such as EQAO, Report Cards, Exit Surveys etc...

March-April - Review Operational Achievement & Employee Well-Being data such as employee surveys, budget health check, department projects etc..

Step #3:

April-May - Develop & Define yearly BILC-SAW plan. This includes meeting with departments to review previous year BILC-SAW plans, using the SWOT process (Strength, Weakness, Opportunity, Threats).

May:
Communicate
BILC-SAW
Plan - Board

June:
Communicate
BILC-SAW Plan to
all stakeholders

SILC-SAW Planning

SILC-SAW Planning starts in September (PA Day) and ends in October.

Step #1:

September - Initiate process with community, trustees, students & academic staff.

- This stage includes reviewing BILC-SAW Plan.
- On a defined PA Day, educators review Student Achievement & Well-Being data from sources such as EQAO, Report Cards, Exit Surveys to set goals and actions for academic achievement and well-being

Step #2:

October - School administrators & Academic Superintendents review and approve school SILC-SAW plans.

Step #3:

January and June - School administrators & academic staff review SILC-SAW plans, reflect and document strengths, weaknesses, accomplishments and next steps to reach SILC-SAW goals.



OIP-SAW Planning

OIP-SAW Planning starts in September and ends in October.

Step #1:

September - Initiate process with stakeholders, trustees, & department employees.

- This stage includes reviewing BILC-SAW Plan.
- On a defined day, department employees review previous year plan and employee well-being data from sources such as surveys, budget, projects etc..
- On a defined day, department employees set goals and actions aligned with BILC-SAW for operational achievement & well-being.

Step #2:

October - Senior Team reviews and approves departmental operational improvement plans.

Step #3:

January and June - Senior Team/Department heads review OIP-SAW plans, reflect and document strengths, weaknesses, accomplishments and next steps to reach OIP-SAW goals.



YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees
FROM: Administration
DATE: February 22, 2022
RE: **Pope Francis Boundary Review - Final Report**

EXECUTIVE SUMMARY

The intent of this report is to recommend a boundary change for Pope Francis CES to mitigate short and long term enrolment pressures at the school.

Consistent with the Board's Boundary Review Process, a Local Boundary Review Committee (consisting of local Trustees, school Superintendents, school Principals, and staff from Planning Services and Student Transportation Services) was formed and several meetings have been held. A virtual Public Information Session was held on Tuesday February 1st, where 5 (five) options were presented to the community for review and comment.

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

BACKGROUND

The Pope Francis attendance area encompasses a geographically large area within the northwest part of Vaughan. The attendance area consists of urban areas, rural areas as well as future residential development. Student distribution is focused in the new development north of Major Mackenzie Drive, west of Highway 27, and to a lesser extent, the established Kleinburg community along the Highway 27 corridor.

In advance of the school opening, a boundary review was undertaken to establish the attendance area of the school for the 2016/17 school year. In the winter of 2018, Administration was requested to undertake a boundary review to optimize enrolment from the Kleinburg area by providing accommodation in the local school while maximizing retention of existing students. The 2018 boundary review resulted in the current attendance area for Pope Francis, as shown on Map 1.

PLANNING GOALS

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

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

CURRENT SITUATION

As of October 31, 2021 there were 748 students enrolled at Pope Francis for the current school year. An additional 55 students from the Pope Francis boundary are enrolled in an online hub school for the 2021/22 school year. Table 1 below summarizes current enrolment by grade.

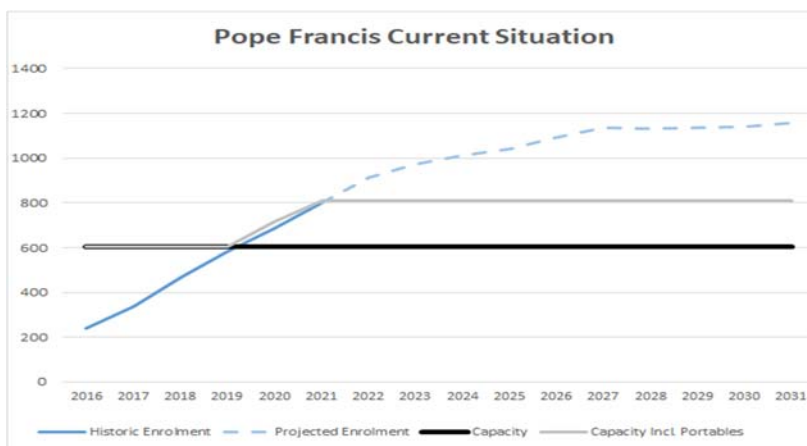
Table 1. Summary of 2021/22 Enrolment for Pope Francis, including Online Students

SCHOOL TOTAL	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Total
Attending Pope Francis In Person	101	106	83	95	68	78	61	64	52	40	748
Attending a hub school from Pope Francis Boundary	13	4	9	6	4	4	3	5	5	2	55
Grand Total	114	110	92	101	72	82	64	69	57	42	803

For the purposes of this boundary review, students attending an online school are included in their home school in 2021 enrolment totals. Furthermore, it is assumed that students attending an online school this year will return to in person to Pope Francis, for 2022/23.

Enrolment at Pope Francis is bottom heavy, with enrolment in kindergarten and primary grades being higher than junior/intermediate grades. This profile is projected to result in continued enrolment growth as the larger primary cohorts progress through the grades. Figure 1 below illustrates historical and projected enrolment for Pope Francis.

Figure 1. Historical/Projected Enrolment



With a capacity of 602 pupil places, Pope Francis is currently operating at 133% utilization. There are currently 9 portables on site at Pope Francis to address the current enrolment pressures. Over the long term, enrolment at Pope Francis is projected to surpass 1,000 students by 2024. By 2027, enrolment at Pope Francis is projected to be 1,135 (189% utilization) and is estimated to require 21-24 portables.

PLANNING ANALYSIS - STUDY AREAS AND OPTIONS

STUDY AREAS

As part of the background work undertaken through the boundary review process, attendance boundaries are subdivided into smaller geographically defined study areas. For this boundary review, 5 unique study areas have been developed and are labeled on Map 1.

Area A

Area A is bound by Major Mackenzie Drive and Nashville Road to the north and south, Huntington Road to the west, and the CNR tracks to the east. Area A is predominantly built out, with a small number of homes anticipated to be completed throughout the area. There are currently 578 students in Area A attending Pope Francis.

Located within Study Area A is a vacant property owned by the York Region District School Board, as shown on Map 6. YRDSB has received funding approval to construct an elementary school on this property. The current timeline for this school to open is September, 2024. The impact of this opening on Pope Francis' enrolment is difficult to quantify.

Area A1

Immediately south west of Area A is a future townhouse development identified as Area A1. The pocket of development consists of approximately 175 medium density townhomes to be built over the next 2-3 years. There are no existing students in Area A1. A future realignment of Huntington Road will bisect Area A and Area A1 with no roads connecting the 2 areas. In all options to be presented below, Area A1 is proposed to be realigned with an alternate school.

Area B

Area B is bound by Major Mackenzie Drive to the south, the valley lands to the north, the CNR tracks to the west and the valley lands west of Highway 27 to the east. Like Area A, residential construction in Area B is substantially complete. There are currently 160 students attending Pope Francis from Area B, who are eligible for transportation to Pope Francis.

Area C

Area C includes the historic community of Kleinburg and adjacent rural lands in the northwest corner of the City of Vaughan. It is a geographically large area, but has a much smaller enrolment, with 65 students attending Pope Francis.

Area D

Area D is bound by Major Mackenzie Drive to the north, Rutherford Road to the south, Highway 50 to the west and the valley lands east of Highway 27 to the east. The area includes a small number of existing residential properties along Highway 27. As of October 31, 2021 there are no existing students attending Pope Francis from this study area.

Area D includes the future development block referred to as Block 60 East. It will comprise approximately 1,200 medium density townhomes in the early stages of municipal approvals. Occupancy of these homes is not anticipated for 4-5 years. Other lands within Area D are not designated for any future residential development. Like Area A1, all options presented below propose to realign Area D with an alternate school.

OPTIONS

In consideration of the planning goals outlined above, a total of five (5) boundary options have been developed.

Option 1

Pope Francis to include Area A, Area B and Area C.

St. Stephen to include Area A-1 and Area D

The impact of Option 1 will assist over the long term as future development from Areas A-1 and D will be redirected to an alternate school, however Pope Francis will continue to experience short term enrolment pressures as a result of continued enrolment growth from Areas A, B and C. Enrolment at Pope Francis for 2022 is projected to be 913 students (152% utilization). By 2025, Pope Francis is anticipated to exceed 1,000 students and will require between 18-20 portables.

St. Stephen has sufficient capacity to accommodate the future enrolment anticipated from Areas A-1 and D. Occupancies from Area A-1 are anticipated to occur for the 2023/24 school year, with Block 60 to follow 2 to 3 years later. By 2031, enrolment at St. Stephen (including Areas A-1 and D) is projected to be 469 (86%) utilization.

Of the 5 options, Option 1 is the most expensive option to implement as it may require 4-6 portables for 2022, expanded asphalt area and possibly upgraded hydro service to Pope Francis.

Option 2

Pope Francis to include Area A

St. Stephen to include Area A1, Area B and Area D

St. Andrew to include Area C

The short term impact of Option 2 will be a reduction of approximately 280 students attending Pope Francis for the 2022/23 school year. Over time, enrolment will increase slightly, peaking at 740 students in 2027.

The redirection of Area B to St. Stephen will result in an immediate increase in enrolment for the 2022/23 school year. Enrolment at St. Stephen is projected to be 538 (98% utilization) for 2022/23. Over the long term, projections indicate that by 2031, enrolment at the school will be 644 (117% utilization) which may require 4-6 classrooms in the existing port-a-pak located at the school.

St. Andrew has sufficient capacity to accommodate students from Area C. Projections indicate that with Area C, enrolment for 2022/23 will be 367 (70% utilization). Over the long term, it is projected that St. Andrew will continue to operate under 70% should Option 2 be implemented.

As Option 2 will not require any additional portables at Pope Francis, costs associated with this option will be limited to additional transportation requirements. It is estimated that an additional 1-2 school buses will be required to provide service from Areas B and C to St. Stephen and St. Andrew. Option 2 is the least expensive option (same as Option 3 below), but will result in a greater number of students being redirected to an alternate school.

Option 3

Pope Francis to include Area A

St. Stephen to include Area A1, Area B

St. Andrew to include Area C

San Marco to include Area D

Option 3 is very similar to Option 2, with the only difference being Area D directed to San Marco. The projected impact of Option 3 at Pope Francis and St. Andrew is identical.

St. Stephen has sufficient capacity to accommodate Areas A-1 and B over the long term without the use of the Port-a-pak. Enrolment at St. Stephen is projected to be 538 (98% utilization) for 2022/23. Over the long term projections indicate that the school will continue to operate between 90% and 100% utilization.

San Marco has sufficient capacity to accommodate the future growth from Area D. Projections indicate that with the added enrolment anticipated from Area D, by 2031, enrolment at the school will be 359 (74% utilization).

As Option 3 will not require any additional portables at Pope Francis, costs associated with this option will be limited to additional transportation requirements. It is estimated that an additional 1-2 school buses will be required to provide service from Areas B and C to St. Stephen and St. Andrew. Option 3 is the least expensive option (same as Option 2), but will result in a greater number of students being redirected to an alternate school.

Option 4

Pope Francis to include Area A, Area B

St. Stephen to include Area A-1

St. Andrew to include Area C

San Marco to include Area D

The short term impact of Option 4 at Pope Francis will be a small reduction of enrolment over the short term. For the 2022/23 school year, enrolment at the school is projected to be 825 students (137% utilization). Over the long term, enrolment at the school is projected to surpass 900 students by 2026, which could require approximately 13-15 portables.

St. Stephen has sufficient capacity to accommodate students from Area A-1. Over the long term, the school is anticipated to operate well under capacity and will not require any use of the existing 10 classroom port-a-pak.

St. Andrew has sufficient capacity to accommodate students from Area C. Projections indicate that with Area C, enrolment for 2022/23 will be 367 (70% utilization). Over the long term, it is projected that St. Andrew will continue to operate under 70% should Option 2 be implemented.

San Marco has sufficient capacity to accommodate the future growth from Area D. Projections indicate that with the added enrolment anticipated from Area D, by 2031, enrolment at the school will be 359 (74% utilization).

Estimated costs to implement Option 4 are greater than Options 2 and 3, but less than Option 1. Immediate costs for option 4 may include 1-3 portables for next year as well as the associated infrastructure (expanded asphalt and upgraded hydro service). Additional transportation vehicles will be required to provide service from Area C to St. Andrew as the existing routes are designed to optimize efficiency by servicing Area B and C together. To split service (Area B to Pope Francis and Area C to St. Andrew) will require 1-2 additional vehicles.

Option 5

Pope Francis to include Area A, Area B and Area C (*Option 1 Alignment*)

St. Stephen to include Area A-1 and Area D AND (*Option 1 Alignment*)

Implementation of an Enrolment Cap at Pope Francis to reduce future enrolment, as detailed below :

1. Effective immediately, Pope Francis will not accept any new registrations in SK-Grade 8.
2. Any new students (SK-8) wishing to enroll from the Pope Francis attendance area will be redirected to St. Stephen, with transportation provided.
 - a. Students who attended Pope Francis for the 2020/21 school year, from within the current attendance area, and who are currently enrolled in online learning at a YCDSB designated 'hub' school, will be eligible to transfer back to Pope Francis for the 2022/23 school year.
3. Effective for the 2022/23 school year, new registrations (JK) at Pope Francis will be limited to 90 Junior Kindergarten students each year.
4. For the 2022/23 school year, a cut off date of March 11, 2022 is established for all JK registrations to be submitted. With confirmation to families by mid April. For future school years, the cut off date shall be March 1.
5. Acceptances will be determined with the following priority and in the following order:
 - a. Incoming JK students with existing siblings in the school from:
 - i. Area A; then
 - ii. Area B; then
 - iii. Area C
 - b. Incoming JK students without existing siblings in the school from:
 - i. Area A; then
 - ii. Area B; then
 - iii. Area C
6. All JK registrations will be sorted as per the groupings in item 5 above and admitted by priority, (i.e. JK registration from Area A, who have siblings in the school, would be considered first). If there are more registrations than available places, acceptance will be determined by lottery in order of priority as outlined in #5.
7. When the total number of JK acceptances reaches 90, all remaining JK students will be redirected to St. Stephen CES with transportation.

An enrolment cap of 90 JK's/year has been proposed on the basis that the school has 6 purpose built kindergarten classrooms. Assuming 30 students/class, the school can accommodate 180 kindergarten students (90 JK and 90 SK).

The impact of Option 5 at Pope Francis will result in a small reduction in enrolment over the short term. For 2022, enrolment at the school is projected to be 869 (144% utilization) and will require approximately 10-12 portables. Additional portable requirements are slightly higher than Option 4.

Over the short term, St. Stephen has sufficient capacity to accommodate students to be redirected from Pope Francis due to the enrolment cap.

Estimated costs to implement Option 5 are similar to Option 4. Option 4 may require 1-3 portables for 2022/23, additional asphalt and upgraded hydro service, as well as 1-2 additional buses to provide transportation service from Area C to St. Andrew.

TRANSPORTATION

The current non-transportation zones for elementary students are 1.2 km (JK-3) and 1.6 km (Gr 4-8) and are outlined on Map 7. Areas B and C are fully outside of the non-transportation zone for any of the schools included in this study. . Students in Areas B and C are eligible for transportation to Pope Francis.

PUBLIC INFORMATION SESSION

A virtual Public Information Session was held on Tuesday February 1, 2022. Local Trustees, Superintendents, Principals, Plant, Planning and Transportation staff participated in the session to discuss and present the purpose of the boundary review and the five boundary review options. The session was live streamed on the Board's YouTube channel with 423 families watching live. A recording of the meeting was made available on the Board's website following the meeting, where it has been viewed an additional 737 times.

As part of the meeting, a link was provided for parents or guardians to ask any questions, offer comments or share any concerns about the options presented. The LRBC Committee presented at the virtual meeting and spent approximately 45 minutes of the 90 minute meeting responding to questions and concerns that came in through the Q&A link.

An electronic feedback form was provided to families following the Public Information Session in order for families to provide their feedback. The form asked families to provide some biographical details (home study area, school of attendance, grades of any children in the home, identification of any pre-school aged children), a preference for the options presented, and to provide additional written comments they wished to provide. The feedback form accepted responses from Tuesday February 1st to Sunday February 6th.

FEEDBACK

A total of 257 responses were received from the feedback from. A table of all responses received is attached as Appendix 5, and is summarized below.

Table 2: Summary of Feedback

Study Area	PREFERRED OPTION						Grand Total
	Option 1	Option 2	Option 3	Option 4	Option 5	No Preference	
Area A	8	25	25	64	8	2	132
Area B	11	0	0	25	14	1	51
Area C	1	0	0	1	4	1	7
St. Andrew CES	1	54	7	0	1	2	65
St. Stephen CES	1	0	0	0	1	0	2
Grand Total	22	79	32	90	28	6	257
% of Total	9%	31%	12%	35%	11%	2%	100%

In reviewing the written feedback, comments vary from area to area. Written responses from Area A respondents identified concerns with the impacts of long term enrolment pressures at the school including additional portable needs, traffic congestion in and around the school and lack of green space should a portion of the play field be paved to increase hard surface play area.

Families from Area B voiced a strong objection to Options 2 and 3. The common theme in written responses was that this area has been in the attendance area since the opening of Pope Francis, and relocating this area to another school should not be considered.

Responses from Area C were fewer, with similar concerns with relocating to an alternate school.

Through the feedback form, 65 responses were received from the St. Andrew community. St. Andrew's Catholic School Council executive also submitted an email under separate cover, advocating for the school. In reviewing the feedback form comments, there were a number of comments from the St. Andrew community that assumed that St. Andrew is proposed to be closed as part of this process.

As identified in the Long Term Accommodation Plan, there is a provincial moratorium on Pupil Accommodation Reviews. Given this moratorium the Long Term Accommodation Plan does not identify any Pupil Accommodation Reviews.

LOCAL BOUNDARY REVIEW RECOMMENDATION

In reviewing the 5 options presented at the Public Information Session, the LBRC agreed that while Option 1 will assist over the long term, there are other options that may mitigate more of the short term enrolment pressures at Pope Francis.

Options 2 and 3 are very similar, with both options proposing to relocate Area B to St. Stephen and Area C to St. Andrew. In reviewing the feedback from families in Area B and C, there was a very strong objection to both Options 2 and 3. The most common theme in the written feedback is that many students and families from Areas B and C is that relocating existing students, many of whom have attended Pope Francis since it opened, should not be considered.

The projected impact of Option 4 and Option 5 on Pope Francis is similar. Both options will result in additional portable requirements over the short term, but less than in Option 1.

After considerable discussion and deliberation, the Local Boundary Review Committee recommends Option 5.

- Pope Francis to include Area A, Area B and Area C
- Redirect Area A-1 and Area D to St. Stephen AND
- Implementation of an Enrolment Cap at Pope Francis

Option 5 will redirect future growth areas from Study Area A-1 and D, mitigating long term pressures at the school. In addition, the implementation of an enrolment cap at Pope Francis will assist in a further reduction of incoming students and provide some limits on annual enrolment increases at the school.

The implementation of Option 5 will result in continued enrolment pressures over the next several years, which will need to be managed through the use of additional portables at Pope Francis. The recommended option minimizes disruption to the existing Pope Francis students and families and proposes to relocate many new families to alternative schools. This option recognizes the potential impact of the new public school in 2024 and minimizes changes to existing families and students. The priority given to Area A in the lottery process, recognizes the proximity of this area to the school and the implication to transporting students who may otherwise not require transportation.

SECONDARY FEEDER ALIGNMENT

The realignment of Area A-1 and Area D to St. Stephen will result in these areas being included in the triple feeder area, permitting students to attend Holy Cross, St. Jean de Brebeuf or Father Bressani. There will be no change to the secondary feeder alignments for Areas A/B (Holy Cross) and Area C (Triple Feeder to Holy Cross, St. Jean de Brebuf and Father Bressani).

The Dual/Triple Feeder Areas are subject to a separate review as indicated in the Long Term Accommodation Plan.

SUMMARY

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

As part of the process, on January 13, 2022 the committee met with the Catholic School Council chairs from the schools involved in the review. A virtual public information session was held on February 1 2022. Following the information session, 257 feedback forms were received.

Members of the LBRC met on February 9, 2022 to discuss feedback from the public and to consider options for recommendations to the Board. The LBRC has attempted to determine an optimal boundary that balances the impact of the short and long term enrolment pressures anticipated at Pope Francis, while minimizing disruption to existing catholic families within the community. With that in mind, the LBRC recommends that **OPTION 5** be approved as presented.

RECOMMENDATION:

THAT OPTION 5 be approved as follows:

Pope Francis to include Area A, Area B and Area C (*Option 1 Alignment*)

St. Stephen to include Area A-1 and Area D AND (*Option 1 Alignment*)

Implementation of an Enrolment Cap at Pope Francis to reduce future enrolment, as detailed below:

8. Effective immediately, Pope Francis will not accept any new registrations in SK-Grade 8.
9. Any new students (SK-8) wishing to enroll from the Pope Francis attendance area will be redirected to St. Stephen, with transportation provided.
 - a. Students who attended Pope Francis for the 2020/21 school year, from within the current attendance area, and who are currently enrolled in online learning at a YCDSB designated 'hub' school, will be eligible to transfer back to Pope Francis for the 2022/23 school year.
10. Effective for the 2022/23 school year, new registrations (JK) at Pope Francis will be limited to 90 Junior Kindergarten students each year.
11. For the 2022/23 school year, a cutoff date of March 11, 2022 is established for all JK registrations to be submitted. With confirmation to families by mid-April. For future school years, the cutoff date shall be March 1.
12. Acceptances will be determined with the following priority and in the following order:
 - a. Incoming JK students with existing siblings in the school from:
 - i. Area A; then
 - ii. Area B; then
 - iii. Area C
 - b. Incoming JK students without existing siblings in the school from:
 - i. Area A; then
 - ii. Area B; then
 - iii. Area C

13. All JK registrations will be sorted as per the groupings in item 5 above and admitted by priority, (i.e. JK registration from Area A, who have siblings in the school, would be considered first). If there are more registrations than available places, acceptance will be determined by lottery in order of priority as outlined in #5.
14. When the total number of JK acceptances reaches 90, all remaining JK students will be redirected to St. Stephen CES with transportation.

ATTACHMENTS

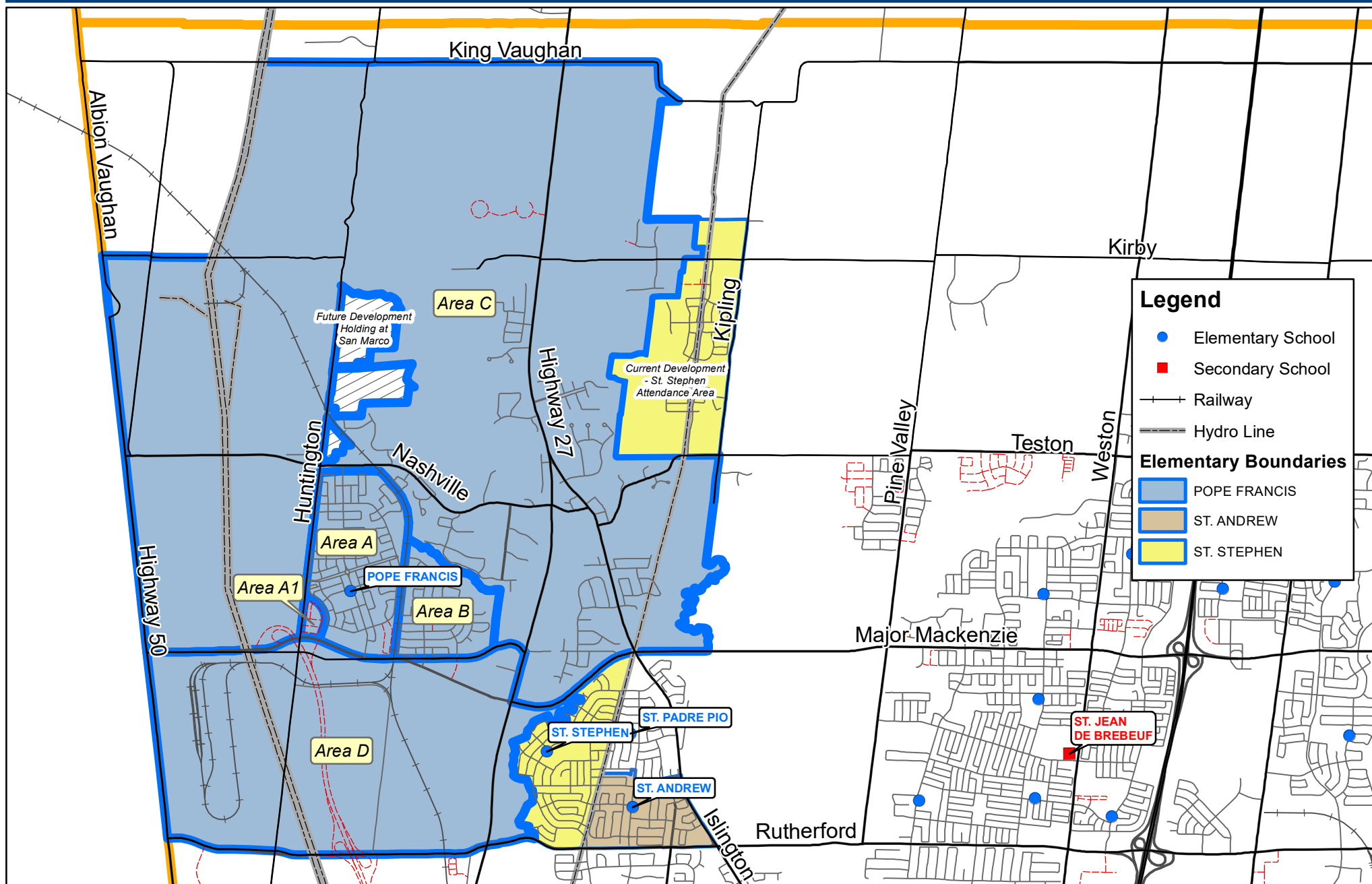
Appendix 1 - [Maps 1-6](#)

Appendix 2 - [Enrolment Projections](#)

Appendix 3 - [Summary of Feedback](#)

Appendix 3i - [Additional Feedback received via email](#)

Prepared by: Adam McDonald, Assistant Manager of Planning Services
Submitted by: Tom Pechkovsky, Coordinating Manager of Planning and Operations
Endorsed by: Domenic Scuglia, Director of Education

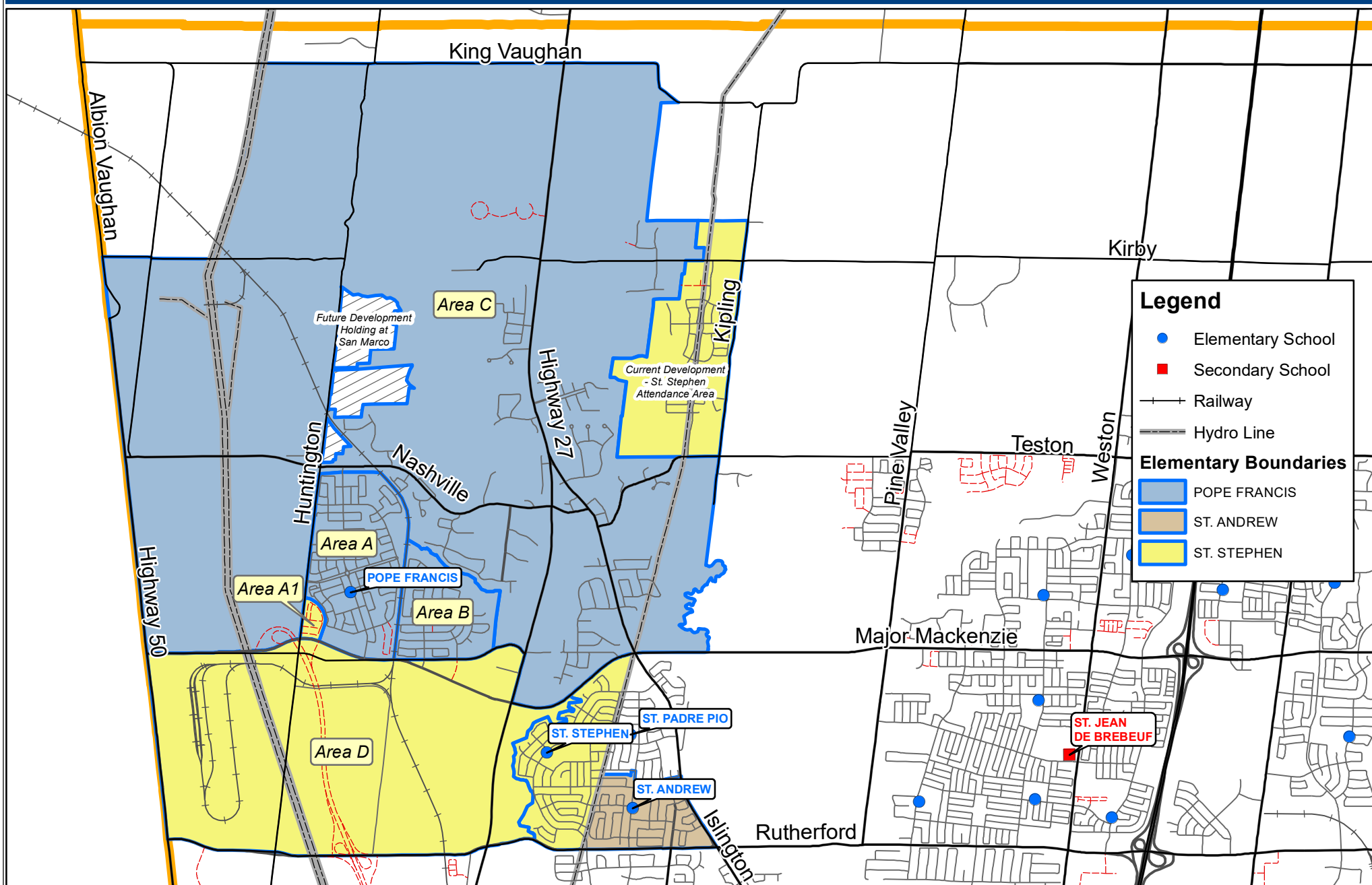


YORK CATHOLIC DISTRICT SCHOOL BOARD

POPE FRANCIS BOUNDARY REVIEW

MAP 2

OPTION 1



Legend

- Elementary School
- Secondary School

- +— Railway
- - - Hydro Line

Elementary Boundaries

- POPE FRANCIS
- ST. ANDREW
- ST. STEPHEN

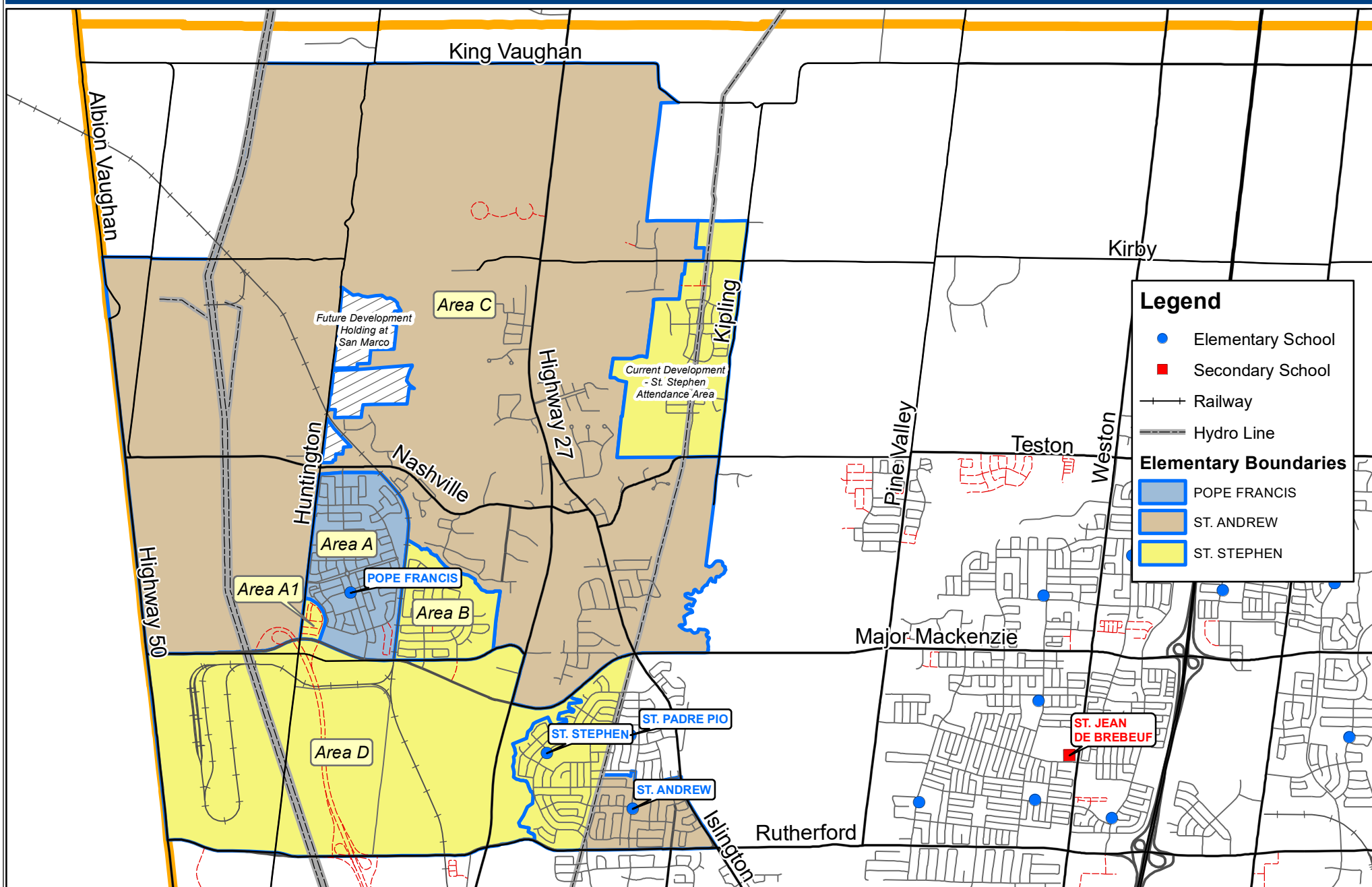


YORK CATHOLIC DISTRICT SCHOOL BOARD

POPE FRANCIS BOUNDARY REVIEW

MAP 3

OPTION 2

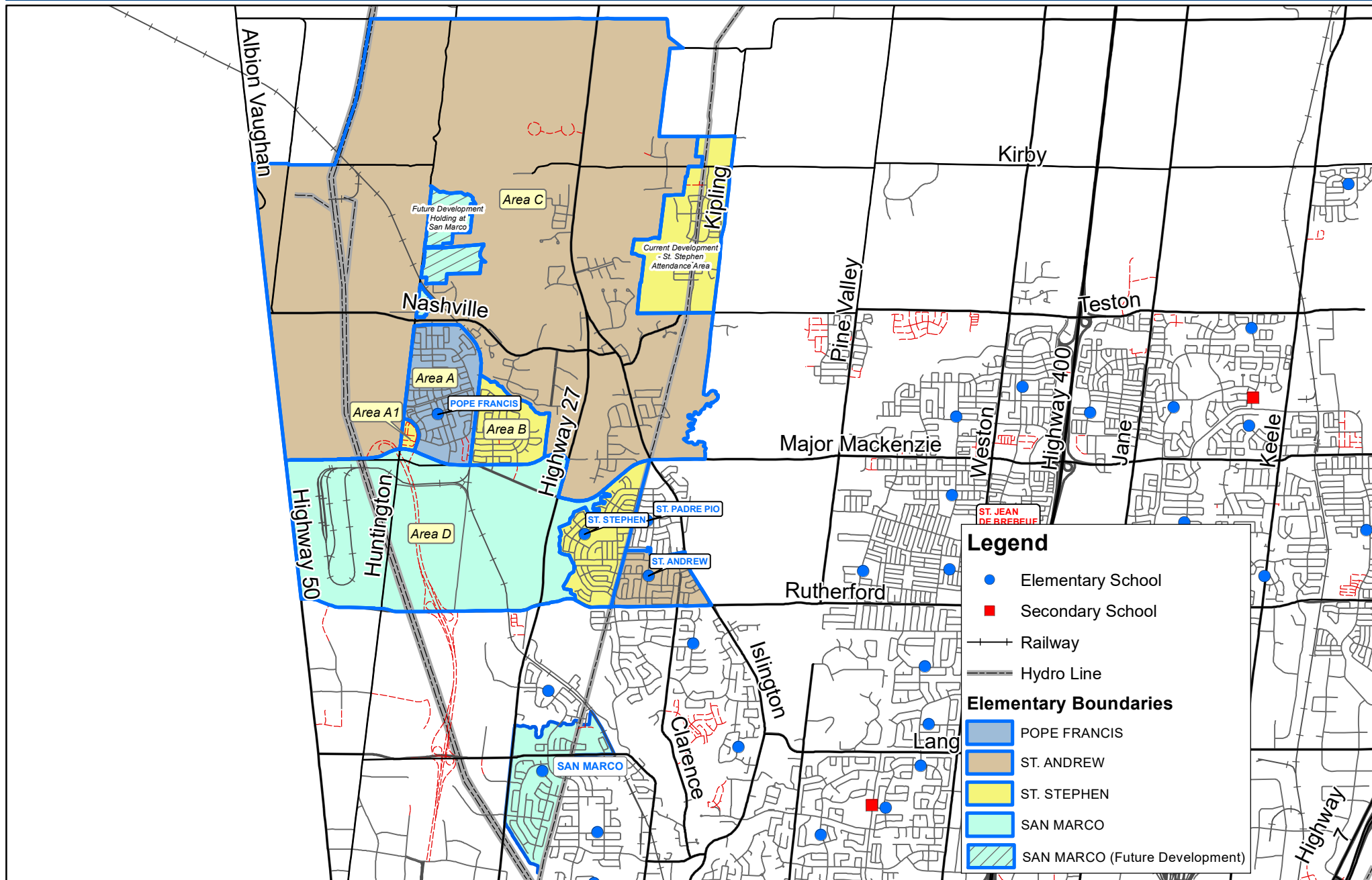


YORK CATHOLIC DISTRICT SCHOOL BOARD

POPE FRANCIS BOUNDARY REVIEW

MAP 4

OPTION 3

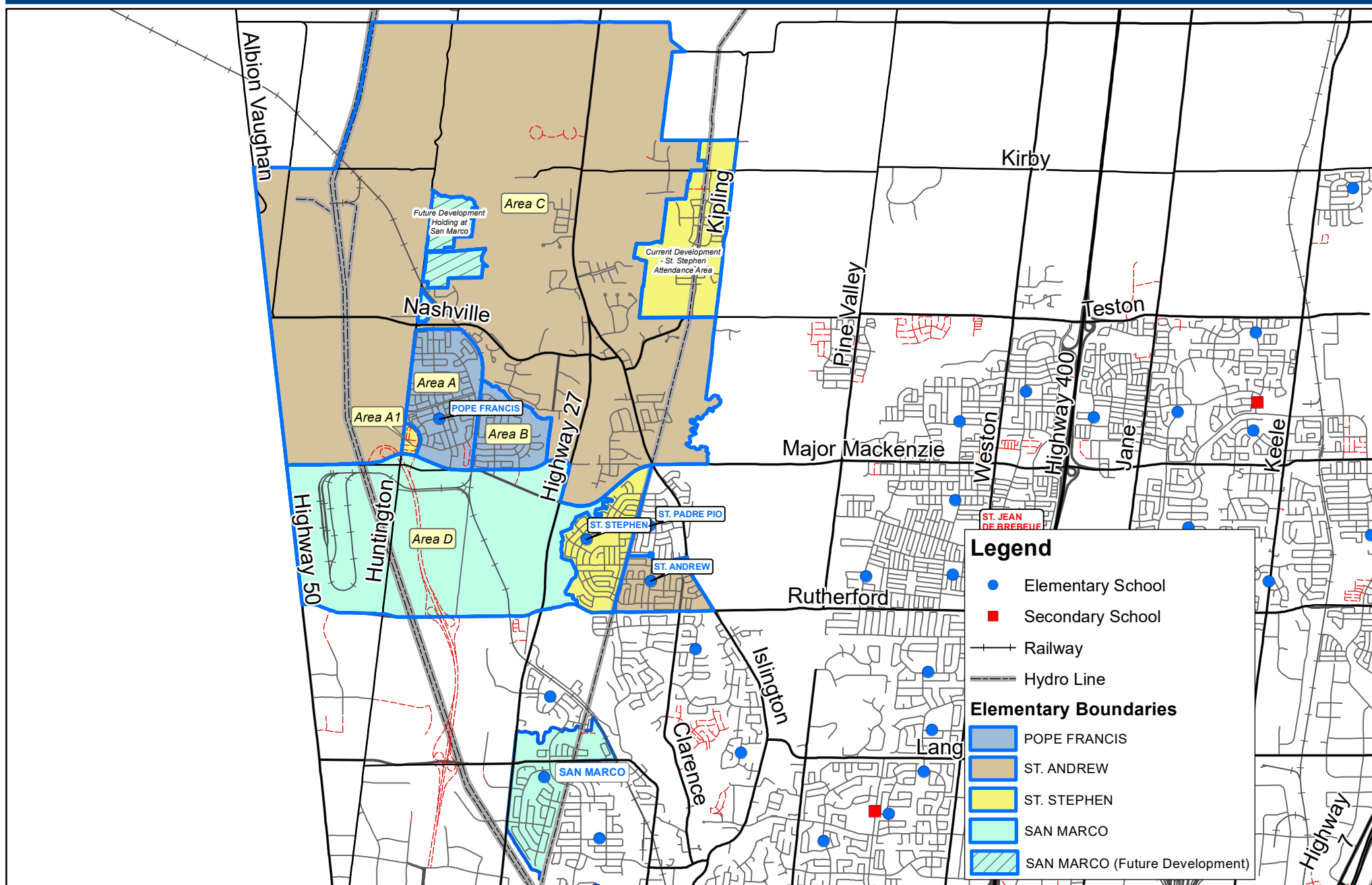


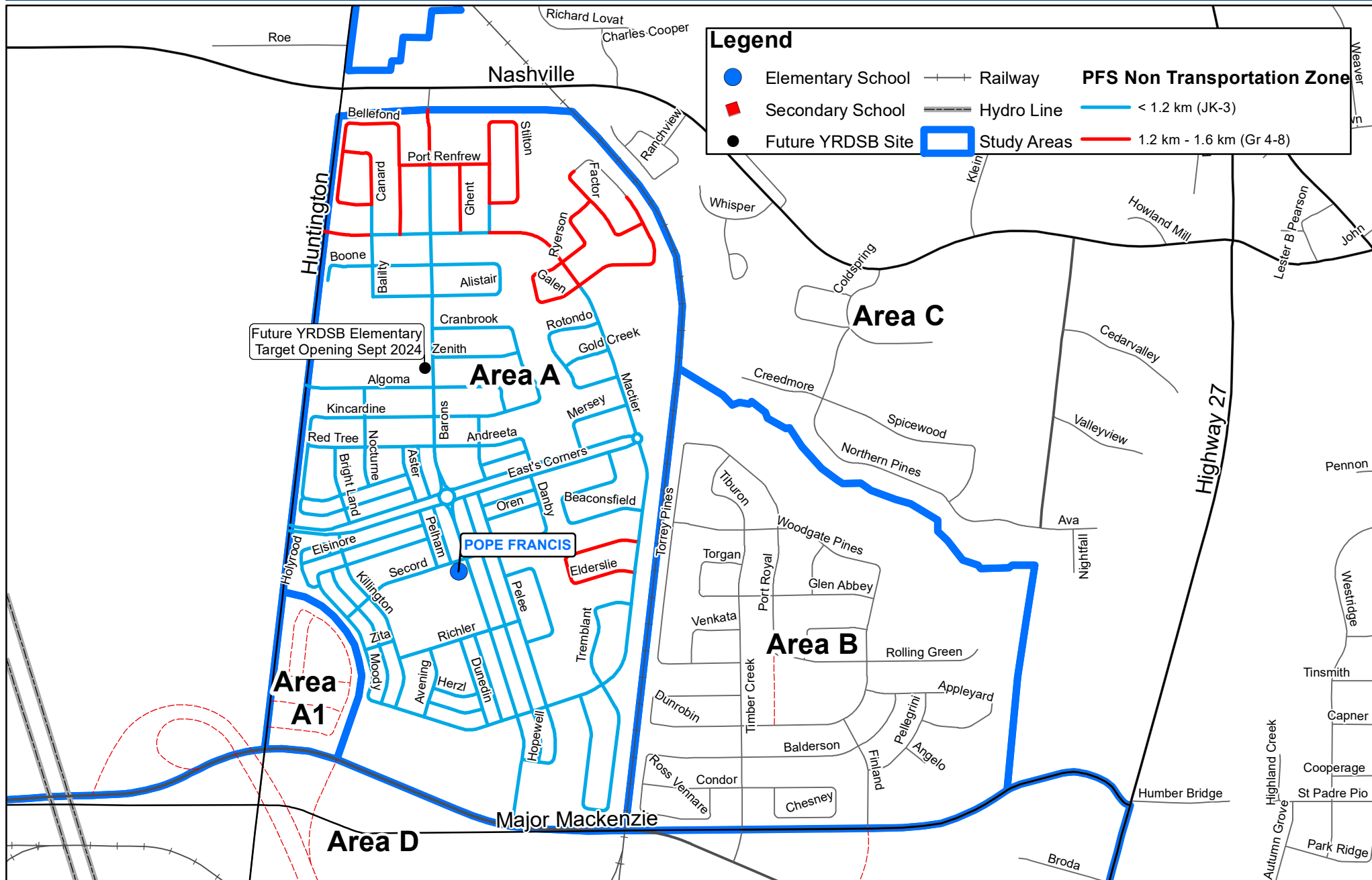
YORK CATHOLIC DISTRICT SCHOOL BOARD

POPE FRANCIS BOUNDARY REVIEW

MAP 5

OPTION 4





CURRENT SITUATION

School / Area	Capacity	Port / Pak	2021 Enrolment ^{1 2}	Projected Enrolment ³									
				2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Pope Francis (Area A)			578	633	666	685	706	739	740	720	705	687	703
Pope Francis (Area B)			160	192	192	192	189	180	185	180	179	176	174
Pope Francis (Area C)			65	88	108	113	122	127	132	127	122	118	112
Pope Francis (Area A-1 and Area D)			0	0	9	22	25	47	77	103	130	161	170
Pope Francis Total	602	9	803	913	975	1,012	1,041	1,094	1,135	1,130	1,136	1,141	1,159
% Utilization			133%	152%	162%	168%	173%	182%	189%	188%	189%	190%	193%
Students Over/Under Capacity			201	311	373	410	439	492	533	528	534	539	557
ESTIMATED Portables Required				13-15	16-18	16-18	19-21	21-24	21-24	21-24	21-24	21-24	21-24

Notes:

¹ 2021 Enrolment As Of October 31, 2021 AND

² All 2021 enrolment totals includes students from the school that are enrolled at an alternate YCDSB school for online learning for the 2021/22 school year

³ All subsequent enrolment projections assume that students attending an online school this year will return to in person learning at their home school for 2022/23

OPTION 1

Relocate Area A-1 and Area D to St. Stephen

School / Area	Capacity	Port / Pak	2021 Enrolment ^{1 2}	Projected Enrolment ³									
				2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Pope Francis (Area A)			578	633	666	685	706	739	740	720	705	687	703
Pope Francis (Area B)			160	192	192	192	189	180	185	180	179	176	174
Pope Francis (Area C)			65	88	108	113	122	127	132	127	122	118	112
Pope Francis (Area A-1 and Area D)			0										
Pope Francis Total	602	9	803	913	965	991	1,017	1,047	1,058	1,027	1,006	980	989
% Utilization			133%	152%	160%	165%	169%	174%	176%	171%	167%	163%	164%
Students Over/Under Capacity			201	311	363	389	415	445	456	425	404	378	387
ESTIMATED Portables Required				13-15	15-17	16-18	18-20	18-20	18-20	18-20	16-18	16-18	16-18
ESTIMATED Portables/Pak Required				14	16	17	19	20	20	19	18	17	17
St. Stephen			374	346	320	314	293	296	304	302	293	300	299
Area A-1 and Area D			0	0	9	22	25	47	77	103	130	161	170
St. Stephen Total	548	10	374	346	329	336	318	343	381	405	423	461	469
% Utilization			48%	63%	60%	61%	58%	63%	70%	74%	77%	84%	86%
Students Over/Under Capacity			-404	-202	-219	-213	-231	-205	-167	-143	-125	-87	-79
ESTIMATED Portables Required				0	0	0	0	0	0	0	0	0	0

OPTION 2

Relocate Area A-1 Area D and Area B to St. Stephen AND
Relocate Area C to St. Andrew

School / Area	Capacity	Port / Pak	2021 Enrolment ^{1,2}	Projected Enrolment ³									
				2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Pope Francis (Area A)			578	633	666	685	706	739	740	720	705	687	703
Pope Francis (Area B)			160										
Pope Francis (Area C)			65										
Pope Francis (Area A-1 and Area D)			0										
Pope Francis Total	602	9	803	633	666	685	706	739	740	720	705	687	703
% Utilization			133%	105%	111%	114%	117%	123%	123%	120%	117%	114%	117%
Students Over/Under Capacity			201	31	64	83	104	137	138	118	103	85	101
ESTIMATED Portables/Pak Required				1-3	2-4	3-5	4-6	6-8	6-8	6-8	3-5	3-5	4-6
St. Stephen			374	346	320	314	293	296	304	302	293	300	299
Pope Francis (Area A-1 and Area D)			0	0	9	22	25	47	77	103	130	161	170
Pope Francis (Area B)			0	192	192	192	189	180	185	180	179	176	174
St. Stephen Total	548	10	374	538	521	528	507	523	566	585	602	637	644
% Utilization			48%	98%	95%	96%	92%	95%	103%	107%	110%	116%	117%
Students Over/Under Capacity			-404	-10	-27	-20	-41	-25	18	37	54	89	96
ESTIMATED Portables/Pak Required				0	0	0	0	0	0-2	0-2	3-5	3-5	4-6
St. Andrew			304	279	269	253	244	226	219	212	200	185	185
Pope Francis (Area C)				88	108	113	122	127	132	127	122	118	112
St. Andrew TOTAL	522	0	304	367	377	366	366	353	351	339	322	303	297
% Utilization			58%	70%	72%	70%	70%	68%	67%	65%	62%	58%	57%
Students Over/Under Capacity			-218	-155	-145	-156	-156	-169	-171	-183	-200	-219	-225
ESTIMATED Portables/Pak Required				0	0	0	0	0	0	0	0	0	0

OPTION 3

Relocate Area A-1 AND Area B to St. Stephen AND
Relocate Area C to St. Andrew AND Relocate Area D to San Marco

School / Area	Capacity	Port / Pak	2021 Enrolment ^{1 2}	Projected Enrolment ³									
				2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Pope Francis (Area A)			578	633	666	685	706	739	740	720	705	687	703
Pope Francis (Area B)			160										
Pope Francis (Area C)			65										
Pope Francis (Area A-1 and Area D)			0										
Pope Francis Total	602	9	803	633	666	685	706	739	740	720	705	687	703
% Utilization			133%	105%	111%	114%	117%	123%	123%	120%	117%	114%	117%
Students Over/Under Capacity			201	31	64	83	104	137	138	118	103	85	101
ESTIMATED Portables/Pak Required				0-2	3-5	3-5	3-5	6-8	6-8	6-8	3-5	3-5	4-6
St. Stephen			374	346	320	314	293	296	304	302	293	300	299
Pope Francis (Area A-1)			0	0	9	22	25	28	36	40	40	39	41
Pope Francis (Area B)			0	192	192	192	189	180	185	180	179	176	174
St. Stephen Total	548	10	374	538	521	528	507	505	525	522	511	515	515
% Utilization			48%	98%	95%	96%	92%	92%	96%	95%	93%	94%	94%
Students Over/Under Capacity			-174	-10	-27	-20	-41	-43	-23	-26	-37	-33	-33
ESTIMATED Portables/Pak Required				0	0	0	0	0	0	0	0	0	0
St. Andrew			304	279	269	253	244	226	219	212	200	185	185
Pope Francis (Area C)			0	88	108	113	122	127	132	127	122	118	112
St. Andrew TOTAL	522	0	304	367	377	366	366	353	351	339	322	303	297
% Utilization			58%	70%	72%	70%	70%	68%	67%	65%	62%	58%	57%
Students Over/Under Capacity			-218	-155	-145	-156	-156	-169	-171	-183	-200	-219	-225
ESTIMATED Portables/Pak Required				0	0	0	0	0	0	0	0	0	0
San Marco			282	272	275	277	268	255	242	227	225	226	230
Pope Francis (Area D)			0	0	0	0	0	19	41	63	90	122	129
San Marco Total	487	0	282	272	275	277	268	274	283	290	315	348	359
% Utilization			58%	56%	56%	57%	55%	56%	58%	60%	65%	72%	74%
Students Over/Under Capacity			-205	-215	-212	-210	-219	-214	-204	-197	-172	-139	-128
ESTIMATED Portables/Pak Required				0	0	0	0	0	0	0	0	0	0

OPTION 4

Relocate Area A-1 to St. Stephen AND
Relocate Area C to St. Andrew AND Relocate Area D to San Marco

School / Area	Capacity	Port / Pak	2021 Enrolment ^{1,2}	Projected Enrolment ³									
				2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Pope Francis (Area A)			578	633	666	685	706	739	740	720	705	687	703
Pope Francis (Area B)			160	192	192	192	189	180	185	180	179	176	174
Pope Francis (Area C)			65										
Pope Francis (Area A-1 and Area D)			0										
Pope Francis Total	602	9	803	825	858	877	895	920	925	901	884	862	878
% Utilization			133%	137%	142%	146%	149%	153%	154%	150%	147%	143%	146%
Students Over/Under Capacity			201	223	256	275	293	318	323	299	282	260	276
ESTIMATED PORTABLES Required				10-12	10-12	13-15	13-15	13-15	13-15	13-15	13-15	10-12	13-15
ESTIMATED Portables/Pak Required				10	12	12	13	14	15	13	13	12	12
St. Stephen			374	346	320	314	293	296	304	302	293	300	299
Pope Francis (Area A-1)			0	0	9	22	25	28	36	40	40	39	41
St. Stephen Total	548	10	374	346	329	336	318	324	340	342	333	339	340
% Utilization			48%	63%	60%	61%	58%	59%	62%	62%	61%	62%	62%
Students Over/Under Capacity			-174	-202	-219	-213	-231	-224	-208	-206	-215	-209	-208
ESTIMATED Portables/Pak Required				0	0	0	0	0	1	2	1	1	0
St. Andrew			304	279	269	253	244	226	219	212	200	185	185
Pope Francis (Area C)				88	108	113	122	127	132	127	122	118	112
St. Andrew TOTAL	522	0	304	367	377	366	366	353	351	339	322	303	297
% Utilization			58%	70%	72%	70%	70%	68%	67%	65%	62%	58%	57%
Students Over/Under Capacity			-218	-155	-145	-156	-156	-169	-171	-183	-200	-219	-225
ESTIMATED Portables/Pak Required				0	0	0	0	0	0	0	0	0	0
San Marco			282	272	275	277	268	255	242	227	225	226	230
Pope Francis (Area D)			0	0	0	0	0	19	41	63	90	122	129
San Marco Total	487	0	282	272	275	277	268	274	283	290	315	348	359
% Utilization			58%	56%	56%	57%	55%	56%	58%	60%	65%	72%	74%
Students Over/Under Capacity			-205	-215	-212	-210	-219	-214	-204	-197	-172	-139	-128
ESTIMATED Portables/Pak Required				0	0	0	0	0	0	0	0	0	0

OPTION 5

**Option 1 Alignment AND
Enrolment Cap at 90 JKs / year at Pope Francis**

School / Area	Capacity	Port / Pak	2021 Enrolment ^{1 2}	Projected Enrolment ³									
				2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Pope Francis	602	9	803	869	897	912	925	961	987	974	963	951	964
% Utilization			133%	144%	149%	151%	154%	160%	164%	162%	160%	158%	160%
Students Over/Under Capacity			201	267	295	310	323	359	385	372	361	349	362
ESTIMATED PORTABLES Required				10-12	13-15	13-15	13-15	16-18	16-18	16-18	16-18	16-18	16-18
St. Stephen			374	346	320	314	293	296	304	302	293	300	299
Area A-1 and D				0	9	22	25	47	77	103	130	161	170
Overflow from Pope Francis			0	44	78	100	116	133	148	156	173	190	195
St. Stephen Total	548	10	374	390	407	436	434	476	529	561	595	652	665
% Utilization			48%	71%	74%	80%	79%	87%	97%	102%	109%	119%	121%
Students Over/Under Capacity			-174	-158	-141	-112	-114	-72	-19	13	47	104	117
ESTIMATED Portables/Pak Required				0	0	0	0	0	0	1-3	1-3	4-6	4-6

ID	Which Study Area do you live in?	Of the 5 options presented, which option do you prefer?	Please provide any additional comment / concerns
1	Area A	Option 4	AREA A should definitely have priority to stay at Pope Francis before any of the other areas!!
2	Area C	Option 5	
3	Area B	Option 5	I strongly believe it is the responsibility of parents, board members and administrators to consider the mental health of students in their decision making. The current group of children being considered for movement are unlike any other in history. They have endured more stress to their mental health than any generation before them. I strongly believe that at all costs these children should be left unmoved. A school change, where many will be seperated from their friends and teachers will have significant long term effects. I believe any option that includes the movement of existing students would be a mistake we may not know the ramifications of for years to come. This is a boundary review like no other. In the current circumstances and I urge you to treat it as such. Do not move ANY existing students!
4	Area A	Option 1	It is hard to please everyone...great job tonight. Pope Francis has a wonderful reputation- we all want our children to go there. I do think Area A should have priority.
5	Area C	Option 5	All I ask is that we please take into consideration at the OUTMOST importance what these children have been through during these unprecedented times. Now to ask them to leave friends. Leave the area of normalcy that has had them grounded through friends, social interaction and teacher relationships would break them Social interaction and grounded relationships is the foundation in which these children stand Please do not pull the rug from under them Keep them grounded with whatever ground they have left Thank you very much
6	Area B	No Preference	You said you allow children that started at pope Francis to attend the school even after they moved to nobelton and they still attend the school but yet we live on the east side and you want is to relocate our daughter to another school how does that even make any sense to you. Their are options to add space to the school weather it would be through additions to the existing school or positioning portables a certain way to not obstruct the view of teachers on duty and not take up space on the play grounds. With someone that has invested in the vaghan area their are options in to accommodate a growing school. Sorry but we don't need to wait last minute to figure things and give the young kids anxiety they have dealt with enough over the past 2 years as this whole situation has been mismanaged as usual by government officials
7	Area A	Option 3	
8	Area A	Option 3	I'm concerned with the number of the potential of increases in the portables as it takes away from the play area for the children. I believe relocation is important to keep the school from having to expand on the premises and taking away from the children's play time and controlling the population in the school. The goal isn't to burst at the seams especially if there are neighbouring schools that can accommodate. I'm concerned that people have moved out of the neighbourhood and because annual reviews of the residents isn't done, we have people coming from other neighbourhood as a result and it contributing to the overpopulation of the school. Although its great to take everyone in , its not the idea to just keep taking. There are issues with parking and traffic and keeping with the current trend will just congest our neighbourhood more, creating issues like accidents. We are clearly already over capacity and Option 3 seems the best to control the population.
9	Area A	Option 3	This is a very challenging decision, but one that will impact all students. It would be ideal to keep the existing students at Pope Francis, but the overcapacity issue does not provide a healthy environment for our student's either. Kindergarten students without guided reading for lack of resources, no space to play, and unsafe driving conditions before and after school (we all know it is a disaster waiting to happen!). Placing more portables at the school should not be an option. It is wasteful and damaging to our green space. Given that we have amazing schools with available capacity waiting within an 8km radius, we have to be prepared to make the difficult decision. I know this will be challenging for students and parents to understand, but continuing to add portables, damage the school land and overflow an already crowded school is not right either.
10	Area A	Option 1	
11	Area A	Option 2	Option 2, as you said provides the greatest enrolment relief short and long term. This provides a safer environment for kids to have safe outdoor space, where teachers have the best sight line of them, without extra portables being in the way. There is more space for the children to play on hard surfaces, no need for children to play on city space (which is a liability in its own right) and continue to be able to use the soccer field as it was intended to be used. The surrounding schools can accommodate the surplus, without any resources being needed by the board to create more room for these students, as you had mentioned that there are schools with vacant portables for 4 years now. The only resource required would be transportation. Looking at the options, option 2 creates the greatest relief of enrolment, safest school setting and least financial cost for the board.
12	Area A	Option 3	I live a street away from the school. It is extremely frustrating to think that my youngest child may have to go to a different school than my eldest when the time comes to register him for jk if there isn't room. It is my opinion that the school should service the immediate local area.
13	Area B	Option 5	My children have been attending this school for 5 years, they have established strong connections with teachers, office staff and have developed strong friendships with fellow students. I do believe by making this change it will impede on their education and will have a negative impact on their mental health. Our eldest is half way into his grade 7 yr and to move to a different school is not ideal as he would have one more year before going to high school. This will have a negative IMPACT. My grade 4 son depends on his older brother to walk to the bus stop to and from school, they need to CONTINUE with this and can't be separated. He will also have a very difficult time transitioning to another school and even harder time knowing his older sibling will be with him for 1 year and the fear of being alone. We have friends near the school and if need be are there if in case my kids need to go there after school. This will impede on my kids after school arrangement The mental well being of these students should be top priority and the fact they have committed to this school from the start the schoolboard should in turn be committed to the wellbeing of these students
14	Area B	Option 4	The existing students and their siblings should be treated as a priority. Eliminate the daycare, it does not support your students needs and occupies too much real estate. Student needs should be prioritized over the greater community needs. Area B is being treated as though it is a great distance from the school and it is not. In fact, geographically, it is CLOSER to the school than the northern part of Area A. Why would these students be treated as though they live a great distance from the school? Covid has created substantial mental health (and physical health) issues. Displacing existing Pope Francis students exacerbates this. These students have developed a 2nd home in their academic community, it would be tremendously unfair to further erode their mental health and wellbeing. Option #4 addresses the immediate capacity concerns, maintains the majority of the existing students enrolled in the school and allows for flexibility if enrollment changes due to the public school build. My preference is option #4, followed by option #5, in both of these scenarios the students closest in geographic proximity to the school would remain at Pope Francis. These students will be able to continue fostering and nurturing the relationships they have developed, helping to minimize mental health impacts due to covid-19. My child is in JK, an aspect of the full day kindergarten program is that the students have the same teacher and classroom for the entirety of their kindergarten program. This helps the students adjust and develop within their academic program and provides them with stability. If he was moved out of the school boundary, in addition to the mental health stress introduced by covid-19, he would also suffer from the interruption of his kindergarten program. As a suggestion to the concern raised regarding crowding and vehicular traffic; is it possible to consider staggered start time for different grades/cohorts, etc?
15	Area A	Option 2	We are a family who lives in Area A. We have lived in this area for 6 years. We have 3 children. 1 is beginning JK in September 2022. We would NOT appreciate having a cap placed on the school. When you live in an area and have multiple children, you would assume you can attend the school in the area. We have to think of the FUTURE of the school and not just the current families who attend right now but will be gone in a few years. Having 16-20 portables is NOT feasible, safe, or advantageous in any way. How many other elementary schools in YCDSB have 16-20 portables? Area A is a YOUNG area with YOUNG families. The daycare attached to the school is FULL with preschool-aged children hoping to attend Pope Francis. We cannot simply think of the current students. The future of Area A is within the preschool & baby age-range. It would be shameful for all these children born from 2018 onwards to not receive a place in their home school.
16	Area A	Option 2	We are a young family with 3 children set to begin school in 2022, 2024, and 2026. We want to be able to attend the school in our area with no caps! The future of the school needs to be considered and having 16-20 portables is not feasible, safe, or advantageous.
17	Area B	Option 5	I am very concerned with YCDB to even consider moving my Children and other children from current school because of poor planning from school board, we were promised and assured when we moved to kleinburg on Timber Creek blvd by schools board that a catholic school was being build in future, that plan was canceled and now considering moving our kids and other to other schools is absolutely not acceptable. My kids have been at Pope Francis for 6 years now and asking to leave and their friends to leave school will have a huge impact on their wellbeing , our kids don't need more stress and disruption in their live specially after two years of Covid pandemic. Pope Francis is and has been part of our lives for the past 6 years, the staff , the management, the kids and parents friendship , taking that away from us children and parents is absolutely not fair . We love our school, we love our community, we love the teachers and we would like to stay and continue where we are. I urge the board to make the right decision not based on financial aspects but on how it will impact our children wellbeing, after all we are work hard to provide our children a great environment at home and school.

ID	Which Study Area do you live in?	Of the 5 options presented, which option do you prefer?	Please provide any additional comment / concerns
18	Area B	Option 5	I believe option 5 is fair for all existing students and future students , it's not fair for my daughter to be moved to another school she been at pope Francis since 2016 . My son has the worse school experience ever . Never had field trips, Halloween party , Christmas concerts . In Jan 2020 teachers strikes followed by pandemic for two years and now moving to another school . People in Area B were told catholic school will be build in our area and we called the ministry at the time and we're told that the board holding the spot and that's walking distance from our homes , now our kids will be moved away 20-25 min drive . The daycare is not big enough for all the infant in the area , my son was on the waiting list for two years .they called me April 2021 and that was too late for me to move my son to another daycare because he will start school in sep 2021 . We been through the past two years , we bought our house based on false info , our kids been through a lot already , they need and deserve to be happy and be with their friends not put in this situation . I hope the board take into consideration these kids and their families because they not just numbers . These are kids that love their friends and they are human .
19	Area A	Option 3	Good Morning, thank you for the presentation yesterday. I strongly feel that children in Area A should have first priority to go to Pope Francis as it is the home school IN the community. It is illogical to bus children in a community to ANOTHER area to go to school when current students are being bussed INTO the community to go to Pope Francis. I believe Option 3 gives Area A the best chance for consistency and community inclusion. Option 3 also has the least amount of projected portables which is a financial gain and environmental gain; it is a win-win. This way the children of Pope Francis have safe and ample green space and hard top to play while outside. My child has been part of Area A as he was born here and went to daycare here. It is a terrible inconvenience to push my child into an alternate school via a bus. I do not want my child on a bus, we walk to daycare. He will walk to school. Most children who live in the area already walk to school. Option 3 would also make drop off and pick up safer for children as it will alleviate A LOT of traffic that is currently suffocating our neighbourhood. I know moving students who are already enrolled in Pope Francis will be challenging; a phased out move would be a suggestion. Any children in grades 7 and 8 can stay at Pope Francis until graduation. Area A has lots of young children and I strongly believe they should have first priority to go to Pope Francis.
20	Area A	Option 4	
21	Area A	Option 3	<p>On 'Page 8' of the informational package that was provided to us, there are two very important objectives:</p> <p>#2. Minimize unnecessary bussing</p> <p>#5. Maximize the use of all permanent school facilities to minimize portable placement</p> <p>I am unsure as to why we would continue to accommodate students from areas that take 20+ minutes to bus/ commute into our neighborhood, when they have schools like St. Stephens just a few moments away.</p> <p>My son has been attending Fun on the Run daycare located inside PFS since he was the age of one. My decision in sending him to daycare at that location was directly linked to the fact that he would be growing up with the children he would eventually attend kindergarten with. We also live on a street where all of our neighbors and their kids have become extremely close during the pandemic to the point that they see their friends (our neighbors) more than family.</p> <p>All of our neighbors' older children attend PFS, we have planned for the older kids to help walk our children to and from school when the time comes for them to attend. The mere possibility that our children who will be going into kindergarten in 2023 may not be able to attend their neighborhood school that is within walking distance of our homes is absolutely absurd.</p> <p>If this community is going to grow together, we need to focus on the families that chose to live within its boundaries. If option #3 is chosen, we would see the positive effects in the reduction of vehicle congestion around the school as well as more space for our children to play without mass amounts of portable classrooms that leave the playground looking like a trailer park.</p> <p>I empathize with the families that may have to uproot their children in the case that they need to relocate to new schools, however, they have always had the option to send their children to a closer school within their own neighborhood. We however do not have ANY convenient schools in our area at this moment other than PFS.</p> <p>I kindly ask that you take all of these key points into consideration when making your decision. Thank you.</p>
22	Area A	Option 2	
23	Area A	Option 3	<p>As both a parent and educator, I know it's difficult to have students leave a school community, especially one that they have become acquainted to. I certainly empathize with the children and families. But, the other local schools are under capacity and can accommodate more students. I feel all resources/school buildings should be utilized to accommodate the projected student growth/enrollment. I do not think having a school with well over 18 portables is sustainable. We pay relatively high taxes in this community, supporting the Catholic School system, and I would prefer that my child is not in a portable for the WHOLE duration of time at Pope Francis. Unfortunately, that will be the case if boundaries are not revised. Traditionally, portables are temporary options and a common classroom space for Junior grades. At this rate, the vast majority of students will be in a portable for the whole duration of time at Pope Francis. That is not fair to students or educators. I worry about supervision duties, especially during inclement weather days. How will a teacher supervise the portables? A Very challenging feat since classes are not along a single hall corridor, like in building. I can attest to this because I am a teacher, and I know the challenges of going from one portable to another to ensure proper supervision and the safety of students.</p> <p>Children's mental and physical health/well-being is at the cornerstone for many decisions. Reducing the space for outdoor breaks and activities is worrisome to me. To have a playground literally reduced to half it's capacity/square footage will likely cause more frustration among children, limiting their movement and ability to play organized sport. Green space and the field is essential for this. I can assure you that an increase of injuries will occur. It's an inevitable outcome--if you have 900+ students segregated in a very small space to play and re-charge for recess.</p> <p>I express my concerns because I am both a parent and educator. I have a lot of experience in education and I hope this decision is made in such a matter that it benefits the community as a whole. Regardless, the outcome, there are very good local schools that can accommodate students. All resources/schools should be utilized to ensure that children can learn in a safe school environment.</p> <p>Thank you Kindly</p>
24	Area A	Option 3	
25	Area B	Option 5	My children have had a really challenging time over the course of the pandemic. Our family is dealing with the leukemia diagnosis of my youngest child, and my kids are currently online to protect her. They are miserable, and can't wait to return (fully vaccinated) in September. If you move them to St.Stephen's, they will be separated from their best friends who unfortunately would not be moving along with them. My eldest, who is seriously struggling with anxiety and depression, would be the only one in her friend group to have to leave. I am not prepared to deal with the mental health break that is on the horizon if you move forward with options 2 or 3. I beg of you, please do not move forward with these options.
26	Area B	Option 1	Options 4 and 5 are our second and third choice respectively
27	Area B	Option 5	My concern is that the board should make the existing students remain at Pope Francis because the kids has been through a lot with COVID, so for them to switch schools it will be damaging to alot of kids ,I have 4 kids at Pope Francis, I know a fact that my kids don't want to switch schools because we just arrived at the school in September. My son had a hard time adjusting , now he is making friends for him to go to a new school will devastating to him not only him but the rest of my kids
28	Area B	Option 5	<p>Options 2 and 3 will cause real and serious mental health issues for my children if they are asked to leave. My oldest is saying that she hates life and feels alone in the world. Options 2 and 3 will cause her to be separated from ALL her friends. Now is not the time to ask kids to adapt to more change. If the well being of our kids is the Board's top priority, then they should veto any options that involve current students to move out. Paving some grass seems like a reasonable solution to adding portables. In our province, where the weather is often shutting down the field anyways, I hardly see paving over it as a major problem. Kids can go play soccer in Sonoma Heights if that's what anyone is worried about.</p> <p>I am also quite frustrated about having the new 427 access on Major Mackenzie rendered useless to me. Many of us parents use the before and after school program, and don't appreciate having to inconveniently reroute east, when we have new and convenient highway right here. We have put up with a lot of construction, and now that we can reap the benefits of it, you want me to travel away from it. I have a real issue with that.</p>
29	Area A	Option 3	
30	Area A	Option 1	I will have to quit my job if my children do not get into Pope Francis which is beside our home
31	Area A	Option 2	Accommodating area A should be a priority
32	Area B	Option 4	The children have endured enough change and uncertainty over the past 2 years. They need stability, familiarity and a sense of community. Moving them will only contribute to their anxiety and depression. Please really consider what is best for the children - logistics should not be the deciding factor here. We need to put these kids' needs first.
33	Area A	No Preference	In the meeting it was mentioned that there are "Portapacks" being unused for over 4 years in one of the schools. Currently PopeFrancis has 9 "portables". Can the portapacks be used in Pope Francis built with access directly to the school so that the children that are in portables do not have to walk through the schoolyard to get into the school to use the washroom etc? Currently the kids that are using the portables at Pope Francis have to walk through the yard into the school and up to the second floor washrooms.
34	Area A	Option 1	
35	Area A	Option 3	I am concerned that my daughter who lives walking distance to PFS will have to be bussed out of the area due to an enrolment cap. Option 3 best protects families that live in the PFS area.
36	Area A	Option 4	
37	Area A	Option 4	
38	Area A	Option 4	I am a student and want to continue to go to school with my friends I was remote learning for a year and a half and don't want to lose those connections I have been able to rekindle due to the pandemic
39	Area A	Option 5	
40	Area A	Option 3	My family purchased in this subdivision due to the fact that there was a catholic school built within the community. Option 5 could potentially mean that my child will not be able to attend school within our own community, where she has already made many friends. We have many neighbours who we are very close with whose children already attend Pope Francis. She would be forced to take a bus to a different community and school. It would be a shame if we were forced to attend a different school when we have a school within walking distance of our home. There would be students being bussed into the subdivision to attend Pope Francis and students being bussed out of the subdivision to attend another school.
41	Area A	Option 3	

ID	Which Study Area do you live in?	Of the 5 options presented, which option do you prefer?	Please provide any additional comment / concerns
42	Area B	Option 4	<p>As a parent of a grade-1 student who currently attends Pope Francis CES and resides on Dunrobin Crescent in Kleinburg (Area B), I purchased our home primarily because Pope Francis CES is ranked 4th best Catholic School in Vaughan, as well as with the understanding due to proximity to my home, it would be my son's elementary school until he graduates to secondary school, ensuring no social or educational disruptions would occur.</p> <p>The proposed new boundary school (St. Stephen CES in Kleinburg) is 6 km, a 10-minute drive vs. the current school (Pope Francis CES) 1 km, a 2-minute drive. How can the students be moved to a "new boundary" school that's significantly further away from their current school/home?</p> <p>It is also my understanding that Pope Francis CES currently has students enrolled that would be considered outside of the current "boundary" due to their residence being in the Woodbridge or Bolton areas, and are being bussed in or dropped off by car. Wouldn't it be logical to have these students be first on the list to be moved to a school within their proper "boundary"?</p> <p>The new proposed school (St. Stephen CES) would require students in Area B to be bused due to the extended distance. Adding buses would certainly result in an increased cost for the school board (that would be passed onto taxpayers). In addition, with the recent bus driver shortage situation, the board would certainly have issues procuring additional bus drivers</p> <p>For the past 2-years, during the Covid-19 pandemic, children have had their lives disrupted significantly. The uncertainty of having online or in-person learning that seemingly changed monthly during parts of the pandemic, the increased screen time, lack of physical activity, reduced time with family and friends, increased anxiety and mental health issues, lack of additional academic support when needed, reduced trust in the system, etc.</p> <p>Based on my above points, I strongly feel that uprooting current students to a new boundary that is logically and geographically outside of their proper boundary based on where we reside now that they are finally regaining some sense of normalcy, could lead to further mental health issues, due to missing friends, the stress of making new friends, different teachers and a lack of a comfortable/familiar learning environment.</p> <p>Considering the above, I ask that the Board please remove Options 2 & 3 from deliberation in this current Boundary Review Process.</p> <p>I'm in support of Options 4 or 5.</p>
43	Area A	Option 2	<p>I would like to ensure our feedback is taken into account as the decision made here will impact the way our children will grow and interact in the years to come. It makes no sense to continue keeping an influx of students into Pope Francis when we have other schools with full capacity to accommodate these students. Opening up the school to other areas in 2018 was a huge mistake. Hopefully the board makes the right decision this time around. Continuing to limit the already small space to place portables makes no sense. Limiting the size of the field makes no sense, continue to open the school and keep the current capacity makes no sense. The decision of leaving the boundaries open does not make any financial sense either, why don't we rather redirect any planned spending on these portables (option 1 and option 4 and 5) to our own school rather than putting more pressure on the limited space we already have. I ask the board to make the right decision this time and think not only on the financials but also in the future of our kids</p>
44	Area A	Option 1	
45	Area B	Option 4	<p>Area A and B are communities that were built around Pope Francis CES, majority of our children have been attending since the beginning. Surrounding communities C,D, etc should not be allowed to attend Pope Francis due to its current and future population. Let's go back to the original boundary and defer any further boundary changes until Area A-1 is complete and the Public school opens in 2024. Note: Our children only moved from Pope Francis due to the PACE program, this is our home school and would like to keep it that way.</p>
46	Area A	Option 4	
47	Area A	Option 4	
48	Area A	Option 2	<p>I would prefer option B or C. I do not want to see the outdoor area full of portables. Keep play space for the children. Maintain sight lines for everyone's safety.</p>
49	Area A	Option 4	<p>Area A should have priority over any other area due to proximity. I also don't believe the someone who live in Area A may not be able to register their child at Pope Francis because someone from let's say area B has a sibling is fair.</p> <p>When new registrations come in, screen for area A for priority.</p>
50	Area A	Option 1	<p>Please pick Option A! No transferring students, the thought alone is upsetting.</p>
51	Area A	Option 5	<p>We have been a part of PFS since its 2nd year being open. This affects our girls and their friends as many of them are in area B and C. I support existing students and their families to have priority to stay.</p>
52	Area A	Option 3	
53	Area A	Option 5	
54	Area A	Option 5	
55	Area B	Option 1	<p>Don't move existing students. They've been through enough with covid.</p>
56	Area B	Option 1	
57	Area A	Option 3	<p>There is only so much a school can physically grow and the addition of portables is not only an eyesore for our neighborhood but they have reduced the playground area. Just imagining that more will be added because of never ending enrollment will make the grounds look like a shipping container site. The portables is a band aid solution and once the boundaries are redefined, they should be taken away so the only classrooms are within the building, not outside</p>
58	Area C	Option 5	<p>Option 5 is best for the current student body attending Pope Francis. My children have attended Pope Francis since JK. My daughter started her first day of JK at Pope Francis the day the school first opened. To have to rip them away from friends they've had since they were 4 years old and from teachers they've grown to love and care for is unacceptable. Capping enrolment and allowing current students to stay at Pope Francis is the ONLY ACCEPTABLE option. These kids have been through more than enough navigating life with current pandemic. Now you also want to tell them, pack your things you are being kicked out of the school you love. UNACCEPTABLE. Think of the MENTAL HEALTH of the kids, please! OPTION 5, for our kids sake.</p>
59	Area A	Option 2	
60	St. Andrew CES	Option 5	
61	Area A	Option 4	<p>Not fair that we have been the original families to attend since the beginning of Pope Francis. Very unfair to build a school that small for a huge subdivision. All families that have been registered from the beginning should be grandfathered.</p>
62	Area B	Option 4	<p>When we moved to this area and more specifically purchased a home on paper, having a school in proximity was a deal breaker. You can imagine our shock and anger when we discovered a school was not going to be built at Timber creek and wood gate pines. With the reason that there was not enough children to attend the school. That being said, we didn't make a fuss and assumed that Area A and B would be considered one area and one community moving forward. So to have our children relocated or my two older children won't be going to school with their two younger siblings is not an option for us. I don't care for the political reasons why a school wasn't built or why another zone (C) was added to Pope Francis. All I know is that when the school was passed up to be built, then moving forward area A and B should be one area. End of story.</p>
63	Area A	Option 2	<p>I hope the board is taking a good look at this. The parking area is a disaster. The school is bursting at the seams and thankfully a child has not been hit with all the traffic back and forth. Stop trying to please everyone and do what's right. Group A will only grow with children and fill PFS. Option 2 is the only way to go.</p>
64	St. Stephen CES	Option 1	<p>Don't want St. Stephen to get too big. Parking lot and traffic near school is very busy before school.</p>
65	Area B	Option 1	<p>My daughter has been attending Pope Francis CES since 2017. Since then she has had exceptional teachers. Unfortunately in 2020 she has been seeing a psychotherapist because of her anxiety. She has had to deal with panic attacks at such a young age of 6 because of the effect of COVID 19 and not being with her friends at school. Now for some ungodly reason the board thinks it is okay to even bring up the idea of boundaries and a possible change to schools for these students at Pope Francis. To even think that this in effect of the future of our community, the board is neglecting the fact that these last 2 years have been detrimental to the students. I don't expect you to care what us parents are going through to even explain this to our children. But please take into some consideration how our children have to accept this change. To top that off we have to explain to them there is a possibility that they will not be with there friends again permanently, they will not be able to be in the same school as their siblings and the relationships they have gained with the staff and community at Pope Francis will be diminished. I cannot imagine the feelings this will have on our children and I do not see any positive aspects about options 2,3and 4. Please take into consideration and think about the children that currently live in Area B. We are just minutes away from Pope Francis. Geographically it doesn't make sense for our kids to take buses,add an extra 30 mins to the parents commutes because of poor planning on the board. Yesterday's call was not positive for the parents, Adam McDonald was not sympathetic at all towards the existing parents and was simply stating options that should not even be in consideration. I'm also disappointed that our trustee is not fighting for our community and our super attendant ignored the effects of COVID 19 questions. I am hoping and praying the board is thinking about best interest of our students, children and community of Pope Francis and not aiming towards this life changing effect that will bring on more anxiety and panic attacks to my daughter.</p>
66	Area A	Option 2	
67	Area B	Option 4	<p>Given vicinity alone, Area B should and must be tied to continuing to accept students at Pope Francis. It is logical that both Areas A and B would stay with Pope Francis. Is that not the idea of building community around a school? We moved here intentionally based on vicinity to Pope Francis. I understand that capping (opt 5) is required, but to ship off local students to a further school, where families are established, is outrageous. I am only in support of options where Area B can continue to attend Pope Francis.</p>
68	St. Andrew CES	Option 1	<p>I think if one school can accommodate and keep the neighbourhood kids together it will be much better for them to socialize. I remember being displaced from my neighbourhood kids and always felt left out and isolated. I would recommend keeping them together as much as possible.</p>
69	Area A	Option 2	<p>Large numbers provide Safety concerns, lack of current outdoor time and resources</p>
70	Area B	Option 4	<p>This boundary review is unfounded and residents of Area B which have been here longer than area A and rely on this school proximity would not have a viable alternative. Expect that the community will organize and protest to the extent required until this proposal is either shelved or it's outcome does not affect the residents in the area.</p>
71	Area A	Option 2	<p>Safety concerns... Lack of outdoor space for children... Lack of time... Lack of resources</p>
72	Area B	Option 1	<p>As members of this beautiful and growing community, it is our responsibility to ensure our children's needs our placed first. We hope the board and it's members will make the right decision that not only benefits our kids but also supports their caregiver, parents and guardians. Pope Francis was built to support our Kleinburg community and let's keep it that way!</p>
73	Area B	Option 4	<p>I'm not sure why our children have to pay the price for incorrect assumptions and cost restrictions at the board level. The boundary was reviewed at the request of a few families back in 2018, for no valid reason other than this. Those families don't attend the school any longer yet the community is paying the price.</p> <p>Remove C and return boundary to what it was intended. Removing area C (w/ least amount of children) and the greatest growth from future development holds the least impact. While Option 5 appeases the trustee making the most constituents happy it does not solve the problem with growing families in area A and B, especially with a CAP that can be easily filled by area A leaving split siblings in B. An alternative would be to maybe close out the one of the other school whereby enrolment continues to diminish YoY and construct a new school in hwy 27. Bud the smaller enrolled schools up 27. The board could take the sale of the old property (sell to developer) and fund partially the new proposed school as suggested. The board underestimated, built too small and didn't consider utilizing a second level to the recent daycare at construction at PFCES.</p>

ID	Which Study Area do you live in?	Of the 5 options presented, which option do you prefer?	Please provide any additional comment / concerns
74	Area A	Option 3	Hello and thank you for the presentation yesterday. Without question the surrounding community to Pope Francis known as Area A is full of new and young families. After moving to the area during the initial phase, as a young married couple, my wife and I were excited at the prospect of our future kids having the ability to go to a catholic school that was walking distance. Literally, 950 metres to be exact. We are now blessed with the opportunity to be sending our first born to junior kindergarten this coming September and are shocked that the possibility could now be in question. Our son has been attending the amazing daycare at Pope Francis and have witnessed the positive influence it has been on him. We strongly feel that our son, along with the little friends he has made in daycare would benefit immensely in transitioning to junior kindergarten at Pope Francis. Option 3 makes the most geographical and economical sense for our community and will continue to help these young families lead a catholic based lifestyle.
75	Area B	Option 5	<p>Thank you for providing 5 options and scenarios to choose from. Our family resides in "Area B" and initially when we moved into the area we did our due diligence and contacted the school board to determine if the parcel of vacant land on the corner of Timbercreek & Woodgate Pines, that was originally zoned for a YCDSB school, would be built in the future. I was informed that they would not be building, and advised to enroll my kids at Pope Francis C.E.S. We were given a tour by Mr. Arcadi, and our kids fell in love with the school. We were thrilled to join such a beautifully designed atmosphere, which in only one year had already gained a great reputation for its wonderful staff and commitment to student learning. Over the years, our children have made strong friendships and have built great relationships with the staff, as well. Our fear is that the children who reside on this side of the tracks will be relocated to another school is keeping us up at night, as Pope Francis is a second home to our kids. This cannot be an option for our children, or any children that live on this side, for that matter.</p> <p>Our children have experienced enough harm to their mental health throughout the pandemic! The ongoing anxiety they've experienced over the last two years they have endured enough change and ongoing adjustments to their everyday lives. The areas of comfort such as home, school, and recreational activities have all changed dramatically, and children are depressed and confused. Their well being cannot endure another change, especially one that is this drastic; completely disrupting their routine and destroying their sense of belonging. It would be seriously detrimental to my children's mental health if they were uprooted from Pope Francis, and relocated into another school. Although children are resilient, this change would be the breaking point for my eldest son, especially. All of his friends reside in Area A. As such, he would be the only one in his friend group to be removed from the school. I cannot imagine what this change would do to his mental state. During remote learning, he really struggled, and was depressed about not being able to see his friends and teacher(s) every day.</p> <p>I beg of you to take the direction that would impact the children already enrolled at Pope Francis the least and take into consideration the impact of uprooting and relocating these children to another school. Option #5 would be the best option for everyone involved. Thank you for your time and consideration.</p>
76	Area A	Option 2	Will my second child who will only be able to attend in 2025 be able to attend pope Francis as well?
77	Area B	Option 5	After last night's review, the best option that suits my families needs and taking into consideration the best scenario for the community is Option #5 as it is least disruptive to the current enrollment and would be in the best interest of all children. That being said, my recommendation would be for the school board to inquire with the city to purchase the city owned grassed area to accommodate the additional portables required and to not impede on the children's play area and provide proper circulation for children's activities by creating a safe environment. Not only do children go to school to gain an education, they go to school to build relationships with friends and teachers. By asking our children to relocate to a new school which is foreign to them in unprecedented times, this would create havoc and cause long term effects on their mental health. Please evaluate all options that would best suit the needs of the children.
78	Area A	Option 5	I moved to this house knowing that I had a school walking distance to my home that I could put my child in once they are old enough. I don't think it's fair that I'd have to send my kid somewhere further.
79	Area B	Option 4	
80	Area A	Option 2	Too many portables are unsafe due to sightlines. Also would prefer my children to be in the school.
81	Area B	Option 4	
82	Area A	Option 5	
83	Area B	Option 1	My family moved to this area in November 2020 and a large part of our decision was because of Pope Francis school. We have several friends and family that attend Pope Francis and have nothing but great things to say about this school. My youngest child is registered to begin JK in September and my other child is in Grade 1. It would be a shame to have to move my eldest to yet another school due to boundary decisions. If there is a cap placed, I would not favour having my children attend 2 different schools. In reviewing the data for Area B, there are less than 200 children that attend from this area. I don't see this as a significant impact. Considering this is the only school in the "new Kleinburg" area, I am hoping that boundaries would include Areas A & B at a minimum. Boundaries should be considered for areas North of Major Mackenzie such as Nobleton. I'm hoping the Board takes into consideration the impact to children should the boundaries be restricted to one area. Just as school has reopened and students return to in person learning, it would be detrimental to impose more change on these children who have created friendships and roots at Pope Francis.
84	Area B	Option 1	
85	Area A	Option 5	I feel it's important to maintain as much normalcy as possible for the children already attending Pope Francis. The people in our community has dealt with a lot of changes in order to get it to what it is now. It would be unfair to those children who have been attending Pope Francis to have to relocate to another school. I would like my daughter's to grow up with their same classmates from the community. Take care.
86	Area A	Option 3	
87	Area A	Option 3	We don't want more portables in the future and it's should be reduced and also our children needs more green space to explore. Thank you
88	Area A	Option 2	I choose option 6 to build another school. The area should've forced the builder to pay for another school with all the family homes they stacked here. Having 1000+ students with poor ventilated portables is ridiculous. The traffic is already insane and the principal spends tireless hours directing traffic and writing emails. The area and roads are too crowded already!!! Having the students crammed in a small area because there's 20 portables is not humanely fair for these children that need the space to run around. MOE funds many TCDSB schools below 300 students. This is elementary schools. The students should have a right to be in a close proximity of their school. They shouldn't have to be getting on a bus at such a young age. Please reevaluate adding another school. Thank you for collecting our feedback and appreciate the consultation meeting
89	Area B	Option 1	
90	Area A	Option 4	
91	Area B	Option 1	I am extremely opposed to any disruptions happening for our children that are currently at the school. I do not want my children to have to move to a school far away from our home and my youngest son will start school this year and he needs to be with his brother. I will not have two kids at different schools. We prefer option one and are open to option 4 if necessary. Those are the only two we are ok with. Thank you.
92	Area B	Option 4	<p>OPTION 4 restores the boundaries to where they were intended to be! It will impact the least amount of existing families and still keep the PFS community together. The YCDSB LTAP should NOT supersede the needs of our families at PFS. OPTION 5 does not solve any problems, it only pacifies the community for short term but will become a greater problem due to the CAP that may split up siblings or prevent NEW kids that live in Area A from attending. *Requesting to OMIT OPTIONS 2 and 3* Our children should not suffer and be forced out of a school they love, in the middle of a pandemic where mental health is a real issue these days. We feel as if there was no transparency on behalf of YCDSB when it came to the boundary review of 2018 and there was no need for it. Parents had the wool pulled over their eyes and a decision was made that has put us in the situation we are in now! Who is to blame? Someone should be accountable! YCDSB is trying to reduce expenditures at the expense of our kids. It was a huge inconsideration in 2018 to expand the boundaries as they did. The growing population was grossly underestimated. The Pope Francis community deserves better. While it is unfortunate for the kids in Area C to have to move again, the reality is that they asked to be moved fully knowing that this move was not necessarily permanent. The accommodation that was made in 2018 unfortunately is no longer sustainable. Another inconsideration was the development of the daycare. This can be temporarily utilized by the school to accommodate Kindergarten students.</p> <p>The bottom line that I ask you to remember is that you are playing with the mental health of the children by "redirecting" them without giving families a choice. Our kids were always a part of Pope Francis and it should remain that way!</p>
93	Area A	Option 3	
94	Area A	Option 2	
95	Area A	Option 2	
96	Area A	Option 1	There is a public elementary school opening up down the street from Pope Francis. Has consideration been given to this as I believe many students that attend Pope Francis will be switching to the public school once it's built?
97	Area A	Option 4	Students from zones A and B should be the only groups allowed to attend Pope Francis. They have built this school from the ground up and several parents from both sides of the tracks are involved in school initiatives. All other zones should be redirected.
98	Area A	Option 2	I am extremely concerned at how the current number of students attending the school is presenting major safety concerns. The high number of students does not allow for social distancing, teacher attention and the traffic is horrendous (incoming from other communities, etc). It is not acceptable that kindergarten students are expected to go to the washroom unsupervised down a hall because there are not enough classrooms with washrooms for this age group. This is a major safety issue- would you trust a 3 and 4 year old alone in a park? A shopping mall? No. I am also extremely disappointed to see more portables added each year and the outdoor space for the children to play disappear. Outdoor amenities for kids are very important to our family and they are slowly disappearing from the school. They are important for their mental health and more than ever, we know how important this is for children. This is not fair to my child when other schools close by have low enrolment and many outdoor areas to play. I do not support any option that involves adding portables. I want to see them removed and the outdoor spaces returned and upgraded. I want to see my child thrive at a school where he gets the proper support, attention and playing space to expend his energy. This means numbers need to be drastically reduced and students need to be relocated. We choose to live close to the school in hopes it would increase the safety of travelling to and from there, but this is not the case. I would like to see drastic changes made for the fairness of students who live in area A.
99	St. Stephen CES	Option 5	Option 5 has least disruption for any school or community group. I believe it is responsible to also take into consideration the future growth at Islington and Napa Valley, as well as Islington and Sonoma (urban town complex). Where will these children attend school?
100	Area A	Option 3	Area A1 should be included in the Pope Francis boundaries. They are extremely close to the school and it is ridiculous to expect these children to be bused to a different location
101	St. Andrew CES	Option 2	St. Andrew is a beautiful and well kept school, with a large yard and plenty of empty classrooms. Students would not need to be placed in a portable where there is no running water to wash their hands etc. This school should be more utilized than is being suggested, considering it is also close in proximity to Pope Francis as well. I have worked at both schools (SAW and PFS) and the PFS community would love it at SAW.
102	Area B	Option 4	We are east of the tracks and have attended the school since opening. This is not right, you opened the boundaries too wide. I was on that committee and told you it was a bad idea then. Now you want to kick my kids out from the school.
103	Area B	Option 5	<p>Thank you for taking the time out to review all the data and numbers going up to 5 years</p> <p>My concern is where was this data 5 years ago when the board decided to open up the boundary's. Did you not see that it was a growing area with over 500 kids just in area A. Why would you then decide to open a daycare which took away from more classes and sell the land to home developers in area B. The numbers never lie, and if you were to date back 5 years ago the numbers should be exactly where they are today which is why it was poor planning on your part and for that I don't think it's right to make the kids suffer for your mistake. Another thing is St. Stephens starts at 8:30am which will mean the bus will pick up my kids around 8am. To drive them to a school which is 15 mins away. When now the bus comes at 8:50 to a school that's 3 minutes away. Again I don't think it's fair for our children to suffer for your mistakes. Covid has already played a huge role in their mental health. Do we really need to push more on them. I think it's wise to be in our children's shoes for a minute and see how they would feel. I would recommend you close a few schools in the Sonoma area and move the kids in that area to a local school. You can sell that land to home developers and with that money you can come up hwy 27 beside Kleinburg and build another school since the area is still developing and we have over 700 kids just in area A and B alone plus more to come as we develop. Please think of the kids first before you think of the dollar signs</p> <p>I will not move my children from a top 5 rated school to an older school that's not even on the top 5 charts. There is no pro for me moving my children's only cons and to me that is not a smart move to make, but then again what the hell do I know. I'm just going off the data you have provided to us which doesn't show me the facts which would be nice to see. I'm not moving my children so take moving area B out of your plans. Thank you</p>
104	Area A	Option 4	<p>As a parent of a child who is entering JK in September 2022, I am extremely concerned that he will not attend Pope Francis as I expect. I do not have other school-aged children, therefore he would not be a priority if option 5 is selected. From the live event presentation, it is perceived that children who are currently attending POpe Francis would not be moved to another school for concerns over their well-being/ mental health. However, from a cost aspect, children in surrounding areas are already bussed to Pope Francis, therefore they could be bused to another school.</p> <p>If the option 5 is selected, my 4-year-old child would have to get on a bus, drive past the Pope Francis school where all his community Peers attend and be dropped off at another school 20 mins away. How is that taking his well-being as a priority? As a tax payer in this community, the surrounding areas should have never been considered for registration at Pope Francis. This is a large developing area and the enrolment would have been achieved just within the area A and B alone. Please consider this feedback from a very concerned parent.</p>

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105	Area A	Option 3	Area A should have priority for present and future enrollment. How sad would it be for a family that lives directly in front of the school to have to drive their child 20 mins. Also please don't flood the play area with portables. For these reason is why I think option 3 would be best. Thank you.
106	Area A	Option 3	Although I have serious concerns over the mental health of these poor kids after 2 years of a pandemic and now a possible relocation I know at some point it needs to happen. I pray that this is also taken into consideration. I don't think that now was the time for review. Kids are suffering. They have had 3 not normal school years and this change will be detrimental. Please for once take the health and mental health of your students seriously.
107	Area A	Option 4	This situation was a direct result of the rush to open boundaries in 2018, despite the overwhelming response not to hurry the increase enrollment. Now, you are asking families to have children change schools because of this lack of foresight. A rush to have funding and attendance caused this debacle.
108	Area A	Option 3	
109	Area B	Option 4	<p>I am writing to you today as a concerned parent of <names deleted> and a participating member in the community. We have been faced with unprecedented times and I think I can speak for everyone when stating this however the unfortunate thing is that the children have suffered the most. The last two years have not been easy and that is an understatement! Masking, social distancing and not attending school months at a time...going from on line to in person has put children on a path of instability and uncertainty. Creating an environment where my child has stability is a major component and necessity for proper development and growth. Moving my child to an alternate school will only create more instability and uncertainty that will further ensue additional road blocks for my child's development. The last thing I want to do is rip her out of an environment that within all this uncertainty is the one place she feels comfortable to learn other than her home. I have already faced so many challenges with her development this will only set her back even further.</p> <p>We have been attending this school since day 1. There is absolutely no reason for us to change schools since there was supposed to be a school in our area when we purchase the house then when they close that and moved it to the next subdivision we said okay we can manage that and now you want us to go to an even further School does not work for us. If we get moved to Saint Stephens my children need to attend the before and after school program which means it's going to take me 15 to 20 minutes extra in the morning just to get to the school and an extra 15 to 20 minutes to get to the highway and I haven't even gone to work yet, this is not work life balance this is actually stressing me out. I know people that live next to the school that in case of an emergency they can be at the school in less than one minute.</p> <p>The alternative school that was supposed to be in place to facilitate the over spill was canceled but to give more basis to my defense, this was not my doing and was also completely beyond my control. I will go to whatever lengths necessary and continue to contact whomever necessary to keep my child at this school as I have explained how crucial it is for her emotionally, in addition to her well being, her mental health and most importantly how imperative it is for her developmentally</p>
110	Area B	Option 4	<p>Hello Trustees and all those involved in the selection process. My vote for option 4 is the most reasonable one that can meet the needs of the community with the least disruption to families and children. This would restore the boundaries similar to what was back in 2018 and provide some relief. While it is unfortunate that the kids in Area C have to move, the reality is they should not have been allowed to attend Pope Francis knowing what we know today. We attended the 2018 boundary meeting and I was against the change and my feedback to the trustee was to leave it the same for now. This 2018 boundary review was launched with the "intent" of allowing those in Area C to attend Pope Francis and driven by a few families in that area and the former trustee. I do not believe it is a good idea to point fingers at anyone or continue to harp on the past but we can make a past wrong decision right. Adam did mention in the meeting (42 min mark) there was a staff report that highlighted a larger boundary would result in future pressures, which would be monitored and reviewed as necessary. Since the review of 2018, the enrolment at the school has exceeded expectations between 20 – 30% higher than forecasted at the time. Even with this, it would still be necessary to do this 2022 Boundary review. So let's LOOK FORWARD with the BEST SOLUTION and choose option 4.</p> <p>Kids in area C are already taking a bus to Pope Francis and redirecting to St Stephen's would not be much of a difference. We live in Area B and we do not use the bus service. It's actually much faster to place the children in the car and quickly drop them off at Pope Francis. This is what a number of parents in area B do, and moving the 160 kids to another school would disrupt many families in so many ways.</p> <p>I believe the daycare centre is an integral part of the school and community and should stay. They are fantastic. If a retail centre opens down the way, then maybe we could have them relocate there as an option and then renovate the daycare to accommodate more room.</p> <p>I can understand the pressure this group is in and I believe you will make the right decision in choosing option 4.</p> <p>Options 2 and 3 should be eliminated completely.</p> <p>Thanks kindly for your hard work and all the effort you are putting in for our community.</p>
111	Area A	Option 2	<p>We bought the house when we knew there was a Catholic school in front. I think the school was build for primarily this subdivision (impressions). I don't want my 2 year old (we live across the street) to go on a bus when she goes in to JK in 2023. I also think the cost or portables is money wasted since it could go to making the existing schools better, no parent wants their kid in a portable - it's not ideal- and it's also taking space from the football field, also not good.</p> <p>Families living outside the subdivision should be the ones relocating since their kids take the bus or get dropped off at the present time (they can't walk to school)</p> <p>The less the kids per class the better the education for my child as well it's better for YCDSB to distribute the taxes evenly through the other schools. The kids get the benefit of more personalized education instead of a school that is over jammed, crowded/ teachers to their limit.</p> <p>It's unfortunate that we are so many and I'm sure parents will be angry, but some decision has to be made.</p> <p>Thank you,</p>
112	Area A	Option 2	The school is already overcrowded and students shouldn't receive classes in portables. Specifically when there are other schools in the area under capacity!
113	Area B	Option 4	
114	Area A	Option 4	Do not move kids on the other side of the track.
115	Area A	Option 2	Families have invested time and money into Area A with the intention of having this school conveniently located for them. We are furthest away from the alternative schools and would cost more time and money to transport us there. This option allows for the least amount of additional costs and allows a safer environment for the students (more yard space, children/teachers using the restroom, emergencies that can occur within a portable, etc.). In addition, any students currently attending Pope Francis without a baptismal certificate should be relocated to make room for students that have been baptized.
116	Area B	Option 1	<p>Thank you for allowing us parents to express our concerns about this difficult decision. I ask you please to decide for Option 1 or 5. To keep the current students you already have in the great community of Pope Francis.</p> <p>My kid is in 3rd grade and she has been at Pope Francis since she started JK. Like every kid at Pope Francis, she has developed amazing friendships and loves all her teachers. She loves her school and is so proud to be part of this amazing community.</p> <p>Moving the kids to a different school will greatly affect and create a big impact to our kids mental health after all they have already gone through since the pandemic started.</p> <p>Our kids have been together Since day 1 and have created strong and beautiful friendships at the amazing community of Pope Francis..... these friendships and going to their teachers and friends at Pope Francis is what keeps them going, what gives them HOPE and what they look forward to every day in the midst of this pandemic.</p> <p>They have already gone through a lot and they have gotten through this all together. Please do not take this away from them and decide to keep them together 🙏</p> <p>Thank you</p>
117	St. Andrew CES	Option 2	<p>I don't feel like St. Andrew has been given enough credit for all our school as to offer as we can accommodate a much larger group then what has been given under these 5 options. Only 2 options include St. Andrew school and I feel that our school community has much more to offer. Our school has been without portables for a very long time which would mean any students coming in from Pope Francis would be able to be inside the school in one of our 6 empty classrooms and not in portables that have not been used in years. Our school has recently been painted including a brand new gym a very peaceful and beautiful space in a our new chapel. We have a very large school yard that will undergo new paving this coming year and approximately 7 teachers that have been there since it opening 2001.</p> <p>We have the Tammy Breda park located next to the school is named after a teacher who passed away. We also have a an amazing friendship garden located in our school yard named after Julia Riccobene who was a student in our school and passed away.</p> <p>It seems St. Andrew has been underestimated with all we have to offer. As parents and teachers we feel very upset that we have been so underestimated and left out. We would gladly welcome additional students from Pope Francis to join our school community and be part of a wonderful school.</p>
118	St. Andrew CES	Option 2	
119	Area B	Option 4	Option 4, 1, 5 in order of preference. The communities in A and B were constructed during the same time, and the families and children are closer knit than you may be aware. Separating A and B is not a good option as a sense of community is very important during these times. Please remove Options 2 and 3 in consideration of the mental health of our children. They are our future.

ID	Which Study Area do you live in?	Of the 5 options presented, which option do you prefer?	Please provide any additional comment / concerns
120	St. Andrew CES	Option 3	Parents must take into consideration their children's safety while at school. Adding more portables to the ones that are already on the existing property at Pope Francis will become a serious safety issue. A clear sightline of students will be obstructed by the portables and therefore student safety will become a serious issue. With so many students enrolled at the school it's almost impossible to have all students outside for recess at one time. Sure, you may think of having half the school outside at one time. Please take into consideration that some of these students are in spilt grades and look forward to seeing friends from another class when it is recess. Parents can not be guaranteed their child will have the opportunity to spend their recess with their friends. Recess is a time where students can run, be active and a time where they can use their energy. Students will not have the room to do what they love to do. We need to remember there are other schools in the community that can welcome families and students with no additional changes to the school structure. Let existing schools be of help, let the boundaries change and extend our communities.
121	Area B	Option 4	My family and I moved to the Pope Francis community in 2021, and enrolled our son at PF to start grade 1. He is doing very well however had some adjustment issues as he was new to the school in September. He is an amazing child, however due to Covid restrictions he has undergone some anxiety issues. He has worked so hard to deal with the issues and we are extremely upset that he may have to deal with them again should he have to move yet again. When we moved to the area we chose this community because of the ranking of PF and I am very sad to hear that we may have to move. This is very frustrating and I truly hope that a solution is made available which will not affect my child and others who are a 2 minute drive from the school. Seems very foolish to move these children further away when they are so close to PF. Thank you for your time.
122	Area A	Option 2	I feel that the school is so overpopulated that this cannot be sustained. There are way too many students for the teachers and staff to manage. I don't see how they can possibly be supervising all those kids during the recess and lunch hour properly. There needs to be a change to reduce the amount of students at the school. It is not safe. I also feel that adding more portables will just add to the existing problem, not fix it. The traffic during the drop off and pick up times is ridiculous. We live a 10 minute walk from the school, but when the weather is extremely cold, or it is raining I choose to drive to pick my children up. If I do not leave my house by 3:10p.m. to pick them up, I will not find a parking spot on the street....they are dismissed at 3:35p.m. That is so much of my time wasted just sitting in the car waiting to pick up my kids, but I have no choice. This year so far has been the worst with regards to traffic and parking spaces.
123	Area A	Option 4	To be honest I find it extremely hard to choose from the above... we have many friends that live in Area B and some of my children's closest friends live in that area as well... so of course we do not want to see them go. My children would be devastated. At the same time, the school needs a change - there are too many students, not enough supervision, and of course no one wants to take away play space to accommodate portables, not to mention the traffic in the area in the morning and in the afternoon is just terrible. The choices are hard. I'd like to see Area B stay at Pope Francis, but would also like the school population to be leaner. Can we have both?
124	Area C	Option 1	Our Area C was accepted into the PF boundary in 2018. Our house is directly in front of the school on the north side of Nashville, just outside of Area A. My son has been a member of the PF school community and family since Sept 2019. My older child's home school is also PF however, she was admitted into the PACE program and has attended the host school (SGG) since 2019. My son has set his roots at PF; he loves his teachers and the many friends that he has made during his 3 years of attendance. These children have experienced many challenges during the pandemic with online learning, lockdowns, and the unknowns of what the pandemic will bring next. The one thing that has been a constant for our children is that they have a home base where they can return to every day to see their friends, teachers they love, familiar surroundings and a place to feel safe; their school. To now back step from the 2018 boundary expansion and uproot these children to a new school is too much for them to have to endure. The new public school is scheduled to be ready in 2023/24 and will be feeding from the exact areas that PF now educates. The flow of kids that shift from PF into the new public school is unknown, however, it is highly likely that PF has been used as a holding place for some families until the new public school is ready. With that being said, it only makes sense to stop the uprooting of several areas children to schools that are older and further away until the new school is ready and the real shift occurs as the overcrowding of PF may only be a temporary issue. Until that time, a hold could be placed on allowing any new/future students from enrolling into PF or allowing only the siblings of existing PF children to enroll. An integration of the options #1 and #5 could be used to keep existing students from being uprooted while managing new enrollments. As a parent of a child that has gone through enough disruption in school and society, I am disheartened by the lack of consideration for the children that make up the PF family and am greatly against any option that relocates any of the existing children from their HOME school. This option to relocate would be detrimental to the children's mental health and their overall best interest. Please reconsider relocating any of the existing children to unfamiliar schools and take care of our children and your school's family.
125	Area B	Option 1	I moved to this area to be close to my sister (she lives in area A). She has 2 children and I have 3. We are both working moms and didn't want to pay for child care (before and after school program). In moving to this area we share the drop offs and pick ups for our children. If my children were forced to move schools I would not be able to rely on my sister, and her on me, and in turn forced to pay for child care before and after school hours. 3 children in before and after school program fees were not in my budget. My youngest is also at the daycare at Pope Francis, and my hope was for her to attend school and make the transition easy. I understand the safety concern here, but this decision doesn't just affect my family, but also my sister's. I'm feeling really anxious about this boundary review. I wasn't expecting this when I moved to a house with a school minutes away.
126	Area A	Option 3	Thank you for the detailed presentation this week. I believe that the children within Area A should have priority over others. I have lived in the Area since 2016 and purchased knowing that my future children would have a catholic school to attend in walking distance. My son has registered for JK starting this September. We do not have any children in the school currently, however he does attend Pope Francis Childcare Center and will have a spot there for before and after care (which we require). It would be super unfortunate if he was not able to attend the school because of a CAP placed by option 5. The school is within walking distance from our home and the thought of him having to be bused out of the area is absurd. I believe option 3 is the best as it would alleviate a lot of the traffic in the morning with kids driving and busing in from other areas. It is also the most cost effective with not having to purchase a large amount of additional portables. I understand it will be hard to move kids currently in the school (on them and the parents) but it does make more sense for the closest kids to be able to attend the school within their own subdivision. Option 4 is also a good option as the children on the other side of the tracks could also attend. However, this does require the investment of more portables which will also take up a good amount of their play yard. Thank you again and I hope my son will be able to attend come September :)
127	Area A	Option 2	
128	St. Andrew CES	Option 2	It doesn't make any sense to me why a 35 year old school would be given preference when St Andrew is relatively new and has 5 empty classrooms. The school is within walking distance to our home and has exceptional daycare options. Closing this school down would very negatively impact all of the kids in this area and I am vehemently opposed to that possibility. Proper reasoning has not been provided for why San Marco and St. Stephen are being given preference here, so something is definitely off.
129	St. Andrew CES	Option 2	St. Andrew is a newly renovated school with a high population. There is no reason why it should be closed. It is able to easily accommodate the children who are at Pope Francis.
130	St. Andrew CES	Option 2	The school has been updated and has plenty of space to accommodate new students. New gym, new p.a system and empty classrooms.
131	St. Andrew CES	Option 2	We live two blocks away from this great school and staff. My child is in Kindergarten and I would like her to continue all grades here until she graduates. It is relatively NEW school with great spaces, classrooms, simply everything an Elementary School needs or should have for a great learning environment for our kids. New school should not be debatable for closing. Please keep our beautiful school open. Thank you
132	St. Andrew CES	Option 2	
133	St. Andrew CES	Option 2	
134	St. Andrew CES	Option 2	This is a new school with recent renovations completed. It is in an ideal location and has some amazing teachers/staff.
135	St. Andrew CES	Option 2	
136	St. Andrew CES	Option 2	St. Andrews is a wonderful school community with amazing teachers and staff. Part of the reward I purchased my home here was to have my children attend this school. Closing St. Andrews would be a disservice to Sonoma Heights. Please do not close our beloved school. Thank you.
137	St. Andrew CES	Option 2	
138	St. Andrew CES	Option 2	
139	St. Andrew CES	Option 2	It's terrible to think you would consider closing St Andrew, an amazing school that is needed in Sonoma Heights. This will be very impactful to all children in this community and I will be vocal with my support to have it remain open
140	St. Andrew CES	Option 2	
141	St. Andrew CES	Option 2	Our beautiful school community (St Andrew's) has been like no other. The school has bonded so many together through tragedy and world events. The teachers and administrators have been incredibly loving and supportive during regular and difficult times. St. Andrew's is a school that should be valued and recognized and not discarded. We as a parent community will not support any decision that requires our beloved school being eliminated. Believe me when I say you will have a fight on your hands.
142	St. Andrew CES	Option 2	
143	St. Andrew CES	Option 2	I have so much to say I really hope you seriously consider not shutting down at Andrew school where my kids and adult nieces went. It is a strong community and I want to be able to speak on the issue should that arise thank you. A concerned mom.
144	St. Andrew CES	Option 2	
145	St. Andrew CES	Option 2	
146	St. Andrew CES	Option 2	
147	St. Andrew CES	Option 2	St. Andrew is more than just a physical building to me and many others. I am a St. Andrew graduate myself (2003) and was elated when my husband and I purchased our first home within the St. Andrew's boundaries so I could send my children there. I am a very, very close family friend with the Riccobene family. My mother has been neighbour's with them for over 20 years. I knew Julia Riccobene personally. I know she was a student at St. Andrew's and was known by all staff and students. I attended the assemblies with Julia's family that the staff and students at St. Andrew had to honour Julia. I still to this day remember just how amazing the students behaved during those assemblies and how much respect was shown to the family. I know that Mary Riccobene wanted the Friendship garden in the school yard to be a place for students to gather when they felt like they needed a friend. Julia was the ultimate friend. We also have the park that honours the late Mrs. Tammy Breda or as I remember her, Ms. Lynch. She was my brother's 4th grade teacher from September-November 2003. The sense of community and love was felt throughout both of these tragedies. Not only does this amazing staff come together to honour their own students and staff, but when I lost my own father in 2012 my family and I were touched by the amount of St. Andrew staff who showed up to pay their respects even though my siblings and I had already graduated from there years prior. Staff such as Ms. Ianiero, Mr. Egizi, Ms. Dente, Ms. Ventrici, Ms. Prudent & Ms. Recchia are just a few of the staff members my siblings and I remember fondly from our days at St. Andrew's and now my own son and niece & nephews have the opportunity to be in the presence of such wonderful educators who truly care about the students. To close the building in the future would be extremely hard to see. So many memories have been created there and they are memories that I wish to hold on to for a lot longer. I want to tell my children about Julia when they play in the yard and question the bench. I want to tell them what I remember about Mrs. Breda and how it affected my own brother that year who was a student of hers when she passed. I want them to know that their grandfather who they never met knew some of the teachers in the building and walked those halls many times to concerts, graduations and curriculum and parent teacher interviews. To many of these parents who have children who attend St. Andrew's it may be a school that is close to home but to me, my family & family friends it means so much more.
148	St. Andrew CES	Option 2	I'm very disappointed to hear this news. St. Andrew is a wonderful school with many newer amenities to serve our community. When you think of a community who comes together. St Andrew screams that! My son recently got diagnosed with Type 1 diabetes and if it weren't for MR. Grossi and the wonderful staff at st. Andrew I don't think I would feel at ease sending him to school. They have gone above and beyond in the care of my son. The school is clean, freshly painted and is welcoming. There are so many great projects that have have made St. Andrews the wonderful school that it is. From the friendship garden in memory of Julia Riccobene, the Tammy Breda park in memory of one of our very own teachers and a beautiful chapel to mention a few. Our school and CSC is dedicated to following the board initiatives. We have purchased over 200 chrome books and ms. Evangelista our librarian is a pillar in our tech department. Our school is home toAmong Us before and afterschool with an amazing leader Franca Ventrici. Our schoolyard is divided with a safe place for the littles, and a large play ground for our kids and we have access to the soccer field for tournaments. Our school is truly amazing and underestimated. We are all better together and our community is a lucky to have St. Andrew school and staff working so hard for our kids.
149	Area A	Option 1	My sister and I share child care before and after school and if you change these boundaries I will be forced to pay money that I do not have for child care before and after school. With so few students from other areas it would be unfair to make them move schools and have to incur additional child care costs.
150	St. Andrew CES	Option 2	

ID	Which Study Area do you live in?	Of the 5 options presented, which option do you prefer?	Please provide any additional comment / concerns
151	St. Andrew CES	Option 2	Why is there a need to move my child to a school much farther away than currently walking distance. Why would the school board condense schools and then pack more students in school and classrooms??Then the other school will be over crowded with more students???? Does not make logical sense. Totally against this. Removing the children from st Andrew's and this neighbourhood and making them go to a school further away and squeezing them in over crowded classrooms and schools is not the answer and not the right thing to do
152	St. Andrew CES	Option 2	None at this time.
153	St. Andrew CES	Option 2	
154	St. Andrew CES	Option 2	I would like an opportunity to speak prior to any decisions in regards to the closing of schools.
155	St. Andrew CES	Option 2	
156	St. Andrew CES	Option 2	
157	St. Andrew CES	Option 2	
158	St. Andrew CES	No Preference	St Andrew is a great school with great teachers and great students. It has capacity and should be considered over St Stephen and St Padre Pio (these 2 schools are in close proximity of each other!.
159	St. Andrew CES	Option 2	
160	St. Andrew CES	Option 2	
161	St. Andrew CES	Option 3	
162	Area B	Option 4	I believe Option 4 is the least disruptive to the children and their families. Area A and B have attended Pope Francis since the opening and these families and children should remain at this beautiful school. Let's ensure the children's well being, mental health and education is put first before any political agenda. Our kids have suffered a lot through this pandemic. Removing them from their existing school environment and placing them in a new school will impact their mental health further.
163	St. Andrew CES	Option 2	
164	St. Andrew CES	Option 2	St. Andrew is more than just a physical building, it is a second home for my 3 children. My children in grades 2, 4 and 6 absolutely love going to St. Andrew. It has such a welcoming community-teachers, staff, students, parent volunteers all make this school a wonderful place to be. The friendship garden in memory of Julia Riccobene, the Tammy Breda Park in memory of one of our very own teachers, a new chapel and amazing renovated library are just a few of the reasons why St. Andrew should be receiving students from Pope Francis. My children have been going to St. Andrew from the beginning of their educational years. The kindergarten area is such a nice space, allowing students to explore while keeping them safe. The field beside our school offers such great opportunities for physical education. I had the opportunity to watch my daughter during one of the cross country practices on that field. I only wish my elementary school had that space available for sporting events. St. Andrew has a lot to offer but most of all, it has heart. Any student would be lucky to come to our great school!
165	Area A	Option 4	No child that lives in Area A should need to get on a bus, drive by a school within walking distance from their home just so a child from another area km's away can attend Pope Frances. AREA A MUST HAVE PRIORITY AT POPE FRANCIS, REGARDLESS IF THEY HAVE A SIBLING OR NOT THAT ATTENDS. Area A students must not be subject to a cap only to allow children from other areas to attend. They already need to get on a bus, send them to a different school. My child is a member of this community, his friends are in this community and attend Pope Francis. My childs mental health should not be jeopardized by having him attend a school where he does not know anyone outside of his community while he watches his friends in the school yard as he drives by. AREA A MUST HAVE PRIORITY AT POPE FRANCIS, REGARDLESS IF THEY HAVE A SIBLING OR NOT THAT ATTENDS.
166	Area A	Option 4	As a growing community of young families, the boundaries for Pope Francis should have been kept within area A and possibly B as the enrolments would have reached capacity. The fact that students in this area could potentially be bused to another school and students who live further get bused into this area to attend Pope Francis is not reasonable. There needs to be first consideration for families who contribute taxes and are part of the community to have their child attend Pope Francis.
167	Area A	Option 4	No child from Area A should be subjected to having to be bused to another school other than Pope Francis. It is in the best interest of a child's mental and emotional health to attend a school in their neighborhood with their friends. Your home and community it where you feel safe.
168	Area A	Option 4	Children of Area A must be prioritized to attend Pope Francis over any other area. It is not just to have them shipped to other schools for the benefit of a student many kilometres away.
169	Area A	Option 4	Pope Francis should only be for Area A and Area B.
170	Area A	Option 4	Option 5 is disastrous to Area A and the children of this community.
171	St. Andrew CES	Option 2	New school, better bigger classes, amazing teachers and atmosphere!!!
172	Area A	Option 4	Pope Francis belongs to our community. Area A takes priority over any area. No caps for Area A
173	St. Andrew CES	Option 3	
174	Area A	Option 4	The children of Area A have a beautiful school in their community and must not be shipped to a school outside Area A. It is in the best interest of their mental health and social growth to be with their friends amd their familiar community and not bused to distant schools to accommodate children that live far away.
175	Area A	Option 4	No caps for Area A children. We are tax payers of this community and my children deserve to stay close to home with their friends.
176	Area A	Option 2	Option 5 is no good for Area A. You will ruin this community if you do option 5. I am a tax payer and support the catholic school. If option 5 is chosen I will no longer support the catholic school.
177	Area A	Option 4	NO CAPS!!!! Area A only for Pope Francis
178	Area A	Option 4	Let the other communities build their own schools. Pope Francis belongs to the families of Area A. The school was build for our subdivision, not someone at Kirby and pine valley.
179	Area A	Option 4	Let the children outside of Area A go back to their neighbourhoods. Area A should only be at Pope Francis.
180	Area A	Option 4	How can you kick kids of Area A out of their own school and shop them like cattle to a school where they don't belong. Option 5 is the worst idea I have ever seen
181	Area A	Option 4	What genius came up with option 5? I'd like to see if you would be ok with having your child that live 2 minutes from their community school and ship them on a bus to a school they don't belong in. That is heartless.
182	Area A	Option 4	A child belongs in their community, not half way across Vaughan because you want to accommodate someone from an outside area. OPTION 5 IS NOT EVEN AN OPTION!! WAKE UP!!!
183	Area B	Option 5	Please seriously consider the well being of the children who you are considering to remove from their school. The relationships that they have built with friends and staff members at Pope Francis CES, are one of a few things that have remained consistent for these children during the past two years of the Pandemic.
184	St. Andrew CES	Option 2	
185	St. Andrew CES	Option 2	
186	Area A	Option 4	Option 5 is a terrible idea. Pope Francis belongs to the families of Impressions.
187	Area A	Option 4	My child can see Pope Francis from their room. How do you think it's a good idea to bus them kilometres away for no reason??? Would you do that to your child?
188	Area A	Option 4	The well-being of the children of Area A must be Pope Francis' main priority. Keep Pope Francis for Area A only!!!
189	Area A	Option 4	How can anyone choose option5? It's immoral and would be very bad for the mental health of the children of Area A
190	Area A	Option 4	Keep Area A children where they belong, this is our school. Area B and C can build their own school.
191	St. Andrew CES	No Preference	
192	Area A	Option 4	No caps for Area A. Option 5 is the furthest thing from what's right and just.
193	Area B	Option 4	Option 5 is a disgrace to Area A and B
194	Area B	Option 4	Option 5 is the unthinkable. It will destroy Area A and B
195	Area A	Option 4	How inhuman can you get than to ship a child a block away from a school to somewhere they don't know with a community they don't know. You will destroy their mental health and well-being. Option 5 is inhuman!!!
196	Area C	Option 4	Area c is too far and kids should not be attending Pope Francis. It should be for Area A only. Option 5 is a tragedy for the immediate children of the area.
197	Area A	Option 4	You want to try and say you would rather bus my child that lives across the street from the school to a school outside of our subdivision. I don't think so!!!! Option 5 is cruel and would demoralize a child of Area A.
198	Area B	Option 4	We are strongly urging the Board to allow the boundaries to continue allowing our children to attend Pope Francis. We have been a part of this school community since 2017 and will be completely crushed if we have to be removed from this community that we've built all together. Please think about all the children and families and keep the Pope Francis students in Area B and A together. Thank you.
199	St. Andrew CES	Option 2	
200	St. Andrew CES	Option 2	
201	St. Andrew CES	Option 2	St. Andrew has been in this community since 2001. When we moved in the area in 2014, our neighbours had nothing but the best comments and feedback to give us, We knew that when we had kids there would be no doubt that we would let them attend St. Andrew. Our daughter started St.Andrew in 2019. Since day one, the school, the teachers and the admin staff have been nothing but fantastic, welcoming and supportive. Since Mr. Grossi has come into the school, we have freshly painted our school, we have purchased 200 chrome books for students to use, we added a beautiful chapel for teachers and students, we added some great new teachers to the school, our park just next to us is dedicated to one of the fine teachers that worked at St. Andrew and our memorial garden for a student that we tragically lost a few years back. We are going to be repaving our school yard- which is amazing!! St. Andrew is truly an amazing school and we have the best supportive teachers and parent community. St.Andrew staff working so hard for our little ones. My other son is to start JK in 2024 and can't wait for him to start his educational path at St. Andrew!!!
202	St. Andrew CES	Option 2	St. Andrew is a wonderful school community. We have so much to offer children. The teaching staff are amazing. St. Andrew belongs to the wonderful parish of St. Padre Pio Church. The church community began at St. Andrew where it was held for over 10 years before the parish was even built. The students from Pope Paul would continue to be a part of the parish community. Whereas, San Marco is an older school in an older community that belongs to St. Peter's Parish. The children would not all belong to the same church community. St. I believe St. Andrew and St. Stephen would be the best schools to welcome new students from Pope Paul.
203	St. Andrew CES	Option 2	
204	St. Andrew CES	Option 2	I previously submitted an incorrect response, please use this response as my final decision. Thank you!
205	St. Andrew CES	Option 2	Would like to see existing resources and schools leveraged as much as possible. Cost balancing

ID	Which Study Area do you live in?	Of the 5 options presented, which option do you prefer?	Please provide any additional comment / concerns
206	Area A	Option 3	<p>Our community has already been impacted by construction and we are dealing with construction trailers and piles of dirt that are a big eye sore for those coming in. Now to add almost 15-20 portables to the school seems absurd. It's basically building an additional school to the existing school highlighting the errors that were made years ago during planning. Adding that amount of portables will significantly reduce the childrens play space and especially during times of Covid/etc. it's important there be enough space for the children to play. Further I really don't feel comfortable having my kids in a portable day in and day out for several years. I don't believe they are the most comfortable setting, likely impacted by weather and no washroom facilities. There's clearly overcrowding at the school and keeping Area B with Area A just doesn't seem right. Area A has generally more affordable housing and we keep seeing younger families move into the area who will require schooling. The projections could easily be off and we could be running into these issues once again down the road. The school should service the immediate area it has been built around - Area A. Area B is not in walking distance anyways so those children would likely require bus services to begin with. Option 5 also doesn't feel right that even if you are in Area A that there's a cap and you wouldn't be able to attend the school.</p> <p>We need the least amount of portables.</p>
207	St. Andrew CES	Option 3	<p>As Co-chair of St. Andrew CSC for over 11 years, I believe that St. Andrews school has been underestimated in this proposal and would like to be heard as a voice representing our incredible school and all it has to offer. We would hate the thought of our school for re-development purposes in the next 8-10 years.</p> <p>St. Andrews is only mentioned in "Options 2 & 3" and during the presentation our schools was not given the credit our school deserves.</p> <p>If we were to welcome new students to St. Andrew they would be placed in one of our 6 empty classrooms not portables that have not been used in 4 years. We also have a freshly painted school with a brand new gymnasium including a stage and audio and lighting equipment which has and will be used for school events. Our school has been kept in the most cleanest conditions. We have a large schoolyard that will be freshly paved by this summer and a beautiful kindergarten pod for our youngest and newest students. We just recently added a Chapel to our school and it offers so much peace and quiet time for students and staff to teach or for some alone time while they pray. We have nearly seven teachers that have been at St. Andrew since it opened its doors in 2001 including a remarkable administrator who is welcoming and warm with our students. We also have a before & afterschool program like no other with a incredible individual running it who has been with St. Andrews for many years, she is also an educator in our school and her own children attend the school a few years back. We have a state of the art, fresh new renovated library where children can collaborate and work together at designated interactive tables. As well, CSC has purchased nearly 200 Chromebook through fundraising events for our students to use and have in each classroom. We also have hot lunch available to students 2 times a week that provide a variety of options for our students.</p> <p>We have a beautiful park and soccer field located next to the school that is named after a women by the name of Tammy Breda who passed away. She was a lovely, kind, and special teacher at St. Andrew. We are also very proud of something with a lot of meaning to our school. We have an beautiful "friendship garden" in the back of our school where students can go to find peace and use as a space to sit with friends share memories and stories. This friendship garden was created in memory of one of our students, Julia Riccobene who passed away suddenly in 2018. She was a beautiful, energetic, well rounded young student who has left an everlasting presence at our school.</p> <p>The CSC at our school plays an interactive role in our school by hosting many social and parent engaging events throughout the year. We also contribute to Sacraments received by students. Many of the CSC members have been apart of the council for well over 5 years and some for over 10 years whom bring a variety of skills and knowledge. We work along side the Principal, Administrators and Teaching staff in a supporting, collaborative and positive manner to assist in providing a productive an successful school year.</p> <p>We would welcome the opportunity to have students from Pope Francis join our school and be part of something very special. Thank you for your time in reading these comments.</p>
208	St. Andrew CES	Option 2	It would be terrible fir this community to shut down St. Andrew
209	St. Andrew CES	Option 2	St Andrew school has an abundance of space that is not being utilized. Rather then placing children in a potable the right decision would be to place them in a classroom at St Andrew School.
210	Area A	Option 4	As a parent, and part of this community it amazes me to see the options that have been put forward... especially options 2 & 3. Our children have been through enough over the past few years and now some risk not being able to return in Sept 2022. Those that are lucky to remain at the school will lose their friends. Anxiety and mental health is through the roof, but doesnt look like the board cares about this. The decisions that the board made in 2018 have put us in this position and will now have significant impact on our community. Our kids are not numbers, its time we put them first. Let Area A and B STAY!
211	Area A	Option 3	I think Option 2 or 3 are best with the following suggestion: that the implementation of Options 2 or 3 be done so that all who currently attend Pope Francis be allowed to remain if they so wish and grandfathered out over time. This way no one would be separated from their friends and school population would decline gradually over the next 5-7 years February 6, 2022
212	Area A	Option 4	<p>Re: Pope Francis Boundary Review</p> <p>The following outlines why options 1, 2, 3 and 5 of the current boundary review affecting Pope Francis CES are not viable options and should be removed from consideration. These options are against the best interest of the families and students of Pope Francis and the overall community and would cause sever and detrimental impact to all those involved.</p> <p>To begin, while it has been expressed to the community that that is happening now because of the current situation and pressures at Pope Francis, it should be noted that this is in fact not the case! To state that is simply wrong and a clear misrepresentation! It is evident and obvious that this boundary review is occurring now as part of the Board's LTAP plan and was always planned and intended to occur now:</p> <p>1.The LTAP plan clearly states at page 8, 32, 33 and 58 that the objective of the plan is that boundary changes will occur in 2021/2022 for the schools identified in the plan, specifically Pope Francis, St. Stephan and St. Andrew.</p> <p>2.Moreover, the Board's communication to parents on January 25, 2022, expressly stated "as identified in the Board's Long Term Accommodation Plan, the Board has initiated a Boundary Review for Pope Francis CES".</p> <p>3.Finally, at the Public Meeting held on February 1, 2022, it was acknowledged that this was in fact occurring in accordance with the LTAP plan.</p> <p>Additionally, while the LTAP plan may have very well been a justified reasonable plan for all the schools in the affected areas at the time it was made, by the Board accepting to review the boundaries, and then expanding the boundaries in 2018, they deviated from their own plan, and as a result caused a detrimental increase to the enrolment pressures at Pope Francis CES. Now the Board is asking families to comprise their lives to satisfy the Board's initiative. This is evidenced by the fact that:</p> <p>1.When asked why the review happened in 2018, the Committee clearly stated on February 1, 2022, that the review occurred as a result of a request from families in the area to which the boundaries were expanded to (identified in these options as area C).</p> <p>2.The LTAP plan clearly stated at the chart set out at page 33 that no review was going to happen in 2018. As a result, the Board ought not to have done the boundary review in 2018. That review was premature and unjustified.</p> <p>So where does this leave us now?</p> <p>1.It is obvious that Pope Francis is experiencing enrolment and capacity pressures, including traffic and health and safety concerns.</p> <p>2.The Board, and the Committee, is faced with having to balance the capital and financial inserts of the Board expressly set out in the LTAP (and clearly mentioned at the Public Forum on February 1, 2022) with the interests of the families in the affected areas, to find a viable solution.</p> <p>Unfortunately, to that regard, what seems to be very clear by the LTAP and the discussions on February 1, 2022, the Board's capital and financial concerns and interests are weighed significantly heavier than those of the communities involved. Sadly, the scale is tipped far more in favor of the Board's monetary interests than the best interests of the families involved. There is no denying, that the focus here really is a cost saving analysis as identified and promised by the Board's current LTAP plan.</p> <p>This is clearly identified by the following:</p>

ID	Which Study Area do you live in?	Of the 5 options presented, which option do you prefer?	Please provide any additional comment / concerns
213	St. Andrew CES	Option 2	<p>After watching the information session and reviewing the boundary study, it came as quite a surprise that there was no mention of the six empty classrooms not portables that haven't been used in four years at St. Andrew CES. Why was this valid information not included? Why wouldn't the board want to utilize the space and resources as one of their very first options. This leads into another important point. There was a question asked about the relatively small student population and growth prospects for Area C. The question was, "Is there a reason that all plans outside options 1 and 5 have students being rerouted to other schools?" The answer given was that there was no particular reason and that the five options are intended to identify a marriott of possibilities that are available for consideration. Options 1 and 5 do not include St. Andrew CES at all. Why is this? Another question/comment was "Option 5 seems to the most fair to existing families and students and is inclusive to all neighbourhoods - areas a, b and c. Is this the preferred option of the board, if not which one is?" How is this fair and inclusive to all neighbourhoods? Option 5 does not include St. Andrew CES. What is the reason why our school was not included? I find this very disappointing that St. Andrew CES has been underestimated in this proposal. As mentioned in my comments above, there are six empty classrooms not portables that haven't been used in four years. The school is freshly painted and has a brand new gymnasium including a stage with audio and lighting equipment which is used for school events. The school is kept in the cleanest condition. We have a large schoolyard that is going to be paved this summer. There is also a designated area that is enclosed specifically for JKs and SKs. A chapel has been recently added to our school. The chapel provides peace and tranquility to staff and students and gives them the opportunity to teach and provide some alone time to pray. There is also a wonderful before and after school program at St. Andrew's CES that is administered by a great individual who is also an educator at the school. Also, there is a a newly renovated library where students can work together at designated interactive tables.</p> <p>Through fundraising events, the CSC has purchased almost 200 chromebooks for students to use in each classroom. These are just a few of the benefits our school has to offer. We would welcome the opportunity to have students from Pope Francis join our school and be a part of this very special community.</p>
214	St. Andrew CES	Option 3	
215	St. Andrew CES	Option 3	
216	Area C	Option 5	<p>The decision to review boundaries at this time after a pandemic when the mental health of children should be at the forefront comes very surprising from the board. In addition, having to go through this process yet again in a short amount of time is very upsetting. I reside in Area C which is an area that has mixed schooling. A lot of our neighbours either attend the public school, private schools, PFS or Our Lady of Fatima (for those that were grandfathered from the previous review). At this time our busing in our one way boulevard loop in the morning, is already a traffic concern since there exists so many buses to service all the different students going to the various schools. As well, our children first attended the Kleinburg public School as it was the closest school to our home. With medical concerns of our children we needed them to be close to our house. Therefore, the only reason we changed to PFS is because it was the only catholic school close to our house. We have resided in Kleinburg for over 35 years and it just seems ridiculous that we would have to travel the farthest to attend a catholic school. Having to switch to St. Andrew will definitely impact the decision to remain with YCDSB for ourselves and for our neighbours for Area C to either attend the public school (if possible) or go private. Our area is demographically not a very young area so the impact of numbers to PFS should not be very high as anticipated. We live in a very mature neighbourhood with few young children. There was no option to consider leaving Area C to PFS and consider the more southern schools to the change. From the February 1st Boundary Review presentation, it is clear that we would either choose Option 1 or Option 5. Option 5 is still unclear. If my neighbours from AREA C have a preschool child, will they be able to attend kindergarten in two years at Pope Francis in Option 5? If not, it still seems unfair that the residents north of Nashville that has resided in Kleinburg for over 35 years have had to wait for the services of a catholic school closer to their home. Now that one has finally come closer to our area we are being considered to move again. We would like know why Area C has never been considered in a grouping on its own. Since the numbers are negligent in comparison to the other Areas, Area C should not even be a factor. An option to group Area A with C was never considered. Our area already shares the bus route with Kleinburg Public, which is already pressed for time. Once the children are dropped off at KPS, the bus returns to pick up all the students for PFS in our neighbourhood. When our children do take the bus they occasionally arrive either late to school or late home at the end of the day. We believe that if the bus has to travel to farther distances this is going to cause an even larger delay. This will definitely impact our children's learning, but more importantly this is a safety concern for us. Therefore, Option 1 or 5 would be our only best fit, especially since now we cannot move back to the public school since they have capped their enrolment two years ago and our children would have to go to an even farther public school. I have to stress that considering the amount of taxes that we have to pay, this is definitely not a suitable service. Our children have been accustomed to going to Pope Francis since 2017 and obviously created many relationships with all staff and students. It is detrimental to their mental health, especially at this time, to keep changing institutions. The decision to review boundaries at this time after a pandemic when the mental health of children should be at the forefront, comes very surprising from the Board. We are fortunate enough for our eldest daughter to graduate this year and attend Holy Cross next year. However, with another daughter that is entering her graduating year in 2022 and two sons that have developed many friendships to have to change and create new friendships is simply unjust. We trust that you will review the many factors above and beyond numbers that such a decision will impact.</p>
217	St. Andrew CES	Option 3	
218	Area B	Option 5	<p>While I pick option 5 - it is merely not to displace students from the closet school. However, an overpopulated school over 100% capacity cannot be a viable option long term. Since building a new school isn't an option. I believe extending the school is the best option. Portables are not viable alternative as well.</p>
219	Area B	Option 5	<p>Hello,</p> <p>Thank you for giving the community the opportunity to provide feedback on this important matter.</p> <p>I chose option 5 as I believe it's the best interests for existing students to stay at Pope Francis. The students have formed great relationships with the teachers, staff, and friends over the years. Continuing going to the same school surrounded by familiar people, environment and their friends provide a sense of normalcy for our children given what we have been through the last few years. With the restrictions that have been and continue to be in place, our children do not see friends outside of school, do not participate in extra curricular activities, cannot travel and are limited in social outings. Please do not take away the one of the very few constants in our children's lives.</p> <p>In addition, keeping existing students at Pope Francis could also reduce existing bus routes. We currently have the option to take a bus to school (area B) which could be removed as an option for students in this area.</p> <p>Thank you for taking the time to read my feedback on this important matter.</p> <p>Thank you,</p>
220	Area A	Option 5	<p>What a mess that our former School Board and Trustees have created! This is a problem that the School Board has foreseen back in 2018-19.</p> <p>I think option 5 is the best as all existing Pope Francis (PF) Students (Area A, B and C) should have the right to stay until their graduations. These 3 communities have always been seen as one from the beginning of PF boundary and this assumption should continue by placing the CAP to restrict new comers from joining PF, but not sending Area B or C to different schools.</p> <p>I fully understand that there is now a capacity issue within PF School and the view from the School Board is that this problem can be resolved via busing some of the students (Area B and / or C) out to St Andrew or St Stephens). However, I COMPLETELY disagree with this strategy with the following reasons:</p> <p>1) There are a lot of family and friendship ties among us parents & children among area A & B & C.</p> <p>2) The model and data clearly have some problems and I highly doubted the accuracy of the projection as shown in the presentation. If the data and model failed to project what's happening today back in 2018/9, why do we continue to use the model to make new decisions?</p> <p>3) Unknown population of students who will be moving to the public school (to be commissioned in 2024). I, too, may consider moving my children to this new school, and the same goes to many parents I have spoken to. What if one-third of the students are choosing to go to the new public school and this will leave PF with some new capacity again to accommodate new growth by 2024. If so, it will be absolutely ridiculous to bring Area B & C back to PF?</p> <p>4) With the existing tie between Area A & B & C, it won't be hard to find a guardian or an address in Area A to keep the children in the affected area in B & C. While I condemn this act, but working part-time as a real estate agent, I am already having conversations with neighbors that this is may be seen as a lucrative way to profit on. Thanks to the School Board.</p> <p>5) Our family and children had gone through a lot and many of us may have lost loved ones during this pandemic. Our children will need ongoing support from our school, community, and School Board, not one that will recommend any option that will separate our family, friendship and communities.</p> <p>Based on the above reasons, I am in support of Option 5 as it will grant existing family and students the chance to stay with the school that also refers as their second "HOME". This is a mistake made by the previous School Board, so the School Board has the responsibility to provide all resources necessary to fix this. This include providing the required portables, hype-filter to keep our children safe.</p>

ID	Which Study Area do you live in?	Of the 5 options presented, which option do you prefer?	Please provide any additional comment / concerns
221	Area B	Option 4	<p>Upon review of all of the available options, it is clear that option 1 is not viable. Maintaining the status quo without addressing the significant pressures on Pope Francis would be irresponsible and should be removed from consideration.</p> <p>Options 2 and 3 are essentially the same option at different schools. From a board perspective it has the greatest financial impact in terms of monetary savings for the board as the schools in question are under utilized. However, the options are also the most detrimental and divisive to the community. It tries to correct today at the expense of the children in the community, specifically area B an ill-timed expansion of the boundaries in 2018 to include area C at the behest of a few influential families who coincidentally no longer attend Pope Francis. It also calls into question the data used in the original boundary review as being grossly inaccurate and fundamentally flawed raising serious concerns about the accuracy of the data being used by the board today as part of this boundary review process. The students in area B have been attending Pope Francis since it's inception and redirecting just doesn't make sense. It uproots the strong relationships the students have formed with their classmates and educators going all the way back to 2016. Given the pandemic and the turbulence and upheaval in our society the past 2 years, our children's mental health should carry significant weight in the board's decision making process. Therefore, it is clear to me these options should be removed from consideration.</p> <p>Option 4 is my preferred selection. While I'm not keen on more portables, an additional 2 portable over the course of the next few years is tolerable. In recognizing that change is required to relieve the pressure on Pope Francis, removing area C is the least impactfully on the community at large. While I'm sympathetic to these families in area C, the reality is these 65 children who form part of area C should've been attending Our Lady of Fatima in the first place. This was the case prior to the boundary review in 2018. Area C children only started attending Pope Francis in 2019. It is difficult to understand why the board, knowing the tremendous growth slated for the area would opt to not only increase the boundaries, but also construct a daycare that ultimately reduced available classes taking away valuable space from the school. Consideration should be given to the removal of the daycare as it is a private business operating in a public building with a shared revenue arrangement. The needs of the students outweigh the revenue generated for the school board and would immediately relieve pressure on the school.</p> <p>Option 5 tries to appease the entire community, however, it appeases no one as the reality is the long term effects of this decision would be unfair to incoming families in the area. Imagine that you're within walking distance of the school, however you're unable to attend because of a student population cap. The school board suggested that kindergarten would be capped at 90 children with siblings having 1st rights. What happens to that 91st student if they are a sibling? Will they be refused enrollment? Will families have to be split or bused to different schools? It would be unreasonable and unacceptable should this scenario come to fruition and based on the projections presented by the board, this is likely to happen. Option 5 really satisfies no one in the long term and is really a short term solution. For this reason, it should be removed from consideration.</p> <p>To summarize, I, <name omitted> am very strongly in favor of option 4.</p> <p>Options 1, 2, 3 should be removed from consideration in this current boundary review.</p>
222	Area B	Option 5	<p>We have been part of the Pope Francis community since 2017. It is truly disappointing and heartbreaking that my daughter may not be able to graduate next year from her home school with friends she has grown with from Areas A, B and C.</p> <p>These options are against the best interest of the families and students of Pope Francis and the overall community. Redirecting Over 225 students who in most cases, have been enrolled at Pope Francis since its inception from a school they have come to love with teachers and friends would be detrimental. The past 2 years have been unstable for our children and now they may be faced to having to start over at a new school? This move especially during a pandemic when these children have suffered greatly would only serve to negatively impact their mental health and their overall education experience.</p> <p>It is obvious that Pope Francis is experiencing enrolment and capacity pressures, including traffic and health and safety concerns. We need to review the options from the best interest of the children and the community, rather than from the financial objectives of the Board.</p> <p>Option 1: It would be great because it does not impact any families. However, detrimental in the long term. It does not alleviate and pressure that the school is experiencing and it causes future safety issues, yard issues and the school would be covered in portables. Eliminate option 1.</p> <p>Options 2 and 3 are essentially mirror images of each other. It is obvious that these options would be in the best interest of the board. However, from a community best interest perspective and more importantly the best interests of our children these two are absolutely the worst options. Eliminate option 2 and 3.</p> <p>Option 4 is the most reasonable one that can meet the needs of the community with the least disruption. Area B has been with Pope Francis since its inception, Area C since 2019. Option 4 would restore the boundaries similar to what was back in 2018 and provide some relief. It is unfortunate that the kids in Area C have to move, the reality is they should not have been allowed to attend Pope Francis in the first place knowing how fast the Kleinburg community especially (Area A) was growing and expanding.</p> <p>Option 5: While I don't think it is fair that families living directly in the vicinity of the school who are yet to be enrolled can possibly not be permitted to attend the school, I don't think it is fair that the children who attend already (Areas B and C) should be redirected especially those in junior and intermediate grades when the capacity issue really is a primary issue.</p> <p>None of the options presented by the board consider the removal of the day care this should be strongly considered. Not only was this built after the school was opened disrupting the students who had to attend school through construction, it took away prime space from the school building and play yard. There was poor planning on the daycare given the projected growth of the community.</p> <p>Removing the day care would free up space so that local kids could attend the school in their backyard. Giving this property back to the school, would not only allow for more rooms for students, but it would also minimize safety and traffic issues for the school and community.</p> <p>I believe the option 4 is the most viable for the community overall. However, I support option 5 as well because I support existing students and their families should have priority to stay.</p> <p>Option 5 keeps the Pope Francis Community as is now, a community we have come to love and be part of with Area A, B and C. Area B expected to have a school in their Area-this didn't happen and Pope Francis became our home school. The Board welcomed Area C into our boundaries in 2018 and now are coming back to those same families and telling them they may have to be redirected.</p> <p>With all that is going on in the world today and the pandemic impact on everyone especially our kids, they cannot afford another change -and sincerely hope the Board has the best interests of the children and selects the option that impacts the current students enrolled the least-they need to stay.</p> <p>Thank you.</p>
223	Area B	Option 4	
224	Area A	Option 4	Option 4 makes the most sense. Option 5 is out of the question.
225	Area A	Option 4	How can you cap Area A? It's upsetting that someone would bus a child out of their subdivision just to have kids from 20 min away come here. Think about it.
226	Area A	Option 4	Option 4 makes the most sense for everyone.
227	St. Andrew CES	Option 2	
228	Area A	Option 4	
229	Area A	Option 4	
230	Area A	Option 4	No cap for Area A
231	Area A	Option 4	My kids need to go to Pope Francis
232	St. Andrew CES	Option 2	
233	Area B	Option 4	<p>As a family who has been living and paying taxes in the City of Vaughan for over 30 years, we are truly disgusted in the York Catholic District School Board and the poor planning that has taken place. The "planners" employed by the YCDSB were aware that there were two expanding subdivisions next to eachother in Kleinburg. Why wouldn't a second school be built in the area knowing that the area is growing. This is not OUR problem and I will not be moving my children to another school in a completely different area. Sonoma Heights is no where near us. How will my kids get there? They are to young to wait at a bus stop by themselves and to drive them is completely out of the way.</p> <p>I find it funny that the students who were once living in the area and now have moved to Nobleton continue to be students at the school, as the Superintendant stated in the meeting. Its actually a joke. We live across the street from the school and I have to move my children to a different school???? and families who have moved to a different city can begin or continue sending their children to the school. DOES THIS MAKE SENSE??</p> <p>We will be going to the media with this. We are disgusted in this school board</p>
234	Area A	Option 4	Why on earth would someone choose option 5, it only benefits other areas and discriminates area a

ID	Which Study Area do you live in?	Of the 5 options presented, which option do you prefer?	Please provide any additional comment / concerns
235	St. Andrew CES	Option 2	<p>St. Andrew CES appears to be underestimated in this proposal and not being given the credit the school and the school community deserves. Some (of the many) key points that St. Andrew has to offer are:</p> <ul style="list-style-type: none">- St Andrew currently has 5+ empty classrooms available (no portables needed)- a beautiful Chapel has been added to the school shared by both staff and students- a freshly painted school- new gymnasium- large schoolyard- excellent before and after school program is run at St Andrew- a beautiful soccer field and park named after a special teacher from St Andrew who tragically passed away- a recently created friendship garden in the memory of a student from St Andrew who tragically passed away in 2018 <p>Please consider St. Andrew CES.</p>
236	Area A	Option 2	The school has become a real state of concern with amount of vehicles entering and leaving the school. Children are at risk of being seriously injured if traffic continues to increase.
237	Area A	No Preference	It is difficult to choose an option as I do not prefer any of these options. These children have struggled enough within these last two years. Now, the York Catholic District School Board wants to separate them from their friends and cause more disruption in their lives. I believe there should be more discussion with the Pope Francis School community, a community that has not only worked diligently to support their children during these difficult times but many have supported Pope Francis since it's inception.
238	Area C	No Preference	<p>I thank you for this opportunity to provide feedback. We currently live in area c, I have 1 child in grade 1. After hearing about the boundry review I was taken back by the fact that my extremley shy daughter would have to move schools. However after days of thinking about it I do feel it is the logical choice to move area B and C because as much of a great school as Pope Francis is it is just way too crowded.My family and I came to the conclusion that it would be beneficial for our daughter to move to a less crowded school. I did want to just suggest that because there are only 60 kids in area C would it not be ok to send area B and C to St Stephens? or could area C have a choice between St. Andrews and St Stephens?</p> <p>The reason this is a concern to me is because I feel it would be beneficial to keep as many children who are familiar with each other together in the same school. I feel it could be detrimental to their development to separate all the children in so many different schools. I am also familiar with a petition going around and I did sign it but I would like to withdraw my name from the petition because I just feel Pope Frances Elementary is just way too crowded. Thank you for taking the time to read my response.</p>
239	St. Andrew CES	Option 2	St. Andrew is a wonderful school that has many empty classrooms in the building to accommodate students from Pope Francis. It is a well-kept school, with fresh paint and updated library and gym, as well as a large yard for students to play. The teacher's are experienced and excellent educators for my children. I am not sure why St. Andrew isn't being considered in more than just 2 options.
240	St. Andrew CES	Option 2	
241	Area A	Option 4	My child's physical and mental health is crucial to staying with his friends in this community.
242	Area A	Option 4	You will not ship my child to another school to benefit someone far from our area.
243	Area A	Option 4	Option 5 no good for kids
244	Area A	Option 4	
245	Area B	Option 4	<p>Please note: this boundary review is affecting families in an extreme way.</p> <p>While it is agreed that a change needs to happen, I don't believe it's at the expense of our kids. Our children should not suffer and be forced out of a school they love, in the middle of an overwhelmingly stressful pandemic where mental health is a real issue these days for parents and children. The reality is that you are playing with the mental health of the children by "redirecting" them without giving families a choice.</p> <p>This decision will weigh heavily on my family as we have a very close connection to the school and its community. *Requesting to OMIT OPTIONS 2 and 3* I strongly feel and request that option 2 and 3 be removed off the list for potential options which would remove my child from the only school he knows and loves. This will have devastating effects. My son watched the school being built from the ground up when we moved into the area 6 years ago, he watched his sister go to school every day until he was a big boy old enough to attend Kindergarten. My daughter is now in her grade 8 year, and I am only asking for the same consideration that you leave all the students who are currently attending to complete their elementary school years here at Pope Francis. It is necessary to remember that relationships have been formed with teachers, principals and more importantly with friends. Impacted or not, all students will have increased anxiety. This ask is only fair, since we were one of the founding families when the school first opened. I have been an advocate of the community and the active Vice Chair and a member on the Catholic School Council since the very beginning. I have taken part of so many initiatives in the school such as fundraising and hot lunch programs and have offered so much of my time whole heartedly to help better the school for the whole community, being in this position is beyond frustrating. Something important to note from my experience in this position, is that many parents in Area B have contributed to the school in a significant financial way since the beginning (through fundraising, generous donations, hot lunch programs, etc.) and that will no longer be the case if Area B is removed and sent to St. Stephens. It should also be noted that about half of the parents on the CSC live in Area B! We have spent countless hours volunteering our time to make plans for special events, fundraise and purchase resources to elevate the school experience for all the students to enjoy and now we are being given the proverbial boot!?</p> <p>When we bought our home in this community, the property plot at the corner of Timbercreek Blvd and Woodgate Pines was cited as a "Proposed Catholic Elementary School" which was then sold to developers only to build more unnecessary homes. There should have been a school built on that property. During the boundary review in 2018, the population was grossly underestimated. We feel as if there was no transparency on behalf of YCDSB and the trustee when it came to the boundary review of 2018, there was no need for it. Parents had the wool pulled over their eyes and a decision was made that has put us in the situation we are in now! Who is to blame? Someone should be accountable!</p> <p>It is unacceptable to think that the children in our neighborhood, which are only separated by the CP rail tracks, who have been attending Pope Francis all along may not be able to attend come September. I cannot imagine having to put my son on a bus to go to St Stephen's in September, (still amid a pandemic) when he has never had to ride a bus to date. While it is understood that YCDSB is trying to reduce expenditures, it is at the expense of our kids, and is very inconsiderate. Pope Francis community deserves better. While it is unfortunate for the kids in Area C to have to move again, the reality is that they asked to be moved fully knowing that this move was not necessarily permanent. The accommodation that was made in 2018 unfortunately is no longer sustainable. This all due to poor planning during that boundary review. Construction and future development were not taken into consideration. There is still lots of development to come including the Board of Trade Project where 700+ homes will be built along with the community at the Copper Creek Golf Course off Hwy 27, Block 60 some 1200 townhomes and the condos on Islington Avenue.</p> <p>Another inconsideration was the development of the daycare. This can be temporarily utilized by the school to accommodate Kindergarten students.</p> <p>OPTION 5 will make our trustee look good to appease the community and get votes, after all it's an election year. It will become a greater problem in the future due to the CAP that may split up siblings.</p> <p>OPTION 4 restores the boundaries to where they were intended to be! It will impact the least amount of existing families and keeping the PFS community together. The YCDSB LTAP should NOT supersede the needs of our families at PFS.</p> <p>PLEASE KEEP AREA B AT POPE FRANCIS!</p> <p>Thank you for your consideration.</p>
246	Area A	Option 4	Keep only area a at Pope Francis
247	Area A	Option 4	Do you really think Option 5 is viable? Come on
248	Area A	Option 4	Option 4 is the only option
249	Area A	Option 4	
250	Area A	Option 4	
251	Area A	Option 4	Option 1 to 4 are ok. Option 5 is heartless for the children of Area A
252	Area A	Option 4	Who are the heartless and soulless people that came up with Option 5? You definitely do not have any catholic morals to put the children of Area A in harms way. Their mental health is important
253	Area A	Option 4	Option 5 is bad, real bad.
254	Area A	Option 4	No cap rate for Area A. Do away with the senseless option5, it's a joke.
255	Area A	Option 4	Anyone that suggests option 5 is morally just for this community has a severe disconnect in their head.
256	Area A	Option 4	Pope Francis is to serve Area A first, no caps, no stipulations, that's it.

ID	Which Study Area do you live in?	Of the 5 options presented, which option do you prefer?	Please provide any additional comment / concerns
258	Area A	Option 4	<p>February 6, 2022</p> <p>Re: Pope Francis Boundary Review</p> <p>The following outlines why options 1, 2, 3 and 5 of the current boundary review affecting Pope Francis CES are not viable options and should be removed from consideration. These options are against the best interest of the families and students of Pope Francis and the overall community and would cause sever and detrimental impact to all those involved.</p> <p>To begin, while it has been expressed to the community that that is happening now because of the current situation and pressures at Pope Francis, it should be noted that this is in fact not the case! To state that is simply wrong and a clear misrepresentation! It is evident and obvious that this boundary review is occurring now as part of the Board's LTAP plan and was always planned and intended to occur now:</p> <ol style="list-style-type: none">1. The LTAP plan clearly states at page 8, 32, 33 and 58 that the objective of the plan is that boundary changes will occur in 2021/2022 for the schools identified in the plan, specifically Pope Francis, St. Stephan and St. Andrew.2. Moreover, the Board's communication to parents on January 25, 2022, expressly stated "as identified in the Board's Long Term Accommodation Plan, the Board has initiated a Boundary Review for Pope Francis CES".3. Finally, at the Public Meeting held on February 1, 2022, it was acknowledged that this was in fact occurring in accordance with the LTAP plan. <p>Additionally, while the LTAP plan may have very well been a justified reasonable plan for all the schools in the affected areas at the time it was made, by the Board accepting to review the boundaries, and then expanding the boundaries in 2018, they deviated from their own plan, and as a result caused a detrimental increase to the enrolment pressures at Pope Francis CES. Now the Board is asking families to comprise their lives to satisfy the Board's initiative. This is evidenced by the fact that:</p> <ol style="list-style-type: none">1. When asked why the review happened in 2018, the Committee clearly stated on February 1, 2022, that the review occurred as a result of a request from families in the area to which the boundaries were expanded to (identified in these options as area C).2. The LTAP plan clearly stated at the chart set out at page 33 that no review was going to happen in 2018. As a result, the Board ought not to have done the boundary review in 2018. That review was premature and unjustified. <p>So where does this leave us now?</p> <ol style="list-style-type: none">1. It is obvious that Pope Francis is experiencing enrolment and capacity pressures, including traffic and health and safety concerns.2. The Board, and the Committee, is faced with having to balance the capital and financial inserts of the Board expressly set out in the LTAP (and clearly mentioned at the Public Forum on February 1, 2022) with the interests of the families in the affected areas, to find a viable solution. <p>Unfortunately, to that regard, what seems to be very clear by the LTAP and the discussions on February 1, 2022, the Board's capital and financial concerns and interests are weighed significantly heavier than those of the communities involved. Sadly, the scale is tipped far more in favor of the Board's monetary interests than the best interests of the families involved. There is no denying, that the focus here really is a cost saving analysis as identified and promised by the Board's current LTAP plan.</p> <p>This is clearly identified by the following:</p> <ol style="list-style-type: none">1. The LTAP plan clearly states that "in order to demonstrate the Board's strategic commitment to "effective use of resources" the LTAP will target sustainable solutions to specifically address and identify the Board's needs including: "surplus spaces and growth needs" and "opportunities to redirect fixed resources"



Adam McDonald <adam.mcdonald@ycdsb.ca>

Fwd: PFS Boundary Review

Rose Cantisano <rose.cantisano@ycdsb.ca>

Sun, Feb 6, 2022 at 9:38 PM

To: Adam McDonald <adam.mcdonald@ycdsb.ca>, Rocchina Antunes <rocchina.antunes@ycdsb.ca>, Thomas Pechkovsky <tom.pechkovsky@ycdsb.ca>

----- Forwarded message -----

From:

Date: Sun, Feb 6, 2022 at 6:11 PM

Subject: PFS Boundary Review

To: <rose.cantisano@ycdsb.ca>

CC: <rocchina.antunes@ycdsb.ca>

Dear Trustee Rose Cantisano,

We are writing to you with much distress regarding the Boundary Review for Pope Francis School.

We are very upset, to say the least, that we are revisiting the Boundaries once again. In 2016, our children were attending Kleinburg Public School. Both my wife and I have always attended a Catholic school in YCDSB and would have loved to have had our children in the Catholic Board that we attended. However, being Kleinburg residents for now 35 years, we have been waiting for a Catholic school to develop closer to our dwelling. It was very hard for us to send our children to Our Lady of Fatima in Woodbridge, as it was too far from our home. We needed to be able to access the school quickly due to medical concerns for our children. Therefore, we had to choose the closest school, being Kleinburg Public. We were very pleased when Pope Francis CES was built, but disappointed at the time, since our house was still considered out of the boundaries then. Pope Francis is literally 5 minutes from our house as opposed to 20 minutes, without traffic, to Our Lady of Fatima.

The following year our children were accepted to Pope Francis with a TCH19. My wife was questioned by the principal, at the time, as to what schooling the neighbours in our area (Area C) attended. The majority of our neighbourhood either attended a private school or continue to be schooled at Kleinburg Public. The concerns of not being able to enjoy a Kleinburg Catholic school when paying Kleinburg property taxes was raised, as well as, why our children had to travel on the bus for longer times when a closer school was available. Thus, this concern was brought up to the attention of the Superintendant and Trustee at the time. It was in YCDSB's best interest, as well as the citizens of the now AREA C, to entertain the thought of opening the boundaries as residents north of Nashville have been waiting an extremely long time for a closer Catholic school. This would also increase the number of students in Catholic Education as many neighbours have changed preferences from private and public schools to our Catholic Board because of Pope Francis CES. We feel that our neighbours, including ourselves, will be extremely upset with this change of boundaries to include yet again another different far school from our home. This boundary change may effect our student involvement with this board altogether. Once again we are faced with choosing a school that is in our community vicinity. This is even more upsetting, as we were enjoying the school community the Kleinburg Public was offering our four children prior to the first boundary change. It has now come to our attention that the public school has placed a cap on their numbers two years ago and as such it may pose problems for our children to return and may need to attend an even farther school. This boundary review has caused so much undue stress on our family.

We understand that the numbers at Pope Francis are rising and will require more resources and creative practices in operation. However, being a new school that requires many resources, is it not feasible to keep our Area C in order for our Catholic School Council to fundraise for funding for such resources? In addition, many schools in YCDSB have reached above 1,000 student enrolment in the past and have been able to operate. We the community would like to know why a boundary change was the first option entertained before considering alternative creative operation procedures?

Our children have been accustomed to going to Pope Francis since 2017 and obviously created many relationships with all staff and students. It is detrimental to their mental health, especially at this time, to keep changing institutions. The decision to review boundaries at this time after a pandemic when the mental health of children should be at the forefront, comes very surprising from the Board. We are fortunate enough for our eldest daughter to graduate this year and attend Holy Cross next year. However, with another

daughter that is entering her graduating year in September 2022 and two sons that have developed many friendships to have to change and create new friendships is simply unjust.

From the February 1st Boundary Review presentation, it is clear that we would either choose Option 1 or Option 5. Option 5 is still unclear. If my neighbours from AREA C have a preschool child, will they be able to attend kindergarten in two years at Pope Francis in Option 5? If not, it still seems unfair that the residents north of Nashville that has resided in Kleinburg for over 35 years have had to wait for the services of a catholic school closer to their home. Now that one has finally come closer to our area we are being considered to move again. We would like you to propose that in all the options provided, Area C has never been considered in a grouping on its own. Attached are two slides from the presentation that depict our Area and how St. Andrew is the furthest from our home. In addition, the chart shows Option 4 considering to keep Area B that consists of more numbers. So if the big population is such a concern, why wasn't it evaluated to keep Area C and remove Area B? Especially, since the numbers are negligent in comparison to the other Areas. Area C should not even be a factor. This Area is a mature neighbourhood with few children to put strain on PFS.

In addition, our area already shares the bus route with Kleinburg Public, which occasionally poses a scheduling delay. Once the children are dropped off at KPS, the bus returns to pick up all the students for PFS in our neighbourhood. Often our children are picked up late to go to school or arrive home late at the end of the day due to delays from the pickup/drop-off from the other school in Kleinburg. We believe that if the bus has to travel to farther distances this is going to cause an even larger delay. We understand that this is the Bus providers issue and we have had to deal with that on our own, but when does the Board become accountable for decisions they make that have a ripple effect? This will definitely impact our children's learning, but more importantly this is a safety concern for us.

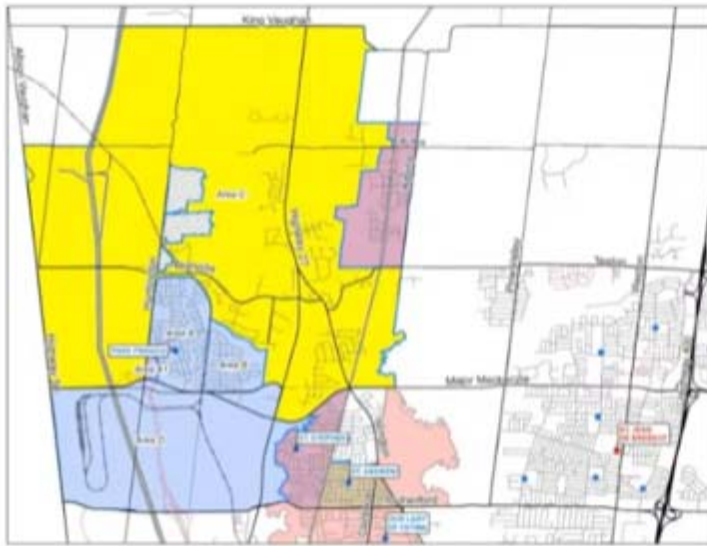
It is in the best interest for our family, the mental well being of our children and the success of our children's academic career that Option 1, Option 5 or another proposal that includes AREA C in the boundaries despite the CAP be considered. We trust in you, our elected official, that you will represent us, as the last trustee did in that AREA C boundary review, and trust that you will emphasize how such a change has a tremendous impact beyond numbers.

Kindest Regards,

[REDACTED]



Area C



Area C	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Total
Attending in Person	7	7	7	6	3	9	4	10	3	5	61
Students Attending Online	0	1	0	2	0	0	0	1	0	0	4
Area Total	7	8	7	8	3	9	4	11	3	5	65

19



Questions & Answer

Summary of Options

	Current # of Students attending Pope Francis	Option 1	OPTION 2	OPTION 3	OPTION 4	OPTION 5
Area A PFS Perm Area	581	Pope Francis	Pope Francis	Pope Francis	Pope Francis	Pope Francis (w CAP)
Area A-1	0	St. Stephen	St. Stephen	St. Stephen	St. Stephen	St. Stephen
Area B (PFS East of Tracks)	160	Pope Francis	St. Stephen	St. Stephen	Pope Francis	Pope Francis (w CAP)
Area C (Old Kleinburg)	62	Pope Francis	St. Andrew	St. Andrew	St. Andrew	Pope Francis (w CAP)
Area D (Block 60 East)	0	St. Stephen	St. Stephen	San Marco	San Marco	San Marco
Total number of Portables Required (2025)		18-20	4-6	3-5	13-15	16-18
Existing students to be relocated		No - Redirects future growth only	Yes - Existing students (B and C)	Yes - Existing students (B and C)	Yes - Existing students (Area C)	No

35



Adam McDonald <adam.mcdonald@ycdsb.ca>

Boundary Review at Pope Francis CES

1 message

Sun, Feb 6, 2022 at 11:30 PM

To: maria.marchese@ycdsb.ca, elizabeth.crowe@ycdsb.ca, theresa.mcnicol@ycdsb.ca, carol.cotton@ycdsb.ca, frank.alexander@ycdsb.ca, maria.iafrate@ycdsb.ca, dominic.mazzotta@ycdsb.ca, rose.cantisano@ycdsb.ca, dino.giuliani@ycdsb.ca, jennifer.wigston@ycdsb.ca, adam.mcdonald@ycdsb.ca, americo.desousa@ycdsb.ca, rocchina.antunes@ycdsb.ca

Cc: [REDACTED]

Please note: this boundary review is affecting families in an extreme way.

While it is agreed that a change needs to happen, I don't believe it's at the expense of our kids. Our children should not suffer and be forced out of a school they love, in the middle of an overwhelmingly stressful pandemic where **mental health** is a real issue these days for parents and children. The reality is that you are playing with the mental health of the children by "redirecting" them without giving families a choice.

This decision will weigh heavily on my family as we have a very close connection to the school and its community. ***Requesting to OMIT OPTIONS 2 and 3*** I strongly feel and request that option 2 and 3 be removed off the list for potential options which would remove my child from the only school he knows and loves. This will have devastating effects. My son watched the school being built from the ground up when we moved into the area 6 years ago, he watched his sister go to school every day until he was a big boy old enough to attend Kindergarten. My daughter is now in her grade 8 year, and I am only asking for the same consideration that you leave all the students who are currently attending to complete their elementary school years here at Pope Francis. It is necessary to remember that relationships have been formed with teachers, principals and more importantly with friends. Impacted or not, all students will have increased anxiety. This ask is only fair since we were one of the founding families when the school first opened. I have been an advocate of the community and the active Vice Chair and a member on the Catholic School Council since the very beginning. I have taken part of so many initiatives in the school such as fundraising and hot lunch programs and have offered so much of my time whole heartedly to help better the school for the whole community, being in this position is beyond frustrating. Something important to note from my experience in this position, is that many parents in Area B have contributed to the school in a significant financial way since the beginning (through fundraising, generous donations, hot lunch programs, etc.) and that will no longer be the case if Area B is removed and sent to St. Stephens. It should also be noted that about half of the parents on the CSC live in Area B! We have spent countless hours volunteering our time to make plans for special events, fundraise and purchase resources to elevate the school

experience for all the students to enjoy and now we are being given the proverbial boot!?

When we bought our home in this community, the property plot at the corner of Timbercreek Blvd and Woodgate Pines was cited as a "Proposed Catholic Elementary School" which was then left to the developers only to build more unnecessary homes. There should have been a school built on that property. During the boundary review in 2018, the population was grossly underestimated. We feel as if there was no transparency on behalf of YCDSB and the trustee when it came to the boundary review of 2018, there was no need for it. Parents had the wool pulled over their eyes and a decision was made that has put us in the situation we are in now! Who is to blame? Someone should be accountable!

It is unacceptable to think that the children in our neighborhood, which are only separated by the CP rail tracks, who have been attending Pope Francis all along may not be able to attend come September. I cannot imagine having to put my son on a bus to go to St Stephen's in September, (still amid a pandemic) when he has never had to ride a bus to date. While it is understood that YCDSB is trying to reduce expenditures, it is at the expense of our kids, and is very inconsiderate. Pope Francis community deserves better. While it is unfortunate for the kids in Area C to have to move again, the reality is that they asked to be moved fully knowing that this move was not necessarily permanent. The accommodation that was made in 2018 unfortunately is no longer sustainable. This all due to poor planning during that boundary review. Construction and future development were not taken into consideration. There is still lots of development to come including the Board of Trade Project where 700+ homes will be built along with the community at the Copper Creek Golf Course off [Hwy 27, Block 60](#) some 1200 townhomes and the condos on Islington Avenue.

Another inconsideration was the development of the daycare. This can be temporarily utilized by the school to accommodate Kindergarten students.

OPTION 5 will make our trustee look good to appease the community and get votes, after all it's an election year. It will become a greater problem in the future due to the CAP that may split up siblings.

OPTION 4 restores the boundaries to where they were intended to be! It will impact the least amount of existing families and keeping the PFS community together. The YCDSB LTAP should NOT supersede the needs of our families at PFS.

PLEASE KEEP AREA B AT POPE FRANCIS!

I want to thank you in advance for your careful consideration in this very important and sensitive matter.

Respectfully,





Adam McDonald <adam.mcdonald@ycdsb.ca>

Fwd: pope Francis catholic elementary school boundary

Rose Cantisano <rose.cantisano@ycdsb.ca>

Mon, Feb 7, 2022 at 5:04 PM

To: Adam McDonald <adam.mcdonald@ycdsb.ca>, Rocchina Antunes <rocchina.antunes@ycdsb.ca>, Thomas Pechkovsky <tom.pechkovsky@ycdsb.ca>

----- Forwarded message -----

Date: Mon, Feb 7, 2022 at 5:02 PM

Subject: pope Francis catholic elementary school boundary

To: <rose.cantisano@ycdsb.ca>

Hi, I hope you are doing well

I'm a parent of three kids that attend pope francis and i have lived in area B since 2015 , we bought our house and we were told a school will build 5 homes away from my house . in 2018 the board release the hold on that land and builder bought the land , i called the board and asked why they cancelled the plan to build school on my street because they building a lot townhouses on the other side , i was told an analysis was done and we don't need more than one catholic school in this area . We were lied to from the beginning , we got stuck up for 20 mins in the morning and arrived late to school and same thing in the afternoon because of the tarin . Now after two years of pandemic the board wants to move existing students from pope francis to another school that is 20-25 min away driving on two major roads and one hwy . do you believe this is fair ? to be lied to and treated this way .

this will affect the kids mental health , my daughter grade 4 she will lose her school , teachers , friends .

my son grade 1 doesn't even know what proper school experience is , first teachers strikes so they cancelled all school trips then pandemic and online learning , and did not do well on line because he missed his friends and doing good on persson , now the board want to school , teacher , friends away from him .

Please the board should take the right decision and keep these kids together .Kicking these kids out of their second homes should not be an option. don't redirect any exciting students. Some parents moved from area a and b to area c and they made sure to stay within the boundary that their kids can still attend pope francis.

Thank you for your time .



Adam McDonald <adam.mcdonald@ycdsb.ca>

Fwd: Boundary Review

1 message

Rose Cantisano <rose.cantisano@ycdsb.ca>

Sun, Feb 6, 2022 at 9:37 PM

To: Adam McDonald <adam.mcdonald@ycdsb.ca>, Rocchina Antunes <rocchina.antunes@ycdsb.ca>, Thomas Pechkovsky <tom.pechkovsky@ycdsb.ca>

----- Forwarded message -----

From: [REDACTED]
Date: Sun, Feb 6, 2022 at 9:35 PM
Subject: Boundary Review
To: rose.cantisano@ycdsb.ca <rose.cantisano@ycdsb.ca>

Good Evening Rose,

We have been told there is only so much you can do regarding this unreasonable boundary review; however, we will not be moving our children to another school - for their own benefit - It is NOT an option. I cannot believe how students, parents and families are expected to deal with this extremely difficult MAJOR upheaval given the ongoing stresses we have all had to endure over the past 2 years. This sort of uprooting of children is the worst decision at ANY time, for many obvious reasons. I do not need to rehash here, but to even consider such a boundary change during COVID clearly does not take into consideration the well-being of the students. It is especially disappointing to know that children who do not even live in the area are granted "special permission" to attend the school, as the Superintendent stated. Seriously? This makes absolutely no sense, none at all. We live across the street from the school, our children have been attending the school for 2/3 years, and now we have to disrupt their lives because the school board has decided to cause this upset to many unfortunate students and families. What is wrong with this picture - there is nothing right with it.

Students are more than mere numbers. How disheartening is it for the board to accept students when it worked to their own advantage, and now instead of finding a viable solution to this mess, it is easier for them to change boundaries. The well-being of students must be top priority!

We are planning to go to the media with all of this.

Again, we are NOT moving our children to another school. The school board needs to figure out another solution which is not our problem.

Regards,

[REDACTED]



Adam McDonald <adam.mcdonald@ycdsb.ca>

Fwd: Pope Francis CES Boundary Review

Rose Cantisano <rose.cantisano@ycdsb.ca>

Thu, Feb 3, 2022 at 7:49 PM

To: Adam McDonald <adam.mcdonald@ycdsb.ca>, Rocchina Antunes <rocchina.antunes@ycdsb.ca>, Thomas Pechkovsky <tom.pechkovsky@ycdsb.ca>

----- Forwarded message -----

From: [REDACTED]
Date: Thu, Feb 3, 2022 at 7:42 PM
Subject: Pope Francis CES Boundary Review
To: rose.cantisano@ycdsb.ca <rose.cantisano@ycdsb.ca>

Dear Ms Cantisano,

I am writing this as a response to the current Pope Francis CES boundary review. It is eliciting a strong reaction from us. In 2018, the boundaries were blown open to appease the few regardless of the opposition of such an action. Now, the lack of foresight of the board has brought us to a point where there is consideration to displace children that have been attending the school for 6 years. This is unacceptable and it is my strong belief that it is incumbent upon the board to choose the only viable option which is option/scenario 4 reverting back to original attendance boundary.

After 2 unprecedented years, these students should not be subjected to have to move away from the friends they have incredibly maintained contact and friendship by leaning on each other. They have also relied on the fact that they will be able to interact in the same way they have before the pandemic

Thank you

[REDACTED]

[Sent from Yahoo Mail on Android](#)



Adam McDonald <adam.mcdonald@ycdsb.ca>

POPE FRANCIS BOUNDARY REVIEW - FEEDBACK

Sun, Feb 6, 2022 at 4:16 PM

To: adam.mcdonald@ycdsb.ca

Cc: [REDACTED]

Dear Adam;

February 6, 2022

Re: Pope Francis Boundary Review

The following outlines why options 1, 2, 3 and 5 of the current boundary review affecting Pope Francis CES are not viable options and should be removed from consideration. These options are against the best interest of the families and students of Pope Francis and the overall community and would cause severe and detrimental impact to all those involved.

To begin, while it has been expressed to the community that that is happening now because of the current situation and pressures at Pope Francis, it should be noted that **this is in fact not the case!** To state that is simply wrong and a clear misrepresentation! It is evident and obvious that this boundary review is occurring now as part of the Board's LTAP plan and was always planned and intended to occur now:

1. The LTAP plan clearly states at page 8, 32, 33 and 58 that the objective of the plan is that boundary changes will occur in 2021/2022 for the schools identified in the plan, specifically Pope Francis, St. Stephan and St. Andrew.
2. Moreover, the Board's communication to parents on January 25, 2022, expressly stated "as identified in the Board's Long Term Accommodation Plan, the Board has initiated a Boundary Review for Pope Francis CES".
3. Finally, at the Public Meeting held on February 1, 2022, it was acknowledged that this was in fact occurring in accordance with the LTAP plan.

Additionally, while the LTAP plan may have very well been a justified reasonable plan for all the schools in the affected areas at the time it was made, by the Board accepting to review the boundaries, and then expanding the boundaries in 2018, they deviated from their own plan, and as a result caused a detrimental increase to the enrolment pressures at Pope Francis CES. Now the Board is asking families to compromise their lives to satisfy the Board's initiative. This is evidenced by the fact that:

1. When asked why the review happened in 2018, the Committee clearly stated on February 1, 2022, that the review occurred as a result of a request from families in the area to which the boundaries were expanded to (identified in these options as area C).
2. The LTAP plan clearly stated at the chart set out at page 33 that no review was going to happen in 2018. As a result, the Board ought not to have done the boundary review in 2018. That review was premature and unjustified.

So where does this leave us now?

1. It is obvious that Pope Francis is experiencing enrolment and capacity pressures, including traffic and health and safety concerns.
2. The Board, and the Committee, is faced with having to balance the capital and financial inserts of the Board expressly set out in the LTAP (and clearly mentioned at the Public Forum on February 1, 2022) with the interests of the families in the affected areas, to find a viable solution.

Unfortunately, to that regard, what seems to be very clear by the LTAP and the discussions on February 1, 2022, the Board's capital and financial concerns and interests are weighed significantly heavier than those of the communities involved. **Sadly, the scale is tipped far more in favor of the Board's monetary interests than the best interests of the families involved.** There is no denying, that the focus here really is a cost saving analysis as identified and promised by the Board's current LTAP plan.

This is clearly identified by the following:

1. The LTAP plan clearly states that "in order to demonstrate the Board's strategic commitment to "effective use of resources", the LTAP will target sustainable solutions to specifically address and identify the Boards' needs including: "surplus space and growth needs" and "opportunities to redirect fixed resources".
2. When asked for clarification as to why an additional school was not build in our area, the Committee advised that funding for a new school would not be obtained when there were schools already in the district with significant under enrolment, and also suggested that it is not sustainable to leave facilities empty and underutilized.
3. For these reasons, the options are obviously focused on redirecting kids to empty schools and eliminate costs associated with portables.

Accordingly, what needs to happen now, what needs to be the focus is **which option is the lesser of the evils and impacts the least number of families?** Reviewing the options from the best interest of the community, rather than from the capital and financial objectives of the Board **in accordance with the LTAP, is the only way to determine which is option is best.**

When you examine the five options from a best interest of the community perspective, it is obvious that the **ONLY** viable option is Option 4. All other options have a far greater negative impact on a larger number of families.

REVIEW OF EACH OPTION AND IT'S IMPACT ON COMMUNITY INTERESTS:

Option 1:

From a community perspective, yes it would protect the kids currently attending Pope Francis as no one would be redirected, but in the long term it wouldn't serve them well as they'd be impacted in other ways - safety issues, yard issues, traffic, etc. For all the reasons set up above, plus a community safety concern (increased traffic, crowding, etc.) and for the simple reason that the school would be covered in portables, **option 1 really isn't an option**. It doesn't alleviate any pressure on the school nor satisfy the objectives of the LTAP plan.

Option 2 and 3:

As stated at the February 1, 2022, meeting Options 2 and 3 are essentially mirror images of each other with different schools to which the redirected students would be going. From a capital and financial analysis, it is obvious that these options would be in the best interest of the board's concerns as they are the options **MOST** aligned with the goals and objectives identified in the LTAP plan (i.e. Redirect students to under enrolled/empty schools, reduce the need and cost for portables, etc.)

However, from a community best interest perspective, these two options are the **MOST determinantal options with an extreme impact and a larger number of families**.

1. Over 225 students are being redirected. In most cases, moving students who have been enrolled at Pope Francis for over 5 years, from a school they have come to love with teachers and friends they love and are important to them, thereby contributing to an increased negative impact on mental health and on their overall education experience.
2. These options severely impact families' daily routines with bussing schedules that will be earlier giving transportation times, or children arriving home later than they are currently used to, thus impacting the families schedule and other commitments (such as after school care, extra-curricular activities, etc.)
3. Redirecting funds for resources at Pope Francis to these other schools, thus impacting negatively and disadvantaging the students who remain at Pope Francis.

Accordingly, for all these reasons, and specifically given that these two options would far more favor the Board's objectives and interests rather than those of the families and students impacted, Options 2 and 3 are not realistic or viable options and ought not to be considered.

Option 5:

From a community best interest perspective, this option is extremely problematic for the following the reasons:

1. Families in the area, living directly in the vicinity of the school, whose children are not yet enrolled at Pope Francis will not be permitted to attend despite their proximity to the school, yet students living in more distant areas, requiring busing or driven into to school (thus contributing to increased costs and traffic and safety concerns) are permitted to attend Pope Francis. This is unfair, unjustified, and extremely unreasonable.
2. While there will be an ability to have siblings of currently enrolled students also be enrolled in the future to a maximum of 90 students, there is a potential that exceeding that max would mean some siblings will not be permitted to attend the school. The committee was unable to answer the question as to what would happen to the 91st child once the max was reached. This is highly problematic and provides too much uncertainty for families.
3. If the objective of this option is to minimize the number of students at the school and reduce the pressures on the school including traffic and physical pressures to the use of the facilities, how it is fair that families in the area get to attend the school, yet many families in the area will not be permitted to attend. Clearly, removing the day care would free up space so that local kids could attend the school in their backyard.
4. Finally, the LTAP plan expressly states that grandfathering provisions "shall be discouraged or minimized and only approved by the Board of Trustees in extenuating circumstances" (LTAP, Page 8 paragraph 3). A common definition of an extenuating circumstance a circumstance that renders conduct less serious and thereby serves to reduce the damages to be awarded or the punishment to be imposed, in essence mitigating a negative impact. The grandfathering provisions as suggestion is option 5 are not extenuating circumstances. While there is no redirecting of current students, this option does not service to significantly improve the pressures at the school, nor does it improve the situation for other families in the communities. (As stated above, local families are at a further disadvantage).

Option 4:

Accordingly, Option 4, while not the most ideal option, really is the lesser of all the evils. It is obviously not the most ideal option because is still redirecting 65 number of students. Which as stated above, is never the best interest of those students and families impacted. However, from an overall community best interest analysis, of the 5 options, this option does provide the least impact on the least number of families and students, as it results in redirecting 65 students rather than 225 students. Moreover, while redirecting these 65 students would not be the ideal situation for them, the reality is that:

- These students have only been attending Pope Francis since 2019
- These students requested to move as such those families made a conscious decision to be redirected rather than being blindsided and forced to move against this interest.
- boundary reviews are temporary and constantly being reviewed. Where the changes are no longer effective, they can be revised. Accordingly, boundary changes are temporary and subject to change where appropriate. While not ideal for these 65 students, the impact on moving them is less than the impact on the 255 students that would be moved in option 2 and 3.

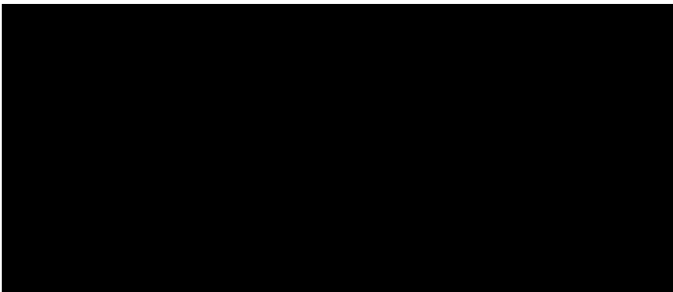
Accordingly, option 5 restores the boundaries to where they were prior to the 2018 boundary expansion which clearly was premature and ought not to have been done in the first place.

Finally, this option would also satisfy the boards LTAP initiatives and needs because,

1. Some students would be redirected to schools that are empty/or under enrolled, thus assisting with the use of facility concerns, as well alleviating some of the pressure at Pope Francis.
2. Minimal financial/capital requirements as only 1 portables would need to be added. This would not require an additional expense to the Board (and ultimately tax-payers) of purchasing new ones as it was identified at the February 1, 2022 meeting that there are empty portapacks at the other schools that could be transferred if needed, without the requirement of purchasing new portables.
3. Significantly reduces the number of students that will need to be bused to other schools, thus reducing traffic caused by buses and reducing financial burden of busing expenses.

Finally, it should also be noted that none of the options presented by the board consider the removal of the day care. When asked to address this issue, the Committee members expressed on February 1, 2022, that the day care was owned/funded by the Board and there was a financial impact to the board of removing the daycare. While extremely problematic on its own, as obviously it demonstrates a favoring of a monetary capital interest of the Board over that of the community (because obviously removing the day care off school property would not only allow for more rooms for students, but it would also minimize safety and traffic issues for the school and community). Serious consideration should be given to an option that removes the day and restores that property back to the school.

For all the above reasons, Options 1, 2, 3 and 5 should be removed from consideration in this current boundary review.





Adam McDonald <adam.mcdonald@ycdsb.ca>

Fwd: Pope Francis CES Boundary Review Concerns

Rose Cantisano <rose.cantisano@ycdsb.ca>

Wed, Feb 2, 2022 at 5:53 PM

To: Adam McDonald <adam.mcdonald@ycdsb.ca>, Rocchina Antunes <rocchina.antunes@ycdsb.ca>, Thomas Pechkovsky <tom.pechkovsky@ycdsb.ca>

----- Forwarded message -----

From: [REDACTED]

Date: Tue, Feb 1, 2022 at 11:12 PM

Subject: Pope Francis CES Boundary Review Concerns

To: <rose.cantisano@ycdsb.ca>, <rocchina.antunes@ycdsb.ca>, <TIM.LALIBERTE@ycdsb.ca>,<adam.mcdonald@ycdsb.ca>,<americo.desousa@ycdsb.ca>,<dino.giuliani@ycdsb.ca>

CC: <anna.roberts@parl.gc.ca>,<stephen.lecce@pc.ola.org>

Dear Members of the Board, Trustees, MPs and MPPs,

I was not able to access the Google Form provided during this evening's presentation. Therefore, I ask that you please review my comments, concerns and questions outlined below regarding the Pope Francis CES Boundary Review process currently underway.

- As a parent of a grade-1 student who currently attends Pope Francis CES and resides on **Dunrobin Crescent in Kleinburg (Area B)**, I purchased our home primarily because Pope Francis CES is ranked 4th best Catholic School in Vaughan, as well as with the understanding due to proximity to my home, it would be my son's elementary school until he graduates to secondary school, ensuring no social or educational disruptions would occur.
- The proposed new boundary school (St. Stephen CES in Kleinburg) is 6 km, a 10-minute drive vs. the current school (Pope Francis CES) 1 km, a 2-minute drive. **How can the students be moved to a "new boundary" school that's significantly further away from their current school/home?**
- It is also my understanding that Pope Francis CES currently has students enrolled that would be considered outside of the current "boundary" due to their residence being in the Woodbridge or Bolton areas, and are being bussed in or dropped off by car. **Wouldn't it be logical to have these students be first on the list to be moved to a school within their proper "boundary"?**
- The new proposed school (St. Stephen CES) would require students in Area B to be bused due to the extended distance. Adding buses would certainly result in an increased cost for the school board (that would be passed onto taxpayers). In addition, with the recent bus driver shortage situation, the board would certainly have issues procuring additional bus drivers
- For the past 2-years, during the Covid-19 pandemic, children have had their lives disrupted significantly. The uncertainty of having online or in-person learning that seemingly changed monthly during parts of the pandemic, the increased screen time, lack of physical activity, reduced time with family and friends, increased anxiety and mental health issues, lack of additional academic support when needed, reduced trust in the system, etc.

Based on my above points, I strongly feel that uprooting current students to a new boundary that is logically and geographically outside of their proper boundary based on where we reside now that they are finally regaining some sense of normalcy, could lead to further mental health issues, due to missing friends, the stress of making new friends, different teachers and a lack of a comfortable/familiar learning environment.

Considering the above, I ask that the Board please remove Options 2 & 3 from deliberation in this current Boundary Review Process.

I'm in support of Options 4 or 5.

Thank you for your time and consideration,





Adam McDonald <adam.mcdonald@ycdsb.ca>

Fwd: Pope Francis Boundary Review

Rose Cantisano <rose.cantisano@ycdsb.ca>

Tue, Feb 1, 2022 at 11:01 PM

To: Adam McDonald <adam.mcdonald@ycdsb.ca>, Rocchina Antunes <rocchina.antunes@ycdsb.ca>, Thomas Pechkovsky <tom.pechkovsky@ycdsb.ca>

FYI

----- Forwarded message -----

From: [REDACTED]
Date: Tue, Feb 1, 2022 at 8:46 PM
Subject: Pope Francis Boundary Review
To: <rose.cantisano@ycdsb.ca>

Trustee Cantisano,

Thank you for attending tonight's boundary review. I appreciate the time you took to be present. I am a supporter of yourself and Minister Lecce and do understand that you are in a difficult position.

I ask that you please consider the following:

I strongly believe it is the responsibility of parents, board members and administrators to consider the mental health of students in their decision making. The current group of children being considered for movement are unlike any other in history. They have endured more stress to their mental health than any generation before them. I strongly believe that at all costs these children should be left unmoved. A school change, where many will be separated from their friends and teachers will have significant long term effects. I believe any option that includes the movement of existing students would be a mistake we may not know the ramifications of for years to come. This is a boundary review like no other. In the current circumstances and I urge you to treat it as such. Do not move ANY existing students!

Thank you.

[REDACTED]



Adam McDonald <adam.mcdonald@ycdsb.ca>

Fwd: Boundary review Pope Francis CES

1 message

Rose Cantisano <rose.cantisano@ycdsb.ca>

Tue, Feb 8, 2022 at 10:25 AM

To: Adam McDonald <adam.mcdonald@ycdsb.ca>, Rocchina Antunes <rocchina.antunes@ycdsb.ca>, Thomas Pechkovsky <tom.pechkovsky@ycdsb.ca>

----- Forwarded message -----

From: [REDACTED]

Date: Tue, Feb 8, 2022 at 10:17 AM

Subject: Boundary review Pope Francis CES

To: <rose.cantisano@ycdsb.ca>

CC: <rocchina.antunes@ycdsb.ca>

Dear Rose,

We are flabbergasted by what is happening in our community with the boundary review at our children's school.

We have been trying to process this all and understand why we are where we are today when the board knew many years back

how fast the Kleinburg community especially (Area A) was growing and expanding.

We have been part of this community since 2017, my children have been at Pope Francis after one year it opened. We live in what the board has labeled the "side b"

My daughter is in grade 7 and my son grade 5. My husband and I are both on parent council and have been from day 1, wanting to be part of the school, new community and help a new school come together and flourish. It is truly disappointing and heartbreaking that my daughter may not be able to graduate next year from her home school with friends she has grown with from Areas A, B and C.

The options presented are against the best interest of the families and students of Pope Francis and the overall community. The past 2 years have been unstable for our children and now they may be faced to having to start over at a new school? This move especially during a pandemic when these children have suffered greatly would only serve to negatively impact their mental health and their overall education experience.

It is obvious that Pope Francis is experiencing enrolment and capacity pressures, including traffic and health and safety concerns. We need to review the options from the best interest of the children and the community, rather than from the financial objectives of the Board.

Options 2 and 3 need to be deleted and not considered at all.

While Option 4 is the most reasonable one that can meet the needs of the community with the least disruption and would restore the boundaries similar to what was back in 2018 and provide some relief. However I don't think any children should be disrupted because of this.

I don't think it is fair that the children who attend already (Areas B and C) should be redirected especially those in junior and intermediate grades when the capacity issue really is a primary issue. Address is at the primary level. I support existing students and their families should have priority to stay.

None of the options presented by the board consider the removal of the day care this should be strongly considered. Not only was this built after the school was opened disrupting the students who had to attend school through construction, it took away prime space from the school building and play yard. There was poor planning on the board given the projected growth of the community.

Removing the day care would free up space so that local kids could attend the school in their backyard. Giving this property back to the school, would not only allow for more rooms for students- specifically primary students where we

need it, but it would also minimize safety and traffic issues for the school and community.

Keep the Pope Francis Community as is now, a community we have come to love and be part of with Area A, B and C . Area B expected to have a school in their Area-this didn't happen and Pope Francis became our home school. The Board welcomed Area C into our boundaries in 2018 and now are coming back to those same families and telling them they may have to be redirected.

With all that is going on in the world today and the pandemic impact on everyone especially our kids, they cannot afford another change -and sincerely hope the Board has the best interests of the children and selects the option that impacts the current students enrolled the least-they need to stay.

We look forward to hearing from you .

Sincerely





Adam McDonald <adam.mcdonald@ycdsb.ca>

Fwd: Pope Francis

Rose Cantisano <rose.cantisano@ycdsb.ca>

Sun, Feb 6, 2022 at 9:38 PM

To: Adam McDonald <adam.mcdonald@ycdsb.ca>, Rocchina Antunes <rocchina.antunes@ycdsb.ca>, Thomas Pechkovsky <tom.pechkovsky@ycdsb.ca>

----- Forwarded message -----

From: [REDACTED]

Date: Sun, Feb 6, 2022 at 7:51 PM

Subject: Pope Francis

To: <rose.cantisano@ycdsb.ca>

Good evening Rose,

My daughter attends Pope Francis school and my son is registered for JK for the fall and I'm writing you this email in regards to the community meeting that was held last week in regards to relocating our children to another school. Their are many issues I tend not to agree with the whole political seeing and tend to keep my opinions to myself as they tend to be very strong but what you all have purposed is just outright wrong and the families of the 150 students that are in my area B are opposed to and will start to voice their opinions like I am here today. It has come to our attention that this move is already in the process of going through weather we we filled out the questionnaire or not. We understand that the volume of students is increasing at the school but their are many other alternatives with out having our children uplifted and relocated to another school as we know the school board and the province has access to sufficient funds to accommodate a growing community as the area already knew would happen with the large development in the area. Our children have suffered a tremendous amount in the last couple year and lifting children and relocating them will have a large impact on their mental health. As some one that was born and raised in the area we would like to see the right thing happen here and extend and expand the existing school to accommodate all current students. With a provincial election coming in June we would love to support you and continue this relation but we as parents from area B would like the same support. Thank you and looking to hear back from you

--

Regards,





Adam McDonald <adam.mcdonald@ycdsb.ca>

Fwd: St. Andrew CES - Boundary Review Meeting

1 message

Tim Laliberte <tim.laliberte@ycdsb.ca>
To: Adam McDonald <adam.mcdonald@ycdsb.ca>

Mon, Feb 7, 2022 at 11:11 AM

Please share this with the entire boundary review committee for transparency .

Tim Laliberte (He/Him), BA., BEd., MEd.

Superintendent of Education: School Leadership

Area 3

Catholic Education Centre

320 Bloomington Road West

Aurora, Ontario L4G 0M1

Tel: 905.713.1211 ext. 13625

Fax: 905.713.1288

tim.laliberte@ycdsb.ca

----- Forwarded message -----

From: [REDACTED]
Date: Mon, Feb 7, 2022 at 11:05 AM
Subject: St. Andrew CES - Boundary Review Meeting
To: <tim.laliberte@ycdsb.ca>, <dino.giuliani@ycdsb.ca>, <tony.carella@vaughan.ca>
Cc: Daniel Grossi <daniel.grossi@ycdsb.ca>, [REDACTED]

Good Morning,

As executive members of the St. Andrew Catholic School Council and after taking part in the boundary review meet on February 1, 2022, we are truly disappointed in how

St. Andrew CES was underestimated in this project. St. Andrew CES deserves far more recognition than what was allotted by the planning table and seems our school was thrown to the bottom of the barrel.

St. Andrew CES is only mentioned in "Options 2 & 3" and even at that we have not been given the credit our school deserves.

Our administrator, Mr. Grossi has an open-door policy; friendly yet approachable to all in our community, especially the students. He has done an incredible job over the last few years ensuring our school is a safe, welcoming for both students and staff on a daily basis and always communicating with parents during a very difficult time in our kids education. We have witnessed how every administrator (we've had our share) adheres to the cleanliness, upkeep, and maintenance of our school.

Over the years, our school has been altered for the better. We have welcomed Board employees, freshly painted gymnasium with our athletic logo and school colours, built a friendship garden in the school yard as a place for students to gather when they feel like they need a friend. This friendship garden is made in memory of one of our students, Julia Riccobene who passed away suddenly in 2018. She was a beautiful, energetic, well rounded young student who has left an everlasting presence at our school.

We have also refreshed the front entrance, enhanced a room for music class and refaced an empty classroom as space for our school beautiful and peaceful chapel. With the help of our students, this is where religion classes and visits by Monsignor Greg can be held.

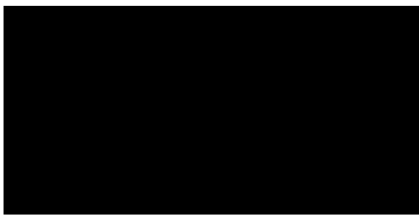
We have nearly 7 teachers that have been at St. Andrew since its inception in 2001. We must not forget our before and after school childcare centre that has run at St. Andrews since it opened its doors. Over the years children from JK to grade 8 build friendships, have fun and participate in engaging experiences and develop greater social skills.

St. Andrew has six empty classrooms which eliminates the need of portables. These spacious classrooms have proper running water, proper ventilation, sturdy and durable hooks for outdoor gear and most importantly easy bathroom accessibility. Our school also has a modern up to date library with five D-tables, two smart boards and a STREAM activity centre. Our library can accommodate three separate classes at one time. As well, CSC has purchased nearly 200 Chromebook through fundraising events for our students to use and have in each classroom. We organize many school activities, including a very successful fundraiser, Family Skate, Movie Night, Pancake Day (Shrove Tuesday) a Halloween Dance and a year end Carnival & BBQ Celebration like no other. We also offer hot lunches 2 times a week for students and run a healthy snack program once a week.

Our school playground area, which once held over nine hundred little bodies for outdoor recess, has held up very nicely over the years and we be freshly paved in the coming months. The school premises accommodates plenty of parking for staff and visitors as well. The playground beside the schools is used by many children to interact outside of school hours, as well as the soccer field adjacent to the park as it is utilized by the Woodbridge Soccer Club. Our Park holds great value to not only St. Andrew school but our community as it is named after our teacher, the late Tammy Breda and bares a memorial for our late student Julia Riccobene.

St. Andrew may only be a building to some boundary committee, but to us staff, students and community, it's our safe haven and home away from home.

Respectfully yours,



St. Andrew CSC



Adam McDonald <adam.mcdonald@ycdsb.ca>

Fwd: Feedback re: Pope Francis Boundary Review

Rose Cantisano <rose.cantisano@ycdsb.ca>

Wed, Feb 2, 2022 at 5:52 PM

To: Adam McDonald <adam.mcdonald@ycdsb.ca>, Rocchina Antunes <rocchina.antunes@ycdsb.ca>, Thomas Pechkovsky <tom.pechkovsky@ycdsb.ca>

----- Forwarded message -----

From: [REDACTED]
 Date: Wed, Feb 2, 2022 at 9:36 AM
 Subject: Feedback re: Pope Francis Boundary Review
 To: <rose.cantisano@ycdsb.ca>

Good morning Trustee Cantisano,

I hope this e-mail finds you well,

I'm writing to you today regarding last night's boundary review meeting for Pope Francis. I have some concerns with Option 5 and capping the enrollment to the school for those living directly in Area A. While I understand the cap allows those in Area A to have first eligibility, realistically given the previous enrollment numbers (90 kids enrolled for JK in this area alone already hitting that cap) and taking into consideration an increase due to growth over the next few years - not all families who live directly in Area A will be able to attend the local neighbourhood school. This I feel is concerning. One of the great things about this neighbourhood / area is its sense of community. Families recognize one another at the park, children play together from a young age and then enter Pope Francis together. I feel this fact should be taken into consideration when the board makes its decision.

I also understand how unfair it is to send some of its current students to a different school, which is why I'm wondering if it's possible to look at an alternative option. One that mixes Option 4 and 5 -

- Move current and future Area C students to an alternative school.
- Allow Area B and its current students to attend the school but cap future Area B enrollment
- Allow Area A to continue to attend with no cap for future enrollment.
- Review enrollment numbers and boundaries in coming years - if necessary continue decreasing the capped allotment for Area B until if necessary, future enrollment from Area B is diverted elsewhere

While I understand this may not offer the greatest numbers. I do think it can make a slight difference while still appeasing the most people and allowing for a gradual and more appeasing shift to an alternative school for Area B if required. It allows current students to stay while limiting future growth. But also allows those living directly in the neighbourhood continued access without limits to their school.

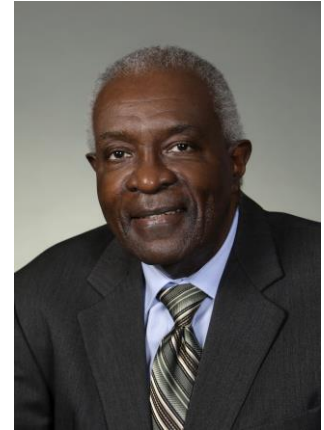
I would be grateful if you could bring this feedback to the board. I understand how much work and how difficult a decision this can be, but I do think there needs to be a bit of a priority for Area A considering it's the neighbourhoods school.

Thank you, I greatly appreciate you taking your time -

[REDACTED]

November 30, 2021

**CREATION OF A STREAM CENTRE IN MARKHAM
AREA 2, WARD 8**



- Whereas** the York Catholic District School Board has recognized “the need to provide students with the innovative learning and technology they require to develop and support their 21st. Century Skills”;
- Whereas** development of 21st. Century Skills requires equitable access to 21st. Century learning opportunities for all students;
- Whereas** the absence of STREAM Centres in lower income areas of the board (like Markham Area 2, Ward 8) makes accessibility to 21st. Century learning difficult and onerous for students in these communities;
- Whereas** the absence of such a Centre in Ward 8, further exacerbates the systemic inequities within York Catholic District School Board;
- Whereas** the York Catholic District School Board has embedded in its Core Values the remedying of inequities within its Learning Communities.

LET IT BE RESOLVED

- a) **THAT** a STREAM Centre be established in Markham Area 2, Ward 8;
- b) **THAT** the Centre be ready for the start of the 2022 to 2023 school year;

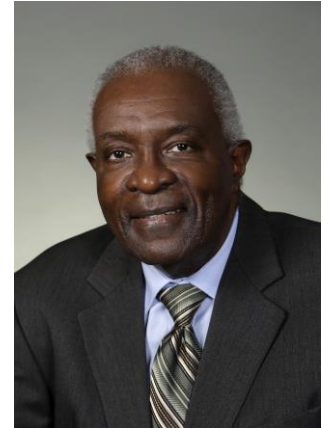
Respectfully submitted,

Frank Alexander
Trustee
Markham: Area 2: Wards 4, 5, 7, 8

No. 2021:16:1130:FA

November 30, 2021

GOVERNANCE AND SCHOOL BOARD ADMINISTRATION POLICY



Whereas the Ministry of Education conducted an operational review of York Catholic District School Board in October 2011, wherein the Ministry highlighted as its #1 recommendation that *“The School Board should develop a formal governance policy that clearly delineates the division of duties and responsibilities between the Board of Trustees and the Director of Education”*;

Whereas the Ministry’s recommendation remains incomplete;

Whereas completion of this recommendation is critical to the successful operation of York Catholic District School Board and ultimately to the success of all students.

LET IT BE RESOLVED

- a) **THAT** The York Catholic District School Board establish a Governance and School Board Administration Policy;
- b) **THAT** the policy comply with the tenets of the Ministry of Education’s recommendation in its entirety;
- c) **THAT** the policy be enacted no later than March 31st. 2022.

Respectfully submitted,

Frank Alexander
Trustee
Markham: Area 2: Wards 4, 5, 7, 8

Reference No. 2021:14:1130:FA



York Catholic District School Board

REPORT

TO: Board of Trustees
FROM: Senior Administration
DATE: February 22, 2022
RE: **PROPOSED 2022-2023 SCHOOL YEAR CALENDAR**

The purpose of this report is to present the Board of Trustees with the attached calendar being proposed for the **2022-2023** school year.

BACKGROUND:

Ontario Regulation 304 "School Year Calendar, Professional Activity Days" of the *Education Act* provides direction to school boards in the preparation and submission of the school year calendar to the Ministry of Education for approval. This regulation requires a minimum of 194 school days. School boards are also required to designate three mandatory Professional Activity (PA) days as well as allowing for four discretionary PA days for a total of seven PA days per panel. The remaining 187 school days shall be instructional days. The 194 school days must fall between September 1, 2022 and June 30, 2023. The Ministry has advised that this school year will begin on Tuesday, September 6, 2022, the day after Labor Day.

The proposed **PA Days** are: (7 for each panel)

Elementary		Secondary
✓	Tuesday, September 6, 2022	✓
✓	Friday, September 23, 2022	✓
✓	Friday, October 21, 2022	✓
✓	Friday, November 18, 2022	✓
✓	Friday, January 20, 2023	
✓	Friday, February 3, 2023	✓
	Friday, May 5, 2023	✓
✓	Friday, June 2, 2023	
	Friday, June 30, 2023	✓

The Ministry has provided three mandated Professional Activity Day focus topics for 2022/2023 school year: Learning Recovery, Student and School Safety, Science/Technology/Engineering/Math. A Professional Development Committee will now develop a schedule consisting of the placement of these topics within the Professional Activity Days designated above.

The YCDSB calendar is in line with the York Region District School Board calendar, thereby providing efficiencies that reduce costs in light of our existing transportation partnership (consortium).

It is to be noted that the Ministry calendar designated Saturday, December 17, 2022 as the first day of the Christmas holidays rather than Saturday, December 24, 2022. Consultation occurred with York Catholic District School Board's stakeholders consisting of the Board of Trustees, York Catholic Parent Involvement Committee, York Unit OECTA / York Occasional Teachers, York Catholic Principals Association (Elementary & Secondary), CUPE 1571 and CUPE 2331, CUPE 5476 and OSSTF. The YCDSB calendar, along with our coterminous board and the greater Toronto area boards, are positioning the first day of the Christmas holidays on Saturday, December 24, 2022. As a result, the YCDSB calendar is considered a "modified" calendar and is to be submitted to the Ministry by March 1, 2022.

RECOMMENDATION:

THAT the Board approve the proposed regular school year calendar for 2022-2023 for submission to the Ministry of Education for their approval.

Prepared and Submitted By: Eugene Pivato, Associate Director
Endorsed By: Domenic Scuglia, Director of Education



SCHOOL YEAR CALENDAR YORK CATHOLIC DISTRICT SCHOOL BOARD

2022 - 2023 - DRAFT

As of February 15, 2022

SEPTEMBER

S	M	T	W	T	F	S
				1	2	3
4	M	5	E/S	6 1st Day of School	7	8
9		10		11	12	13
14		15		16	17	18
19		20		21	22	23
24		25		26	27	28
29		30				

OCTOBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	M	17	18	19	20	21
22		23		24	E/S	25
26		27		28	29	30
31						

NOVEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	E/S	25
26						
27	28	29	30			

DECEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY

S	M	T	W	T	F	S
1	B	2	B	3	B	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY

S	M	T	W	T	F	S
			EX	EX	E/S	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	M	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MAY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	EX	20	EX	21	EX
22	23	EX	24	EX	25	EX
26	27	EX	28	29	30	S

PROFESSIONAL ACTIVITY DAYS

E/S Tuesday, September 6, 2022
E/S Friday, September 23, 2022
E/S Friday, October 21, 2022
E/S Friday, November 18, 2022
E Friday, January 20, 2023
E/S Friday, February 3, 2023
S Friday, May 5, 2023
E Friday, June 2, 2023
S Friday, June 30, 2023

MANDATORY HOLIDAYS

Labour Day September 5, 2022
Thanksgiving October 10, 2022
Christmas Dec 26, 2022 to Jan. 6, 2023
Family Day February 20, 2023
March Break March 13 - 17, 2023
Good Friday April 7, 2023
Easter Monday April 10, 2023
Victoria Day May 22, 2023

ELEMENTARY

Progress Report November xx, 2022

Reporting Periods February x, 2023
June xx, 2023

ELEMENTARY

Term 1 Sept. x - Feb (xx days)
Term 2 Feb. x - Jun. (xx days)

SECONDARY

Semester 1 Term 1: Sept 6 - Nov 14
(94 days) Term 2: Nov 15 - Feb 3

Semester 2 Term 1: Feb 6 - Apr 20
(93 days) Term 2: Apr 21 - June 30

O.S.S.L.T. TBD

Legend

EX	January Sem 1 Exams (Secondary) Gr 9 to 12
EX	June Sem 2 Exams (Secondary) Gr 9 to 11
EX	June Sem 2 Exams (Secondary) Grade 12
	Exam Review Days
M	Mandatory Holidays
B	Board Approved Holidays
E/S	Elementary /Secondary PA Days
E	Elementary PA Days
S	Secondary PA Days

DOMENIC SCUGLIA
DIRECTOR OF EDUCATION

ELIZABETH CROWE
CHAIR, BOARD OF TRUSTEES

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees
FROM: Administration
DATE: February 22, 2022
RE: **2022-23 CAPITAL PRIORITIES PROGRAM**

EXECUTIVE SUMMARY

The purpose of this report is to provide Trustees a summary regarding the Ministry's 2022-23 Capital Priorities Program, and to seek Board endorsement of the projects to be submitted.

On February 4, 2022, the Ministry of Education released memo **2022:B01 Launch of 2022-23 Capital Priorities Program including Child Care Capital Funding** (See Appendix I). The memo is a call for School Boards to submit capital projects by **February 25, 2022**, using templates created by the Ministry (see Appendix 2 and 3).

Based on the criteria identified in the memo, two (2) projects are proposed to be submitted to the Ministry for the Capital Priority submission.

The timing for the Ministry's review of all provincial submissions is expected to result in capital funding announcements in April/May, 2022.

BACKGROUND INFORMATION

On February 4, 2022, the Ministry of Education released memo 2022:B01 which outlines the process for submitting capital funding requests including Child Care projects. In addition to the capital priorities requirements, the memo highlights the Ministry's encouragement for Boards to consider opportunities for joint-use capital projects.

PREVIOUS CAPITAL PRIORITY SUBMISSION

In May 2021, Administration submitted the following Capital Priority projects as part of the last round of submissions.

1. Queensville Elementary
2. St. Robert Replacement
3. Mount Albert Primary

On February 4, 2022 The Province announced funding approval for the Queensville project. Administration will now begin the procurement process to select an architect for this project.

Administration met with Ministry staff on Thursday February 10, 2022 to get feedback on the submissions for St. Robert Replacement and Mount Albert Primary.

St. Robert CHS Replacement

Administration was advised that St. Robert CHS Replacement was not approved in the previous round of Capital Priorities funding. Ministry staff provided several factors that were considered in review of the business case for this project.

- The Return on Investment (ROI) was low and did not justify the project.
- The access issues associated with the driveway did not justify the reconstruction of the school.
- The provincial increase in secondary pupil loadings (from 21 to 23) resulted in lowering the overall accommodation pressure in southern York Region.
- The Capital Priority program does not support “*Projects addressing an accommodation pressure as a result of a specialized or alternative program such as French Immersion*”
- The surplus pupil places in surrounding secondary schools provides an opportunity for a boundary change or relocation of the IB Program.
 - Administration did respond that it was not practical to make a boundary change or to move the IB program, as there is no one singular school that can alleviate the enrolment pressures at St. Robert.

Mount Albert Primary (K-3)

Ministry staff informed Administration that in the review of both Queensville and Mount Albert projects:

- Queensville was determined to be a stronger case as it will accommodate a greater number of students in a typical JK-8 school as opposed to the JK-3 model proposed for Mt. Albert.

2022/23 CAPITAL PRIORITIES PROGRAM

The February 4, 2022 Ministry memo states: “*The Capital Priorities Program CPP provides school boards with an opportunity to identify and address their most urgent pupil accommodation needs, including:*

- *Accommodation Pressure;*
- *School Consolidation and Facility Condition*
- *Supporting past consolidation decisions*
- *Providing facilities for French language rights holders in underserved areas, and*
- *Creating new licensed child care spaces in schools”*

Funding of Capital Priorities is allocated on a business case basis for new schools, additions and retrofits that need to be completed by the 2026/27 school year. Boards are permitted to submit up to five (5) projects for consideration, with additional requirements pertaining specifically to new and previously submitted (but not approved) projects.

Each project requires the completion of two (2) template reports: Part A - Enrolment and School Capacity Data (Attachment 2) and Part B – Written Report (Attachment 3).

Capital Priority submissions that have a child care component require the completion of a *Joint submission - Capital Funding for Child Care* template, which must be signed by both the School Board and the local Consolidated Municipal Service Manager or CMSM (York Region).

Appendix A of the memo identifies eligibility requirements for each of the above sub headings, as well as the following project categories, which are **NOT** eligible under the Capital Priorities Program:

- *Projects addressing an accommodation pressure as a result of a specialized or alternative program such as French Immersion;*
- *Projects for additional child care space that is not associated with a capital priorities school project (i.e. child care only project requests);*
- *Projects associated with consolidation and/or closures where a Pupil Accommodation review has not been completed;*
- *Request for Land Priorities funding for site acquisitions;*
- *Projects addressing the renewal needs of a facility; and*
- *Projects addressing school board administrative space*

YCDSB SUBMISSION

Administration has reviewed the requirements as outlined in the Capital Priorities memo, along with the Summary of Accommodation Initiatives in the Board approved Long Term Accommodation Plan 2019 -2024 (LTAP).

Administration is proposing to submit the following projects to the Ministry of Education under the Capital Priorities program. The projects have been ranked by their ability to meet the eligibility and evaluation criteria as outlined in Appendix A of the B Memo.

Administration met with Regional childcare staff on Monday February 15 2022 to review the proposed projects below. Regional staff were generally supportive of the projects, however identified that the areas impacted by these projects currently have vacancies, and therefore needed more time to consider formal sign off on our submission. At this time we are including the Childcare Centres as part of the submission.

1. St. Robert CHS, 1,600 Pupil Place Replacement School and Possible Childcare Centre

To address accommodation pressures, facility condition, site access and stormwater management issues, Administration proposes to re-submit St. Robert Replacement as the Board's first priority.

The current St. Robert has a permanent capacity of 1,104 pupil places (adjusted to 1,206 based on a revised pupil loading of 23 students per classroom). The school has a 12 classroom port-a-pak and 13 portables on site. As of October 31 2021, enrolment at the school was 1,685, with over 600 students enrolled in the IB Program.

In recent discussions with the Ministry of Education, Ministry of Infrastructure, City of Richmond Hill and the City of Markham, Administration has been advised that the provincial government plans to significantly increase densities in the Transit Oriented communities (TOC)

of Richmond Hill Centre and Langstaff Gateway secondary plan areas, both of which are within the St. Robert attendance area. It is anticipated that any significant increase in density would result in an increase in enrolment over the long term.

Given the Provincial direction with proposed density increases in the Transit Oriented Communities, it is possible that at full build out, a larger area secondary school may be required. Future students generated from these higher density areas is anticipated to be gradually phased in over a 20-25 year period, well outside of the shorter term period evaluated as part of the Capital Priorities review.

Alternative Scope Considered

Given the feedback from Ministry staff, Administration evaluated an alternative scope (1,200 pupil places) and childcare centre. A school of 1,200 pupil places would increase the ROI, reduce the available pupil places in the overall area, and partially address the Ministry's concern of funding spaces to support an optional program.

The obvious concern is that a 1,200 pupil place school is insufficient to accommodate the population of the school. Although the design could include provisions for a future addition, portables and the port a pack would continue to be required at the school to accommodate the population in the short term.

Administration believes that despite the feedback from the Ministry regarding ROI and possible surplus capacity elsewhere in southern York Region, a 1,600 pupil place school is in the best interests of the Board and the St. Robert community.

2. Vaughan Metropolitan Centre (VMC) Elementary School Site

The Board has designated 2 elementary school sites within the Vaughan Metropolitan Centre (VMC). Administration continues to work the City of Vaughan, York Region District School Board and local developer to finalize a school site location for one of the two designated school sites. The City of Vaughan continues to approve development applications for this area and building activity is ongoing. The City of Vaughan is currently conducting a Secondary Plan review with estimated population projections 3 to 4 times the amount originally anticipated at the time of site designation. The need for a school in this community is more a function of "when", than "if".

As Trustees are aware, Administration is exploring a possible joint school site with the York Region District School Board and will continue to discuss options with the Ministry of Education staff. Given the Ministry's encouragement for collaboration of capital projects between Boards, we (YCDSB and YRDSB staff) are proposing a joint use co-built facility on 6.1 acres within the southwest quadrant of the VMC.

The proposed capacity of the catholic portion of this joint use project is proposed to be between 500 and 600 pupil places.

Considering the lead time required to establish a suitable school site and design the school, Administration proposes to submit this project for this round of Capital Priorities funding.

Other Projects Considered

Mount Albert Primary

The Board's enrolment projections indicate that with the additional capacity of a school in Queensville, a school in Mount Albert is not required within the timeframe included in this round of Capital Priorities. Given the Minister has reserved the right to consider any of the projects in the previous submission that were not approved, Administration is not proposing the resubmission of this project.

Woodbridge North CHS

The Board approved LTAP identifies a Woodbridge North CHS by 2029. The Board has designated secondary school sites in Block 41 and the Copper Creek development areas, and planning for future development in these areas is ongoing. Block planning for both Copper Creek and Block 41 is underway. Given the municipal approvals required for both the Copper Creek and Block 41 development areas, secondary school sites may not be available for purchase by the Board to meet a 2026/27 opening date.

Block 40/47

The Board approved LTAP identifies a Block 40/47 elementary school by 2029. Residential occupancies in Block 40/47 have commenced this year. As of October 31, 2021 there are 17 elementary students from this area being accommodated at St. Emily CES.

The Board has secured a Catholic Elementary School Site in Block 47, however enrolment projections indicate that this school will be required beyond the 2026/27 school year. Therefore, this does not qualify for this round of Capital Priorities.

Block 60 East

The Board has designated an elementary school site in Block 60 East. Planning for future development in these areas is ongoing. Given the municipal approvals required for Block 60 East, the Block 60 East elementary school site may not be available for purchase (I.e. in a registered plan of subdivision) by the Board to meet a 2026/27 opening date.

Summary:

Administration is preparing to make submissions to the Ministry for capital project funding in accordance with the Ministry of Education memo 2022:B01.

Two (2) projects have been identified which comply with the implementation dates of up to the 2026/27 school year, as identified in the memo. Administration will continue to work closely with the Ministry of Education staff to advocate for these projects and will update the Board accordingly.

Announcements of any approvals for Capital Priority requests are expected in April/May 2022.

Recommendation:

THAT Administration proceed with the preparation and submission of the following Capital Priority Projects as follows in order of priority:

1. St. Robert CHS – Replacement School (with childcare if supported by the Region of York)
2. Vaughan Metropolitan Centre Elementary Joint Build (with childcare if supported by the Region of York)

Attachments:

Appendix I – [Capital Priorities Memo 2022B: 01](#)

Appendix II – [Template #1 - Enrolment and School Capacity Data](#)

Appendix III – [Template #2 - Written Report](#)

Prepared By:	Adam McDonald, Assistant Manager Planning Services
Reviewed By:	Tom Pechkovsky, Coordinating Manager Planning and Operations
Submitted By:	

Ministry of Education**Ministère de l'Éducation**

Capital and Business Support
Division

Division du soutien aux immobilisations
et aux affaires

315 Front Street West
15th Floor
Toronto ON M7A 0B8

315, rue Front ouest
15^e étage
Toronto (ON) M7A 0B8

2022: B01

Date: February 04, 2022

Memorandum to: Directors of Education
Children's Service Leads, Consolidated Municipal Service
Managers (CMSMs) and District Social Services Administration
Boards (DSSABs)
Secretary/Treasurers of School Authorities

From: Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division

Subject: **Launch of 2022-23 Capital Priorities Program including Child
Care Capital Funding**

Schools and child care centres are crucial in supporting the well-being and positive development of students and children. As part of the provincial government's efforts to build and invest in infrastructure, the Ministry of Education is committed to working closely with school boards to ensure infrastructure investments meet the needs of the community and deliver good value for the Ontario taxpayers.

2022-23 Capital Priorities Program

The ministry is pleased to announce the launch of the 2022-23 Capital Priorities Program (CP), providing school boards with an opportunity to identify and address their most urgent pupil accommodation needs, including:

- accommodation pressures,
- replacing schools in poor condition,
- supporting past consolidation decisions,
- providing facilities for French-language rights holders in under-served areas, and
- creating new licensed child care spaces in schools.

With the additional challenges school boards are facing with the COVID pandemic, the ministry has reduced the burden associated with the 2022-23 CP submissions. School boards are asked to submit up to five (5) projects for considerations under the 2022-23 CP program, down from 10 projects that were requested in previous years.

Summary of the 2022-23 Capital Priorities Program

- The submission deadline for all capital funding requests is **February 25, 2022**.
- For the 2022-23 Capital Priorities program, school boards are asked to:
 - Submit a maximum of five (5) project proposals, of which a minimum of two (2) projects are to be new project proposals and the remaining (up to 3) projects can be drawn from the 2021-22 CP submissions.
 - Provide a priority ranking for the proposals and submit their 2022-23 Capital Priorities Submissions List (Appendix A) jointly signed by the Director of Education, Secretary/Treasurers of School Authorities, and the Senior Business Officials.
- The 2022-23 Capital Priorities projects are expected to be completed and open no later than the 2026-27 school year.
- School boards have an opportunity to request Child Care Capital funding for Capital Priorities projects, if the local CMSM or DSSAB support the need and confirm the proposed new space will not result in an operating pressure for the CMSM or DSSAB.
- All public announcements regarding capital investments in the publicly funded education system, including those previously funded, are joint communications opportunities for the provincial government, the school board, the CMSM or DSSAB, and/or community partners.
- As with previous years, participation in the Capital Priorities Program remains optional for school boards.

Project Submissions

As with previous rounds of Capital Priorities, funding for projects will be allocated on a business case basis for new schools, retrofits, and additions that need to be completed by the 2026-27 school year. School boards are invited to identify their most urgent Capital Priorities projects for funding consideration. The Ministry is requesting that a minimum of two of the project proposals for the 2022-23 CP be new/newly identified projects, with the remaining (up to three) projects drawn from the previously submitted 2021-22 CP proposals, identifying the most pressing and urgent needs for boards. All capital proposals submitted in the 2021-22 call for proposals remain under consideration.

With the ongoing transition from the School Facility Inventory System (SFIS) to the new Education

Capital Information System (ECIS), school boards will not be able to download templates or upload business cases directly. As a result, ministry staff will send board specific business case templates to school boards for completion and school boards are asked to submit their completed 2022-23 Capital Priorities Submission List along with any new business cases to CapitalProgramBranch@ontario.ca with a copy sent to their Capital Analyst.

As in previous rounds, there are **two template reports** that are required to be submitted per submission:

1) Business Case - Part A (Written Report)

School boards are required to provide a written description of the project, including detailed information on the rationale, proposed scope of work and demonstrate why alternate options are not feasible.

2) Business Case - Part B (Excel Template)

• **Enrolment and School Capacity Data Form (Required for All Submissions)**

School boards are required to provide an overview of current and projected accommodation needs for the proposed capital project, including schools within the local proximity of the selected project site.

• **Joint Submission - Capital Funding for Child Care Form (If Applicable)**

With support from their local CMSM or DSSAB, school boards have an opportunity to request capital funding for the creation of new child care spaces as part of their Capital Priorities submission.

For all child care project requests submitted through Capital Priorities, school boards and CMSMs or DSSABs are required to complete a Joint Submission - Capital Funding for Child Care template to request Child Care Capital funding. Requests for capital funding must be signed by both the school board and the CMSM or DSSAB.

For information regarding the child care project submissions, please see Appendix C.

Other Considerations for Project Submissions

School Board Considerations

In addition to project specific assessments as detailed in Appendix B, the following school board performance measures will also be considered for all Capital Priorities project categories:

- School board's demonstrated willingness to participate with co-terminus school boards in joint-use school opportunities,
- School board's ability to build to ministry benchmark costs as evidenced by past projects,
- School board's ability to deliver projects within target timeframes as evidenced by past projects,
- School board's history of meeting the ministry's capital accountability measures,
- Accuracy of enrolment projections for previously approved projects, and
- Number of projects the school board currently has underway.

Joint-Use Capital Projects

The ministry encourages all school boards to consider collaborative capital project arrangements between school boards. This includes maximizing the opportunities of co-location, particularly in rural, northern or smaller communities.

The ministry will be reviewing all capital proposals submitted by boards for ministry funding to ensure joint-use opportunities between school boards have been explored before funding is granted.

School boards seeking Capital Priorities funding approval must:

- Document efforts made to explore joint-use opportunities for each capital project funding request as part of the business case submissions, and
- Demonstrate a willingness to participate with co-terminus school boards in joint-use school opportunities.

For joint-use school proposals, all participating boards must:

- Include the project as part of their Capital Priorities submission, and
- Explain the role of the joint-use nature of the project on expected improvements to student programming and operational efficiency.

Communications Protocol

School boards are reminded to follow the ministry's communications protocol requirements for all ministry funded major capital construction projects as outlined in Appendix D. This includes the placement of Ontario Builds signage of project sites within 60 days of receiving funding approval notification.

Should you have any questions related to the communication requirements, please contact MinistryofEducation@ontario.ca.

Ministry Contact

Capital Priorities and Child Care Program

If you have any Capital Priorities Program questions, or require additional information, please contact the Capital Analyst assigned to your school board or:

- Laval Wong, Manager (A), Capital Program Branch at 647-278-1871 or Laval.Wong@ontario.ca, or
- Sophie Liu, Manager, Capital Program Branch at 647-402-9597 or Sophie.Liu@ontario.ca, or
- Paul Bloye, Director, Capital Program Branch at 416-325-8589 or at Paul.Bloye@ontario.ca.

We look forward to working with you on advancing these and numerous other initiatives as part of the Ontario government's commitment to meeting the needs of students and working families across the province.

Sincerely,

Original signed by:

Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division

Appendices:

Appendix A: 2022-23 list of Capital Priorities submissions

Appendix B: Eligibility and Evaluation Criteria

Appendix C: Child Care Capital Project Submission Requirements

Appendix D: Communications Protocol Requirements

- c. Senior Business Officials
 - Superintendents and Managers of Facilities Managers of Planning
 - Early Years Leads
 - CAOs of Consolidated Municipal Service Managers CAOs of District Social Services
 - Administration Boards
 - Melanie Milczynski, Director, Field Services Branch, Ministry of Education

Appendix A: 2022-23 Capital Priorities Submissions List

School Board:

School
Board: _____

2022-23 Priority Ranking	Project Name / Name of Existing Submission	Type of Submission (New or Existing)	2021-22 Priority Ranking
1			
2			
3			
4			
5			

Director of Education

Signature _____

Date _____

Senior Business Official

Signature _____

Date _____

Capital Lead

Signature _____

Date _____

Appendix B: Eligibility and Evaluation Criteria

Eligible Project Categories

Projects eligible for funding consideration for this round of the Capital Priorities Program must meet one or more of the following category descriptions:

1) Accommodation Pressure:

Projects will accommodate pupils where enrolment presently is or is projected to persistently exceed capacity at a school or within a group of schools, and students are currently housed in non-permanent space (e.g., portables).

Assessment of projects will include reviewing school-level capacity of impacted schools, including those in close proximity, historical enrolment trends, enrolment forecasts, and geographic distribution of students.

- Priority consideration for funding purposes will be given to projects with a utilization equal to or greater than 100% (including area schools) in the 5th year after the proposed school opening date as per the business case template.

2) School Consolidation and Facility Condition:

Projects that support the reduction of excess capacity in order to decrease operating and renewal costs, and/or address renewal need backlogs. These projects may also provide other benefits such as improved program offerings, accessibility or energy efficiency.

Projects associated with consolidations and/or closures that require a Pupil Accommodation Review (PAR) that has yet to be completed will not be eligible for funding purposes.

Note: School boards will be asked to confirm that schools identified to be closed as part of the proposed solution will be closed and removed from the school board's assets within two years of completion of the approved project.

Assessments will be based on the projected operating and renewal savings and the removal of renewal backlog needs relative to the project cost.

- Priority will be given to projects with an expected Internal Rate of Return equal to or greater than 2.5%. This will be calculated using the expected cost of the project compared to the expected savings resulting from proposed solution as per the business case template.

3) French-language Accommodation:

Projects will provide access to French-language facilities where demographics warrant. Such projects will only be considered for funding if the school board can demonstrate that a French-language population is not being served by existing French-language school facilities.

Note: Project requests associated with French-language facilities in existing geographic areas experiencing accommodation pressures will be reviewed for funding consideration based on the Accommodation Pressure criteria identified above.

Assessment of projects will include enrolment forecasts, geographic distribution of students, reviewing school-level capacity of impacted schools, including those in close proximity and potential alternative solutions.

Ineligible Projects

Projects matching the following descriptions will not be considered for Capital Priorities funding purposes:

- Projects addressing an accommodation pressure as a result of a specialized or alternative program such as French Immersion;
- Projects for additional child care space that is not associated with a capital priorities school project (i.e., child care only project requests);
- Projects associated with consolidations and/or closures where a Pupil Accommodation Review has not been completed;
- Requests for Land Priorities funding for site acquisitions;
- Projects addressing the renewal needs of a facility; and
- Projects addressing school board administrative space.

The ministry will expect that school boards will explore various options before submitting their business cases for a specific option. School boards must be able to identify the cost differentiation and considerations of various options within its submitted business case.

Previously Approved Capital Priorities Projects and Scope Change Requests

If school boards are considering a scope change for a previously approved capital priorities project, they may be required to resubmit the project through the Capital Priorities Program. Please contact your Capital Analyst for further clarification.

Appendix C: Child Care Capital Project Submission Requirements

Child Care Eligibility

The ministry will consider funding child care centre capital projects in schools where there is a need for new child care construction and/or renovations to existing child care spaces for children 0 to 3.8 years of age. School boards will need to have the support of the corresponding Consolidated Municipal Service Manager (CMSM) or District Social Services Administration Board (DSSAB) regarding the eligibility and viability requirements to build or renovate child care rooms in the identified school.

When selecting a school for child care centre capital, school boards and CMSMs and DSSABs should consider available operating funding, cost effectiveness of the capital project, school capacity, location, long-term viability, age groups, accommodation pressures/service gaps, demand, local child care plan, etc. prior to signing the Early Years Joint Submission.

When considering long-term school viability, school board planners and CMSMs and DSSABs must consider at least the next five years and use population projections as well as other local data to inform submission decisions including an assessment of:

- Cost effectiveness of the project, including anticipated additional site, construction, labour/material or municipal costs associated with the project.
- Whether the school has existing child care centre space.
- The average daily enrollment and the on-the-ground capacity of the school.
- Current utilization rates, and historical/forward trend analysis.
- School board capacity to support cost overages and implementation.

Child Care Operational and Accountability Requirements

Approved new construction of child care rooms must meet the following operational and accountability requirements:

- The child care centre rooms are viable within existing CMSM or DSSAB operating funding.
- The physical space will be owned by the school board and leased to the child care operator or CMSM or DSSAB. School boards are not to charge operators beyond a cost-recovery level.
- School boards should operate on a cost-recovery basis and recover their accommodation costs (e.g., rent, heating, lighting, cleaning, maintenance, and repair costs) directly from child care operators and/or CMSMs and DSSABs as per the school board's usual leasing process. School boards should not absorb additional school board facility costs (e.g., custodial, heat, and lighting) and renewal costs (e.g., windows) through ministry funding, such as the School Facility Operations or Renewal Grant. School boards are not expected to take on additional costs to support facility partnerships, although school boards will continue to use their discretion in supporting partnerships based on their student achievement strategy.
- School boards are required to follow the capital construction approval process for the new construction and/or renovations of child care centre rooms as per the ministry's Capital Accountability Requirements.
- School boards will require an Approval to Proceed (ATP) before the child care capital

project can be tendered.

- School boards, CMSMs and DSSABs and/or child care operators should contact their child care licensing representative as soon as possible as all child care centre capital projects require a floor plan approval letter issued by the Ministry of Education's Child Care Quality Assurance and Licensing Branch prior to receiving an ATP or starting construction. In order to streamline the floor plan approval process, school boards, CMSMs and DSSABs and/or child care operators should note to their child care licensing representative if the child care floor plan has been used in the past (i.e., a repeat child care floor plan design) or if the child care floor plan will be used for multiple child care sites in the near future.
- Child care centre space will not count as loaded space.
- School boards will be held accountable for implementing appropriate measures to ensure that the cost and scope of approved child care centre capital projects are within the approved project funding.
- Rooms must be built in accordance with the Child Care and Early Years Act, 2014 (CCEYA).
- It is expected that all new child care centre rooms funded under this policy will be built to accommodate a maximum group size (at 2.8m² per child, as per the CCEYA) for each age grouping for children 0 to 3.8 years (e.g., 10 infant spaces, 15 toddler spaces, 24 preschool spaces, and 15 family age grouping spaces), and that child care centre rooms will be for exclusive use during the core school day. Although unobstructed space requirements are per child, infant, toddler and family age group sizes require additional space for separate sleep areas, change area, etc. these should be considered when developing child care floor plans. Consideration should also include the long-term use of the room, including the ability to convert to serve other child care age groups in future.
- It is important that school boards and CMSMs and DSSABs are taking into consideration licensed child care operator viability, and flexibility where appropriate, when determining appropriate mix of age groupings. Programs created will support continuity of services for children and families to accommodate children as they age out of programs. For example, if a toddler room is included in the child care capital project proposal a preschool room should also be available, unless a family age grouping room is in place.
- For the purpose of this policy, an eligible child care operator:
 - has a purchase of service agreement with the CMSM or DSSAB; or
 - is a licensed child care centre that is eligible to receive fee subsidy payments from the CMSM or DSSAB.
- Capital funding for a child care centre cannot be used to address other school board capital needs. Funding will not be provided for school-age child care spaces (except spaces within a family age grouping room) as the ministry will not fund exclusive space for before and after school child care programs.

Appendix D: Communications Protocol - Public Communications, Events and Signage

Acknowledgement of Support

School boards are required to acknowledge the support of the Government of Ontario in proactive media-focused communications of any kind, written or oral, relating to the agreement or the project. This could include but is not limited to:

- Reports
- Announcements
- Speeches
- Advertisements, publicity
- Promotional materials including, brochures, audio-visual materials, web communications or any other public communications.

This is not required for:

- Minor interactions on social media, including social media such as Twitter
- Reactive communications, such as media calls.

All public events and announcements regarding capital investments in the publicly funded education system are considered joint communications opportunities for the provincial government, the school board, as well as Consolidated Municipal Service Managers and District Social Service Administration Boards (CMSMs and DSSABs); and/or community partners.

Issuing a Media Release

When issuing a media release or other media-focused communication, school boards, CMSMs/DSSABs, and or community partners must:

- Recognize the Ministry of Education's role in funding the project
- Contact the ministry to receive additional content for public communications, such as a quote from the minister.

You can send your draft public communications to MinistryofEducation@ontario.ca to obtain a quote or other information for your public product.

Note: The ministry may also choose to issue its own news release about various project milestones. If the ministry chooses to do so, school boards, CMSMs/DSSABs, and/or community partners will be notified.

Invitations to the Minister of Education

Openings

School boards are to invite the Minister of Education to all openings of:

- New schools
- Additions that include new child care spaces, EarlyON Child and Family centres, or community hubs.

To invite the minister to your event:

- Send an email invitation as soon as possible to MinistryofEducation@ontario.ca

- Where appropriate please copy the ministry's regional manager in the Field Services Branch for your area
- Please do not move forward with your event until you have received a response from the ministry (you will be notified within 15 business days of the event as to the minister's attendance)
- Inform the ministry via the email address above if the date of your event changes.

Note: If the minister is unable to attend, your invitation may be shared with another government representative. Their office will contact you directly to coordinate details. Announcements do not need to be delayed to accommodate the minister. The goal is to make sure that the ministry is aware of the opportunity.

All Other Events

For all other media-focused public events, (e.g. sod turnings):

- Send an invitation to the minister at MinistryofEducation@ontario.ca with at least three weeks' notice
- Copy the ministry's regional manager in the Field Services Branch, in your area, where appropriate.

Note: These "other" events should not be delayed to accommodate the minister. Only an invitation needs to be sent; a response is not mandatory to proceed.

Ontario Builds Signage

NEW – The Government of Ontario is introducing Ontario Builds signage.

For approved Capital Priorities, Early Years Capital and Child Care Capital projects, school boards will be required to display Ontario Builds signage at the site of construction that identifies the financial support of the Government of Ontario.

School boards are responsible for the following:

- Producing and paying for Ontario Builds signage. For the Ontario Builds artwork and the visual identity guide, please access www.ontario.ca/page/ontario-builds-templates for templates to create the signage.
 - These are examples of project descriptions that could be used on the school board sign: "New school and child care centre," "New school," or "New school addition."
 - Francophone communities, consider producing both English and French signage.
- Providing the ministry with a digital proof of the sign which to be sent via email to MinistryofEducation@ontario.ca. Ministry approval of the digital proof must be received before finalizing and physically producing Ontario Builds signage.
- Posting signs in a timely manner. Please ensure a sign is present at the construction site at all stages – before construction work starts and throughout construction.
- Displaying permanent sign(s) for major school and /or early years and child care projects identified by the ministry in a prominent location that does not obstruct traffic or cause safety concerns, particularly if the sign is located near roads. To avoid potential safety

issues, school boards should ensure the appropriate provincial and municipal authorities are consulted on Ontario Builds signage.

- Removing the signage within six months of the completion of the project.
- Providing the ministry with a photograph after the sign has been installed; please send to MinistryofEducation@ontario.ca.
- Maintaining the signage to be in a good state of repair for the duration of the project.

Note: For projects that are co-funded, such as by a municipality or the federal government, use the Ontario Builds visual identity guide for partnership signage. Also, please facilitate signage approval from the partners.

Contact

Should you have any questions related to this communications protocol or Ontario Build signage, please send your questions via email to MinistryofEducation@ontario.ca.

Note: This communications protocol does not replace school boards' existing partnership with the Ministry of Education's regional offices. Regional offices should still be regarded as school boards' primary point of contact for events and should be given updates in accordance to existing processes.

York Catholic District School Board

REPORT

Report to: Board of Trustees

Date: February 22, 2022

Report: Trustee Appointment Amendment to HRC Committee

Executive Summary

As per Operational By-Law 4.1.1, *“Trustees are to be appointed to all Standing/Statutory Committees at first meeting in December of each year of the Trustee term.”*

Background

At the December 1, 2021 Inaugural Board Meeting Trustee Representation was approved for all Standing/Statutory Committees effective December 2, 2021 to November 14, 2022.

Trustee Frank Alexander was appointed to the Standing Committee, Human Resources but he has decided to step down.

LET IT BE RESOLVED:

THAT the Board rescind the appointment of Trustee Alexander to the Human Resources Committee;

And;

THAT the Board appoint Trustee Mazzotta to the Human Resources Committee for the remainder of the term.

Submitted by: Elizabeth Crowe, Chair of the Board

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

REPORT TO: Board of Trustees

FROM: Administration

DATE: February 22, 2022

REPORT: **Project SEARCH Pilot - A School-to-Work Transition Program for Students with Disabilities**

EXECUTIVE SUMMARY

The York Catholic District School Board recognizes and celebrates the individual differences among students, and is committed to offering specialized programs to meet the unique needs of all students. As such, the Student Services department, with ongoing support and consultation from the Ministry of Education, has developed a new, unique and specialized, fully immersive job training pilot program intended to support senior level students with special needs as they prepare to transition to life beyond high school. This report serves to confirm the viability of this new program, titled the *Ministry of Education Developmental Disabilities Pilot – Student Transitions: Project SEARCH*, and to respectfully propose a September 2022 implementation.

RATIONALE

It is widely accepted in research that people with disabilities have significantly poorer employment and work-related outcomes when compared to their counterparts without disabilities. Additionally, participation in competitive employment after graduation is considered the gold standard of inclusion for people with disabilities. The Student Services department, therefore, strives to provide YCDSB students with disabilities equal opportunity to develop job-readiness skills prior to exiting high school. In an effort to further opportunities for inclusion and long-term employment for those students, the Student Services department will introduce the Project Search Pilot as an extension of the YCDSB Pathways to EmployABILITY Program (PEP) which is already offered in all YCDSB secondary schools.

BACKGROUND

Project Search is a licensed and Ministry of Education sanctioned program originating in the United States. Project Search aims to explore successful practices in transitioning students with developmental disabilities to competitive, paid work, through the use of an intensive, fully-immersive, job-placement program with the singular goal of securing competitive employment for every program graduate. Project Search has a proven track record of success. To date, this program has been implemented in over 600 job sites worldwide and 80% of Project SEARCH graduates have achieved employment and over 70% of graduates meet the program's strict criteria for competitive employment after graduation. The initial licensing fee for the program will be paid in full with Ministry of Education TPA funds already allocated to the board. It is a collaborative model that requires cooperation between YCDSB, a business/site host and a community partner. The business partner/site host is expected to provide classroom space for the program in their workplace as well as internships and mentors. Students will learn through a combination of classroom instruction and hands-on career training at work site locations, supervised by a YCDSB

Special Education Teacher and 2 Community Agency Job Coaches. The community partner is expected to provide 2 Job Coaches who will work in collaboration with the Teacher to support students with on-the-job coaching.

IMPLEMENTATION PLAN

STUDENT CANDIDATES

With a target implementation date of September 2022, we propose to launch a Project Search Pilot at a host site for one year. This pilot will support a total of 8-10 students with special needs. Participants will be recruited from the four YCDSB high schools in Vaughan (i.e., Father Bressani CHS, St. Jean de Brebeuf CHS, Holy Cross Catholic Academy, and St. Joan of Arc CHS). Candidates for this program must be in their final year of high school, have been diagnosed with a developmental/intellectual disability, have the potential to travel independently to and from the host site to a work placement, and to work independently. Parents/Guardians of students who meet these criteria will be invited to attend an information/orientation session delivered by the Secondary Student Service Team in the Spring of 2022.

BUSINESS/SITE HOST

Student Services is pleased to report that the City of Vaughan has enthusiastically committed to partnering with YCDSB in this pilot project as the business/site host. City of Vaughan is a large organization with a strong track record of community involvement and a commitment to employment equity. The City of Vaughan will donate use of a learning space in one of their municipal buildings, provide approximately 10 internship positions and mentorship opportunities and has committed to exploring the possibility of long-term employment for all YCDSB students participating in this pilot program. Should this proposal be accepted by the board, we intend to then finalize the collaboration agreement with the City of Vaughan. Please refer to [Appendix A: COLLABORATION AGREEMENT \(DRAFT\)](#) for more information regarding this partnership.

COMMUNITY PARTNER

Community Living York South (CLYS) will join YCDSB and the City of Vaughan in Project Search by fully funding and providing 2 Job Coaches who will work collaboratively with the YCDSB Project Search Teacher to support students with on-the-job training and supervision in their internship placements. As such, CLYS is included as a collaboration partner in the Collaboration Agreement above.

PROGRAM STAFFING

One Special Education Teacher with Special Education and Cooperative Education qualifications will be assigned full time to the Project SEARCH classroom located at the City of Vaughan site. This teacher will work collaboratively with two Job Coaches, provided by Community Living York South, our community agency partner. Program staff will report to the host Principal, Christine Cosentino of St. Jean de Brebeuf CHS, who will oversee the program. Ongoing support from the Itinerant Work Experience Teachers, Coordinator of Special Programs and Special Education Program Consultants, will also be provided.

TRANSPORTATION

Transportation to and from the host site will be provided by YCDSB, as required. Transit training will be a key component of the program. Following successful completion of this training, students will be required to commute independently from the host site to the work placement and back to the host site at the end of the school day using public transit.

PROJECT COSTS

EXPENSE	COST TO THE BOARD	DETAILS
1 FTE Teacher	cost neutral; no additional cost to the board	Will be taken from existing complement of Special Education Teacher FTE
2 Job Coaches	cost neutral; no additional cost to the board	Provided by Community Agency Partner
Project Search License	cost neutral; no additional cost to the board	Initial licensing fee of \$18,570 will be paid through TPA funds provided by MOE

PROGRAM METRICS

In order to determine the long-term viability of Project Search at YCDSB, the Student Services department will monitor and evaluate the success of the 2022-23 pilot program using various metrics. Ongoing feedback from all stakeholders (staff, students, parents/guardians, business partner, board) will be especially critical in determining future use of the program at YCDSB.

PROJECT SEARCH PROMOTIONAL MATERIALS

SEE APPENDIX B, C, D

APPENDICES

[APPENDIX A: COLLABORATION AGREEMENT](#)

[APPENDIX B - PROJECT SEARCH SLIDE DECK](#)

[APPENDIX C - PROJECT SEARCH APPLICATION](#)

[APPENDIX D - PROJECT SEARCH FLYER](#)

RECOMMENDATIONS:

THAT the Board enters into a partnership agreement with the City of Vaughan and Community Living York South in order to implement program SEARCH at YCDSB commencing September 2022.

Prepared and Submitted by:
Endorsed by:

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

York Catholic District School Board

REPORT NO. 2022:07

SPECIAL COMMITTEE OF THE WHOLE BOARD / PRIVATE SESSION

To: Regular Board Meeting

February 22, 2022

A private session of the Special Committee of the Whole Board was held virtually on Tuesday, February 8, 2022 starting at 11:16 pm.

PRESENT:

Members: Virtual: F. Alexander (disconnected at 11:33 pm), R. Cantisano, C. Cotton, E. Crowe, D. Giuliani, M. Iafrate, M. Marchese, D. Mazzotta, J. Wigston

Administration: Virtual: D. Scuglia, E. Pivato, M. Gray (both disconnected at 12:21 am)

Absent with Notice: Trustee T. McNicol

Recording Officer: S. Greco (Virtual)

Presiding: M. Marchese, Vice-Chair of the Board

ACTION ITEMS:

DECLASSIFIED (Action Items for Approval): N/A

CLASSIFIED

THAT the confidential action items from the Private Session held February 8, 2022 be approved as presented.

Adjournment: 12:08 am

M. Marchese, Vice-Chair

York Catholic District School Board

REPORT NO. 2022:09

SPECIAL COMMITTEE OF THE WHOLE BOARD / PRIVATE SESSION

To: Regular Board Meeting

February 22, 2022

A private session of the Special Committee of the Whole Board was held virtually on Tuesday, February 15, 2022 starting at 8:48 pm.

PRESENT:

Members: F. Alexander, R. Cantisano, C. Cotton, E. Crowe, D. Giuliani, M. Iafrate,
M. Marchese, D. Mazzotta, T. McNicol, J. Wigston

Administration: D. Scuglia

Absent with Notice: All Present.

Recording Officer: S. Greco

Presiding: M. Marchese, Vice-Chair of the Board

ACTION ITEMS:

DECLASSIFIED (Action Items for Approval): N/A

CLASSIFIED

THAT the confidential action items from the Private Session held February 15, 2022 be approved as presented.

Adjournment: 9:22 pm.

M. Marchese, Vice-Chair

YORK CATHOLIC DISTRICT SCHOOL BOARD

**REPORT NO. 2022:01
YORK CATHOLIC PARENT INVOLVEMENT COMMITTEE (YCPIC)**

To: Regular Board Meeting

February 22, 2022

A York Catholic Parent Involvement Committee (YCPIC) meeting was held via Google Meet commencing at 7 p.m., on Monday, January 31, 2022.

PRESENT:

Committee Member(s): Carmen Bunker, David Cheng, Kristina Costabile, Sonja DaSilva, Peter De Quintal, Jan de Souza, Juanita Doell, Sara Angela Figliomeni, Mary Giardina, Johnson Irimpan, Tony Lorini, Gabriella Marchione, Maria Praveen, Singai Rani Wilson, Maurizio Ruberto, Martina Saverino, Andrea Telfer, Sarah Tjin-a-joe, Jaclyn Toma, Florence Wang

Administration(s): Domenic Scuglia, Eugene Pivato, C. McNeil, Fabio Nardo
Vito Totino (Elementary OECTA Rep)

Trustee(s): Elizabeth Crowe, Jennifer Wigston

Guest(s): David Parisi, School Day (7:21 pm to 7:54 pm)
Anthony Arcadi, Superintendent of Curriculum & Assessment
(7:56 pm to 8:12 pm)

Recording Secretary: Maurizio Ruberto

REGRETS:

Committee Member(s): Emanuela Polin-De Luca, Kaline Rozek, Rosanna Soda, Tony Zafran

Administration(s): Andre Belille, Marylinda Lamarra

Trustee(s): Dino Giuliani

- 1. ACTION ITEM(S):** N/A
- 2. DISCUSSION/INFORMATION ITEM(S):**
 - a) School-Day
 - b) STREAM Centres of Excellence
 - c) YCPIC Conference – March 9, 2022
- 3. FUTURE MEETING DATES:** April, 25, June 6

Martina Saverino, YCPIC Chair

York Catholic District School Board

**REPORT NO. 2022:02 of the
AD-HOC DISTINGUISHED ALUMNI COMMITTEE**

To: Board of Trustees

February 22, 2022

An Ad-Hoc Distinguished Alumni Meeting was held virtually on Wednesday, February 2, 2022 at 10:00 am.

PRESENT:

Committee Members: E. Crowe, M. Marchese, D. Mazzotta

Administration: D. Scuglia, R. Antunes, R. Candido, M. Farrell, M. Gordon

Other Trustees: N/A

Absent with Notice: N/A

Recording: S. Greco

Presiding: Maria Marchese, Committee Chair

1. ACTION ITEM(S):

THAT the Ad-Hoc Distinguished Alumni Committee be dissolved effective immediately.

2. DISCUSSION/INFORMATION ITEM(S)

The Committee processed the following:

- a) Dissolution of Ad-Hoc Distinguished Alumni Committee

3. ADJOURNMENT: 10:06 am

Maria Marchese, Committee Chair

**REPORT NO. 2022:02 of the
CORPORATE SERVICES COMMITTEE
PUBLIC SESSION**

To: Board of Trustees

February 22, 2022

A public session of the Corporate Services Committee was held via Google Meet on Tuesday, February 8, 2022, commencing at 6:30 p.m.

PRESENT:

Committee Members:	F. Alexander, R. Cantisano, C. Cotton, E. Crowe, D. Giuliani, M. Iafrate, T. McNicol, M. Marchese, D. Mazzotta, J. Wigston
Administration:	D. Scuglia, C. McNeil, E. Pivato, T. Pechkovsky, J. Tsui, A. McDonald, K. Elgharbawy, M. Gray, A. Arcadi, D. Candido, M. Farrell
Absent with Notice:	Student Trustees A. Casbarro and A. Peta-Dragos
Guests:	D. Parisi and P. Wilhelm, School-Day
Recording:	K. Errett
Presiding:	F. Alexander, Committee Chair

1) ACTION ITEM(S):

- a) **Approval of Boundary Amendment: Notre Dame CES / Holy Spirit CES**
THAT the boundary between Notre Dame CES and Holy Spirit CES be amended to include addresses on Sikura Circle within the boundary of Notre Dame CES, effective immediately.

2) BUSINESS ARISING FROM THE MINUTES OF THE PREVIOUS MEETING: Nil

3) SUB-COMMITTEE REPORT: Nil

4) OUTSIDE PRESENTATION:

- a) School-Day (D. Parisi and P. Wilhelm)

5) STAFF PRESENTATION: Nil

6) DISCUSSION ITEMS:

- a) Policy 808 – Meal Reimbursement Rates

7) INFORMATION ITEMS:

The Committee processed the following:

- a) Minutes of the December 7, 2021 meeting were approved
- b) Ten-Year Enrolment Projections
- c) Purchasing Bid Activity Report
- d) Insurance Reports: Property Claims/Theft and Damage
- e) Semi-Annual Development Circulation Report
- f) Ministry of Education New Capital Submissions

8) NOTICE(S) OF MOTION: Nil

9) FUTURE ITEMS: Nil

ADJOURNMENT: 8:59 p.m.

On Motion: Crowe/Iafrate and CARRIED

F. Alexander, Committee Chair

York Catholic District School Board

**REPORT NO. 2022:01 of the
AD-HOC UNIFORM FUND COMMITTEE**

To: Board of Trustees

February 22, 2022

A meeting of the Ad-Hoc Uniform Fund Committee was held on Thursday, February 10, 2022 via Google Meet starting at 10:01 am

PRESENT:

Committee Members: M. Iafrate, M. Marchese, D. Mazzotta

Administration: D. Scuglia, J. Chiutsi, C. McNeil, E. Pivato, L. Sawicky

Other Trustees: N/A

Absent with Notice: All Present

Recording: S. Greco

Presiding: M. Iafrate, Committee Chair

1. ACTION ITEM(S): Nil

2. BUSINESS ARISING FROM THE MINUTES OF THE PREVIOUS MEETING: Nil

3. PRESENTATION ITEM(S): Nil

4. DISCUSSION/INFORMATION ITEM(S)

The Committee processed the following:

- a) Background
- b) Overview
- c) List of Guest Speakers
- d) Next Steps

5. ADJOURNMENT: 10:36 am

Maria Iafrate, Committee Chair

YORK CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE
REPORT NO. 2022: 03

To: Regular Board Meeting

February 22, 2022

A meeting of the Special Education Advisory Committee was held on **February 16, 2022** virtually over Google Meet at 7:00 p.m.

PRESENT:

Committee Members:	N. Byrne, B. Drenoski, S. Gatti, M. Iafrate, N. Lai, J. Man, E. Morgillo, L. Paluzzi, J. Wigston
Association Representatives:	F. Di Marco, M. Oyston
Administration:	A. Cabraja, D. Candido, L. Lausic, E. Miceli-Bush
Regrets:	D. Giuliani, D. Legris, N. Welch
Recording	C. Mong
Guests:	A. Pacitti, <i>Special Education Dept. Head - SJDBH, YCDSB</i> C. Booth, <i>S&L Services Supervisor- Student Services, YCDSB</i>

1. ACTION ITEM(S): Nil

2. CORRESPONDANCE:

SEAC RCCDSB – Online learning supports and universal design for learning

3. PRESENTATIONS/DISCUSSIONS/INFORMATION:

- Speech & Language Services Department new programs
- Status of Exceptional Student learning during Covid 19
- YCDSB SEAC Letter in support of DSBN re: Nursing shortage in Ontario

4. ASSOCIATION REPORTS:

- CADDAC: Seeking volunteers to support future campaigns and events – Please visit their [website](#) for more details
- LDAYR: Social Skills March Break – Please visit their [website](#) for more details
- Easter Seals: Summer Camp registration deadline: March 15, 2022. 100 Years celebration preparations are underway. Please visit their [website](#) for more details

5. ITEMS FOR FUTURE AGENDA:

- Early ON
- RISE Program
- CAR Report
- SEAC Banner

6. NEXT MEETING: March 7, 2022

J. WIGSTON, CHAIR, SEAC

York Catholic District School Board

**REPORT NO. 2022:02 of the
AD-HOC UNIFORM FUND COMMITTEE**

To: Board of Trustees

February 22, 2022

A meeting of the Ad-Hoc Uniform Fund Committee was held on Wednesday, February 16, 2022 via Google Meet starting at 8:34 am

PRESENT:

Committee Members: M. Iafrate, M. Marchese, D. Mazzotta

Administration: D. Scuglia, J. Chiutsi, C. McNeil, E. Pivato, L. Sawicky

Other Trustees: N/A

Absent with Notice: All Present

Recording: S. Greco

Presiding: M. Iafrate, Committee Chair

1. ACTION ITEM(S):

THAT the Board approves staff to engage Mr. Peter Katz, Guest Speaker, to provide a mental health presentation *for all secondary schools* and one presentation to each of the four areas for Grades 5 to 8 students.

THAT funds from the *School Uniform Commission Revenue* be used for this purpose.

2. BUSINESS ARISING FROM THE MINUTES OF THE PREVIOUS MEETING: Nil

3. PRESENTATION ITEM(S): Nil

4. DISCUSSION/INFORMATION ITEM(S)

The Committee processed the following:

- a) Follow Up: Guest Speaker Peter Katz

5. ADJOURNMENT: 9:00 am

Maria Iafrate, Committee Chair

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT NO. 2022:02

YORK CATHOLIC PARENT INVOLVEMENT COMMITTEE (YCPIC)

To: Regular Board Meeting

February 22, 2022

A Special York Catholic Parent Involvement Committee (YCPIC) meeting was held via Google Meet commencing at 8 p.m., on Thursday, February 17, 2022.

PRESENT:

Committee Member(s): Carmen Bunker, Kristina Costabile, Sonja DaSilva, Jan De Souza, Juanita Doell, Sara Angela Figliomeni, Mary Giardina, Tony Lorini, Gabriella Marchione, Maria Praveen, Singai Rani Wilson, Maurizio Ruberto, Martina Saverino, Andrea Telfer, Sarah Tjin-a-joe, Jaclyn Toma, Florence Wang

Administration(s): Domenic Scuglia, Eugene Pivato, Fabio Nardo
MaryLinda Lamarra (Secondary OECTA Rep)

Trustee(s): Jennifer Wigston

Guest(s): N/A

Recording Secretary: Maurizio Ruberto

REGRETS:

Committee Member(s): David Cheng, Johnson Irimpan, Elena Merenda, Emanuela Polin-De Luca, Kaline Rozek, Rosanna Soda, Tony Zafran

Administration(s): Andre Belille, Vito Totino (Elementary OECTA Rep)

Trustee(s): Dino Giuliani

1. ACTION ITEM(S): N/A

2. DISCUSSION/INFORMATION ITEM(S):

a) Approval of YCPIC Expenditures for Resources and Additional Conference

3. FUTURE MEETING DATES: April, 25, June 6

Martina Saverino, YCPIC Chair

February 16, 2022

TEMPORARY USES, DOMES

- Whereas** Physical activity for our students has become more of an importance for our students, especially during a pandemic situation;
- Whereas** some of our gym areas are constrained due to existing school populations, which reduces overall gym time for our students;
- Whereas** our school fields are integral to our physical education programs, but a limited due to weather conditions;
- Whereas** our Board has entered into agreements with third party sports dome providers. Our agreements with these third parties provides indoor gym time for our students;
- Whereas** not all our school communities benefit from these sports dome facilities, which is not equitable for all students of the York Catholic District School Board.

LET IT BE RESOLVED

THAT the YCDSB entertain interest from our school communities to proceed with possibility of sports domes at our secondary school sites;

THAT if there is interest, the YCDSB engage a third party firm to assist staff to work with these third party sports dome providers;

THAT this process begins immediately.

Respectfully Submitted,

Dino Giuliani
Trustee

Ref: 2022:01:0216:DG

REPORT

York Catholic District School Board

Report To: Board of Trustees

From: Administration

Date: February 22, 2022

Report: Kindergarten to Grade 12 Reorganization

EXECUTIVE SUMMARY:

This report is submitted to provide the Board of Trustees with information on the rationale as to why we will reorganize the support that superintendents provide our schools. Currently, we have divided services provided to our schools by our superintendents in two areas, elementary and secondary. This structure made sense twenty years ago when there were significant changes taking place in the secondary schools which required a need to have an individual with specialized knowledge in this area. This expertise is no longer a priority as the majority of school boards have restructured using a service delivery model K-12. This includes Toronto Catholic and Public, York Region Public, Peel Public, Dufferin-Peel Catholic, Durham Public and Catholic. In fact, I could not find any boards who continue to operate using our model. We are targeting September 2022 for implementation but will only proceed if we are ready. It is important to note that this restructure does not affect our families ability to select schools based on our current policies, practices, programme and boundary parameters.

BACKGROUND INFORMATION:

Currently, with the separation of elementary and secondary superintendents we are duplicating services to our families. When families enter into our system with multiple children, some in elementary and some in secondary school, parents will be working with two different superintendents who both need to become familiar with the issue and the family. The structure of curriculum delivery in Ontario is K-12 and superintendents will be in a better position to support and advise families and their children when they fully understand the nuances of the K-12 spectrum. Finally for the purposes of meetings, we are not being as efficient as we can be because issues discussed pertain to the K-12 spectrum yet with superintendents separated into elementary and secondary efficiency is compromised.

The academic superintendents have met to discuss the best way to re-organize our system to divide our family of schools in an equitable and sensible manner. The metric we used to create this balance was family of school population. Other criteria were considered including programming, however, the metric that made the most sense was population. You will see on the [attached spreadsheet](#) the data that has been collected that has helped inform our breakdown into six areas. This is a draft that we hope to share with our system once we receive support from our Trustees.

We have spoken to all our labour partners that we are considering this change including our elementary and secondary Principal and Vice Principal Associations. A number of questions have been generated by our labour partners that we will begin working through to provide solutions and responses once we receive trustee support for this change. The current operational meeting structure will need to be adjusted to reflect the K-12 structure. The Director's Council will continue to exist, however, we will need to restructure the Academic Leadership Team meetings. More information will be shared on this front once we engage our elementary and secondary school associations.

We are planning to spend the months of February to June to process and transition the change for implementation in September 2022. Associate Director Pivato is meeting bi-weekly with the six academic superintendents to build capacity for the transition. We will be working to ensure that the transition in September will be as seamless as possible.

SUMMARY:

We are excited to be able to create a structure of service delivery model to our schools that will improve our stakeholders experience. It is important to understand that the six areas will be reviewed each year to make sure, as the metrics change, that necessary adjustments are made to continue to ensure the appropriate balance.

Prepared by:	Domenic Scuglia, Director of Education
Reviewed and Submitted by:	Domenic Scuglia, Director of Education, Eugene Pivato, Associate Director of Education
Endorsed by:	Domenic Scuglia, Director of Education

K to 12 RESTRUCTURING				
	TOTAL			
	Enrolment			
School Area A	8460	CCR, FBI, OLQW		
School Area B	8890	FMM, SJAC, STL		
School Area C	8055	SRT, OLL, SMX		
School Area D	8059	SJBF, SAE		
School Area E	8759	HCS, SHT		
School Area F	8338	SBAE, SEH, Stouffville CHS		
	50561			

York Catholic District School Board				
Restructuring Format February 2021-2022				
Schools Area A	Trustee	Parish	Program	Enrollment
Cardinal Carter CHS	Elizabeth Crowe	Our Lady of Grace	IB	1353
Fr. Frederick McGinn CES	Dominic Mazzotta, Maria Iafrate	Our Lady of the Annunciation		432
Holy Name CES	Elizabeth Crowe	Sacred Heart Parish		528
Light of Christ CES	Elizabeth Crowe	Our Lady of Grace Parish		302
Our Lady of Annunciation CES	Dominic Mazzotta, Maria Iafrate	Our Lady of the Annunciation		239
Our Lady of Hope CES	Dominic Mazzotta, Maria Iafrate	Our Lady of the Annunciation		311
St. Mary CES	Elizabeth Crowe	St. Patrick's Parish		591
Cardinal Carter Family of Schools Totals				3756
Fr. Bressani CHS	Maria Marchese	Immaculate Conception Parish	Advanced Placement, FI Option	1250
Immaculate Conception CES	Maria Marchese	Immaculate Conception Parish	IL Extended Day	379
St. Clare CES	Maria Marchese	Saint Clare of Assisi	IL Extended Day	207
St. Gabriel the Archangel CES	Maria Marchese	Immaculate Conception Parish	IL Extended Day	410
St. Gregory the Great CA	Maria Marchese	Saint Clare of Assisi	IL Extended Day, PACE	315
St. John Bosco CES	Maria Marchese	Immaculate Conception Parish	FI, IL Extended Day	351
St. Luke Catholic Learning Centre / Our Lady of Peace CLC	Board of Trustees			
Father Bressani Family of Schools Total				2912

Our Lady Queen of the World CA	Dominic Mazzotta, Maria Iafrate	Our Lady Queen of the World	Advanced Placement, ESL, FI	1024
Corpus Christi CES	Dominic Mazzotta, Maria Iafrate	St. Mary Immaculate		147
Our Lady Help of Christians CES	Dominic Mazzotta, Maria Iafrate	Our Lady Queen of the World		394
St. Joseph, Richmond Hill CES	Dominic Mazzotta, Maria Iafrate	Our Lady Queen of the World		227
Our Lady Queen of the World Family of Schools Total				1792

York Catholic District School Board				
Restructuring Format February 2021-2022				
Schools Area B	Trustee	Parish	Program	Enrollment
Fr. Michael McGivney CA	Frank Alexander	St. Patrick's Parish	ESL, IB	1124
Sir Richard W. Scott CES	Frank Alexander	Blessed Frederic Ozanam		268
St. Benedict CES	Frank Alexander	St. Thomas the Apostle		350
St. Francis Xavier CES	Frank Alexander	St. Thomas the Apostle	FI	545
Father Michael McGivney Family of Schools Total				2287
St. Joan of Arc CHS	Rose Cantisano	St. David's Parish	Advanced Placement, ESL	1079
Blessed Trinity CES (Dual Feeder Area C)	Rose Cantisano	St. David's Parish	FI, IL Extended Day	602
Divine Mercy CES (Dual Feeder Area F)	Rose Cantisano	St. David's Parish	IL Extended Day	207
Father John Kelly CES (Dual Feeder Area C)	Rose Cantisano	St. David's Parish	IL Extended Day	299
Holy Jubilee CES (Dual Feeder Area F)	Rose Cantisano	St. David's Parish	IL Extended Day	392
St. Raphael the Archangel CES (Dual Feeder Area F)	Rose Cantisano	St. Andre Bessette	IL Extended Day	308
St. David CES (Dual Feeder Area F)	Rose Cantisano	St. David's Parish	IL Extended Day	235
St. James CES (Dual Feeder Area F)	Rose Cantisano	St. David's Parish		282
St. Joan of Arc Family of Schools Total				3404
St. Theresa of Lisieux CHS	Dominic Mazzotta, Maria Iafrate	St. Andre Bessette Parish and St. Mary Immaculate Parish	Advanced Placement	1572
St. Marguerite d'Youville CES	Dominic Mazzotta, Maria Iafrate	Our Lady of the Annunciation	FI	410

Fr. Henri Nouwen CES	Dominic Mazzotta, Maria Iafrate	St. Mary Immaculate		167
St. Mary Immaculate CES	Dominic Mazzotta, Maria Iafrate	St. Mary Immaculate		307
St. Anne CES	Dominic Mazzotta, Maria Iafrate	St. Mary Immaculate		278
St. Charles Garnier CES	Dominic Mazzotta, Maria Iafrate	St. Mary Immaculate	PACE	465
St. Theresa of Lisieux Family of Schools Total				3199

York Catholic District School Board				
Restructuring Format 2021-2022				
Schools Area C	Trustee	Parish	Program	Enrollment
St. Robert CHS	Carol Cotton	St. Luke's Parish	ESL, IB	1685
Christ the King CES	Dominic Mazzotta, Maria Iafrate	Our Lady Queen of the World	FI	585
St. Anthony CES	Carol Cotton	St. Luke's Parish	FI	234
St. John Paul II CES	Dominic Mazzotta, Maria Iafrate	Our Lady Queen of the World and St. Luke's		234
St. Michael CA	Carol Cotton	Good Shepherd Parish	RAP	317
St. Rene Goupil-St. Luke CES	Carol Cotton	St. Luke's Parish		257
St. Robert Family of Schools Total				3312
Our Lady of the Lake CA (Secondary)	Theresa McNicol	Our Lady of the Lake Mission	Advanced Placement	256
Our Lady of the Lake Elementary	Theresa McNicol	Our Lady of the Lake Mission		181
Prince of Peace CES	Theresa McNicol	Our Lady of the Lake Mission		243
St. Bernadette CES	Theresa McNicol	Our Lady of the Lake Mission and Immaculate Conception, Sutton West		255
St. Thomas Aquinas CES	Theresa McNicol	Our Lady of the Lake Mission	FI	345
Our Lady of the Lake				1280
St. Maximilian Kolbe CHS	Elizabeth Crowe	Our Lady of Grace Parish	Advance Placement, FI	1188
Holy Spirit CES	Elizabeth Crowe	Our Lady of Grace Parish		378

Notre Dame CES (Dual Feeder Area D) leave here	Theresa McNicol	St. John Chrysostom Parish		430
Our Lady of Grace CES	Elizabeth Crowe	Our Lady of Grace Parish		222
St. John Chrysostom CES	Theresa McNicol	St. John Chrysostom Parish		250
St. Jerome CES	Elizabeth Crowe	Our Lady of Grace Parish		359
St. Joseph, Aurora CES	Elizabeth Crowe	Our Lady of Grace Parish	FI	292
St. Patrick CES, Schomberg	Elizabeth Crowe	St. Patrick's Parish		344
St. Maximillian Kolbe Family of Schools Total				3463

York Catholic District School Board				
Restructuring Format 2021-2022				
Schools Area D	Trustee	Parish	Program	Enrollment
St. Jean de Brebeuf CHS	Maria Marchese	St. Clare of Assisi and Padre Pio		1622
Guardian Angels CES	Maria Marchese	Saint Clare of Assisi		662
St. Agnes of Assisi CES	Maria Marchese	Saint Clare of Assisi		315
St. Emily CES	Maria Marchese	Saint Clare of Assisi		521
St. Mary of the Angels CES	Maria Marchese	Saint Clare of Assisi		710
St. Michael the Archangel CES	Maria Marchese	Saint Clare of Assisi		574
St. Veronica CES	Maria Marchese	Saint Clare of Assisi		573
St. Jean de Brebeuf Family of Schools Total				4977
St. Augustine CHS	Carol Cotton	St. Justin Martyr, Unionville	STREAM Focus	1339
All Saints CES	Carol Cotton	St. Patrick's Parish		284
St. John XXIII CES	Carol Cotton	St. Justin Martyr, Unionville	FI	242
St. Justin Martyr CES	Carol Cotton	St. Justin Martyr, Unionville		660
St. Matthew CES	Carol Cotton	St. Justin Martyr, Unionville		155
St. Monica CES	Carol Cotton	St. Justin Martyr, Unionville		402
St. Augustine Family of Schools Total				3082

York Catholic District School Board				
Restructuring Format 2021-2022				
Schools Area E	Trustee	Parish	Program	Enrollment
Holy Cross CA	Dino Giuliani	St. Peter's	High Performer Athlete, IB	1061
Our Lady of Fatima CES (N of Ruth Dual Feeder AA, S of Ruth Dual Feeder Area E)	Dino Giuliani	St. Margaret Mary Parish	FI, IL Extended Day	498
Pope Francis CES	Rose Cantisano	St. Padre Pio		803
San Marco CES	Dino Giuliani	St. Peter's Parish	IL Extended Day	282
St. Angela Merici CES	Dino Giuliani	St. Peter's Parish	IL Extended Day	289
St. Catherine of Siena CES	Dino Giuliani	Immaculate Conception	IL Extended Day	238
St. Clement CES	Dino Giuliani	St. Peter's Parish	IL Extended Day	351
St. Margaret Mary CES	Dino Giuliani	St. Margaret Mary Parish	IL Extended Day	339
St. Peter CES	Dino Giuliani	St. Peter's Parish	IL Extended Day	286
St. Andrew CES (Dual Feeder AA)	Dino Giuliani	St. Padre Pio	IL Extended Day	304
St. Padre Pio CES (Dual Feeder AA)	Dino Giuliani	St. Padre Pio	IL Extended Day	439
St. Stephen CES (Dual Feeder AA)	Dino Giuliani	St. Padre Pio		374
Holy Cross Family of Schools Total				5264
Sacred Heart CHS	Theresa McNicol	St. Elizabeth Seton, St. John Chrysostom	Advanced Placement, ESL, RAP	1141
Canadian Martyrs CES	Theresa McNicol	St. John Chrysostom Parish		545
Good Shepherd CES	Theresa McNicol	St. Elizabeth Seton		309

St. Elizabeth Seton CES	Theresa McNicol	St. Elizabeth Seton	FI	546
St. Paul CES	Theresa McNicol	St. John Chrysostom Parish	PACE	144
Our Lady of Good Counsel CES	Theresa McNicol	St. Elizabeth Seton		465
St. Nicholas CES	Theresa McNicol	St. John Chrysostom Parish		345
Sacred Heart Family of Schools Total				3495

York Catholic District School Board				
Restructuring Format 2021-2022				
Schools Area F	Trustee	Parish	Program	Enrollment
St. Brother Andre CHS	Frank Alexander	St. Mark's Parish, St. Patrick's Parish, Blessed Frederic Ozanam Parish	Advanced Placement, FI	1422
San Lorenzo Ruiz CES	Carol Cotton	St. Patrick's Parish		448
St. Brigid CES	Elizabeth Crowe	St. Mark's Parish		434
St. Brendan CES	Elizabeth Crowe	St. Mark's Parish	FI	725
St. Edward CES	Frank Alexander	St. Patrick's Parish	FI	345
St. Joseph, Markham CES	Frank Alexander	Blessed Frederic Ozanam		609
St. Julia Billiart CES	Frank Alexander	Blessed Frederic Ozanam		438
St. Kateri Tekakwitha CES	Frank Alexander	Blessed Frederic Ozanam		282
St. Mark CES	Elizabeth Crowe	St. Mark's Parish	FI	534
St. Patrick, Markham CES	Frank Alexander	St. Patrick's Parish		311
St. Brother Andre Family of Schools Total				5548
NEW Stouffville Site				
St. Elizabeth CHS	Jennifer Wigston	St. Andre Bessette, St. David's Parish, St. Joseph the Worker Parish, St. Mary Immaculate, St. Paschal Baylon	ESL, RAP	1260
Blessed Scalabrini CES	Jennifer Wigston	St. Paschal Baylon		154
Our Lady of the Rosary CES	Jennifer Wigston	St. Joseph the Worker Parish		302
St. Cecilia CES (Dual Feeder Area G)	Jennifer Wigston	St. Andre Bessette	IL Extended Day	625

St. Joseph the Worker CES	Jennifer Wigston	St. Joseph the Worker Parish	FI	449
St. Elizabeth Family of Schools Total				2790

REPORT

Report to: Board of Trustees

From: Administration

Date: February 22, 2022

Report: School Resource Officer (SRO)/Values Influences and Peers (VIP) Programmes

EXECUTIVE SUMMARY

This report will provide information to the Board of Trustees on the School Resource Officer (SRO) / Values Influences and Peers (VIP) Programmes.

BACKGROUND

In August 2021, I met with representatives of different stakeholder groups. They shared with me positions with our SRO/VIP programmes. Each had requested that we consider a review of the two programmes. The previous year, York Region District School Board (YRDSB) had paused their SRO/VIP programmes and would have recently decided to do the same until a full review could be completed.

In early September, I met with Chief of Police for York Regional Police (YRP) Jim MacSween to share our position. He had also received similar feedback from stakeholder groups and agreed that a review would be appropriate. Further, we determined that the review, if possible, would involve both school boards in York Region. Chief MacSween feels that if both boards are engaging in the same way with YRP then he can be more efficient and offer consistency in training.

Director of Education for YRDSB, Louise Sirisko and I connected on this matter and we agreed on establishing a meeting as soon as possible. The purpose will be to discuss together with Chief MacSween what and when the review of the programme will occur and to understand and gather data to see where the programme is working well and where there are concerns that we need to support change. YRP and staff, YRDSB and staff and our team agreed to meet on February 28 at our Catholic Education Center. At this meeting we will establish terms of reference for what a review might look like and decide who else needs to be part of the committee.

The SRO/VIP programme has been around in Ontario schools since the early 1990's and has operated with overall success to improve school safety and grow relationships with police officers and youth. However, after twenty-five years, like any other programme we run in our schools, conducting a review to see how we can improve the programme, is appropriate.

SUMMARY

The Chief of Police and the two school boards agree that a review is a good idea at this time so we can address stakeholder concerns and make the necessary adjustments. The reason for pausing all programmes is so that on February 28 we can evaluate which programmes can continue while the review is in progress. We will be looking to begin the review as soon as possible. We are all going into this initiative with an open mind.

Submitted by: Domenic Scuglia, Director of Education

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Communications

DATE: February 22, 2022

REPORT: Black Heritage Month Communication Activities

EXECUTIVE SUMMARY

Working in partnership with the Human Rights and Equity Advisor and other senior staff leaders, the Communications Department is supporting YCDSB Black Heritage Month events, activities and learning through both internal and external communications throughout the month of February and beyond.

BACKGROUND INFORMATION

The York Catholic District School Board celebrates Black Heritage Month in February by highlighting the legacy of Canadians of African ancestry, past and present. Through the guidance of the Curriculum Department educators are given resources to help students learn about the diverse stories and experiences of Black Canadians, and to celebrate their many achievements and contributions to the development of our country, our national culture, and the Catholic church. Students, staff and school communities are challenged to consider the vital role of Black Canadians in our history during this month and throughout the school year.

UPDATE

Communication staff met with members of the Senior Strategic Leadership Team (SSLT) to develop appropriate communications support for the Board's Black Heritage Month activities. These activities include celebrating students and staff who demonstrate Black Excellence, providing diverse and engaging curriculum resources through the Reading Rainbow program, offering professional development for staff through the 28 Days shared reading exercise, and lifting up school events for all to see. A list of initiatives and corresponding communication supports are provided in [Appendix A](#).

CONCLUSION

In collaboration with the Curriculum department, Human Rights and Equity Advisor, and other members of SSLT, the Communications team planned and implemented a variety of internal and external communication supports for YCDSB Black Heritage Month celebrations.

Prepared & Submitted by: M. Gordon, Manager, Communications and Marketing
Endorsed by: D. Scuglia, Director of Education

APPENDIX A

Black Heritage Month 2022 Communications Activities

ITEM	DETAILS	RESPONSIBILITY	TIMELINE
Black Heritage Month at YCDSB	Web story + carousel Twitter post	Communications	Feb. 1
Celebrating Black Excellence Profiles	<ul style="list-style-type: none"> • Building on #BlackExcellence Twitter campaign last year • Staff asked to nominate students and staff • Those selected are profiled on website and Twitter 	<ul style="list-style-type: none"> • Our Voices team reviews nominations, selects candidates and writes profiles • Provides profile + picture to Communications • Communications creates graphic with “frame” for picture to use on website + Twitter • Communications posts on website <ul style="list-style-type: none"> o Web story o Push to school sites under Board news • Communications posts on Twitter 	At least once a week throughout February
Reading Rainbow	System Memo Web Story	Curriculum Communications	Feb. 17 Feb. 17 (after System Memo goes out)
Highlight School Events on Board Website + Twitter	System Memo encouraging schools to share their BHM stories	Communications For website – schools email communications@ycdsb.ca For Twitter – schools tag @YCDSB	Feb. 3 Reminder: Feb. 17
	Schools submit stories Posted on Board website + Twitter	Communications post stories as they are submitted	Ongoing throughout February

Report

Report To: Board of Trustees
From: Administration
Date: February 22, 2022
Subject: **Trustee Expenditures Report**

Pursuant to Board Policy 111 Trustee Services and Expenditures, an expenditures report for each Trustee for the time period from December 1 to November 30 is to be presented in a public session no later than the first regular Board meeting in February of each year and subsequently posted on the Board website.

Attached (App A) is the Trustee Expenditures Report for the period from December 1, 2020 to November 30, 2021.

Prepared by: Brenda Kennedy, Accounting Specialist, Accounting and Financial Services
Review and Submitted by: Calum McNeil, Chief Financial Officer and Treasurer of the Board
Endorsed by: Domenic Scuglia, Director of Education and Secretary of the Board

YORK CATHOLIC DISTRICT SCHOOL BOARD

TRUSTEE EXPENSES

DECEMBER 1, 2020 - NOVEMBER 30, 2021

(Includes all board paid and discretionary allowable expenses per Board Policy #105 - Trustee Professional Development & Board Policy #111 - Trustee Services and Expenditures)

SUMMARY OF BOARD PAID EXPENSES

First	Surname	Cell	Internet	Phone/ Land Line	Mileage	Conferences	Other	Total Board Paid	Discretionary (See Below)	Total all expenses
Frank	Alexander*	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20	\$ 20
Rose	Cantisano	1081	1,263	-	160	489	215	3,209	2,182	5,391
Carol	Cotton	667	914	408	100	464	-	2,553	458	3,011
Elizabeth	Crowe	755	835	401	618	464	162	3,235	2,514	5,749
James	Ecker*	407	393	446	110	489	1,086	2,933	9,286	12,219
Dino	Giuliani	-	-	-	-	26	-	26	2,739	2,764
Maria	Iafrate	730	843	-	253	489	615	2,930	715	3,645
Maria	Marchese	715	-	-	-	489	811	2,015	1,103	3,118
Dominic	Mazzotta	813	1,238	-	67	489	128	2,734	269	3,003
Theresa	McNicol	965	1,046	-	-	387	281	2,679	9,366	12,045
Jennifer	Wigston	1,305	510	-	258	549	551	3,172	6,045	9,218
TOTAL		\$ 7,439	\$ 7,042	\$ 1,255	\$ 1,566	\$ 4,336	\$ 3,848	\$ 25,486	\$ 34,697	\$ 60,184

Notes:

Trustee conferences includes registration fees, accommodation, travel, meals, and parking for OCSTA, CCSTA, OSTA and Board-sponsored conferences, as per Policy 105.

Other includes office supplies, business cards and letterhead.

Discretionary expenses details, see breakdown of categories below.

DISCRETIONARY EXPENSE DETAILS

First	Surname	TOTAL Discretionary Allocation**	Subsidies	Meeting Expenses	Trustee Supported Award	Other	Total Discretionary Used	Unused Budget Deferred
Frank	Alexander*	\$ 625	\$ -	20	\$ -	\$ -	\$ 20	\$ 605
Rose	Cantisano	6,528	1,785	230	125	43	2,182	4,346
Carol	Cotton	9,547		190		268	458	9,089
Elizabeth	Crowe	9,171	1,451	269		794	2,514	6,657
James	Ecker*	9,286	9,079	179		28	9,286	-
Dino	Giuliani	9,500	2,099	140	500		2,739	6,761
Maria	Iafrate	8,836	500	190		25	715	8,121
Maria	Marchese	8,291		180	200	723	1,103	7,188
Dominic	Mazzotta	9,372		229		40	269	9,103
Theresa	McNicol	9,370	9,217	149		0	9,366	4
Jennifer	Wigston	6,146	5,720	195	125	5	6,045	101
TOTAL		\$ 86,672	\$ 29,850	\$ 1,971	\$ 950	\$ 1,926	\$ 34,697	\$ 51,975

Notes:

Other Conferences includes registration, accommodation, travel, meals, and parking.

Subsidies may include, but are not limited to assistance/support to schools for learning materials/program equipment; specialty items in schools such as permanent murals/statues.

Community Relations includes school and community functions, school fundraisers, non-standard newsletters, and advertisements

Meeting Expenses includes refreshments, meals, materials, special travel arrangements, and guest speakers.

Trustee Supported Award includes student awards and the option for Trustees to transfer funds to the Trustee Micheal Carnovale (Memorial) scholarship award holding account.

Other may include telecommunication differential.

* Trustee James Ecker resigned effective July 8, 2021. Trustee Frank Alexander began his term October 12, 2021.

** Includes unused budget deferred from 2019-20

York Catholic District School Board

Report

Report To: Board of Trustees
From: Administration
Date: February 22, 2022
Subject: Student Trustee Expenditures Report

Pursuant to Board Policy 107 Student Trustees, an expenditures report for each Student Trustee for the time period from September 1 to August 31 is to be presented in a public session no later than the first regular Board meeting in February of each year and subsequently posted on the Board website.

The following table is the Student Trustee Expenditures Report for the period from September 1, 2020 to August 31, 2021.

Expenditures	Student Trustee Teresa Siby	Student Trustee Alessandro Casbarro	Total
Cell Phone Allowance	480	480	960
Meal	19	-	19
	\$ 499	\$ 480	\$ 979

Prepared by:	William Kwon, Senior Budget Specialist
Reviewed by:	Kay Ali, Senior Manager, Budget, Payroll and Benefits Services
Submitted by:	Calum McNeil, Chief Financial Officer and Treasurer of the Board
Endorsed by:	Domenic Scuglia, Director of Education and Secretary of the Board

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees
FROM: Administration
DATE: February 22, 2022
RE: 2021/22 Transportation Exemptions- Director's Report 2

Executive Summary:

The purpose of this report is to provide Trustees a summary of Transportation Exemptions approved by the Director for the 2021/22 school year. This is the second semi-annual report for the year as required by Student Transportation Services Policy 203.

Background Information:

Eligibility requirements for transportation are identified within Student Transportation Services Policy 203. These eligibility requirements include distance criteria, program exceptions, medical exceptions etc. In addition, the policy recognizes that from time to time there may be extenuating circumstances where transportation may be approved by the Director of Education on compassionate grounds. These exceptions are to be reported to the Board on a semi-annual basis.

The following table is a summary of Transportation Exceptions for the 2021/22 school year, as of February 8, 2022.

Table 1: Director of Education Exceptions for 2021-2022 school year as of February 8, 2022:

Item #	School	Date Approved	Start Date	End Date	Comments	Annual Expenditure	Number of Riders
1	St. Clare	29-Apr-21	8-Sep-21	29-Jun-22	Stop Location Request	\$425.00	4
2	St. Joseph the Worker	7-May-21	8-Sep-21	29-Jun-22	Compassionate	\$703.00	1
3	St. Jerome	23-Jun-21	8-Sep-21	29-Jun-22	Compassionate	\$1,471.00	1
4	St. Marguerite d'Youville	6-Jul-21	8-Sep-21	29-Jun-22	Stop Location Request	\$0.00	2
5	St. Mark	13-Sep-21	14-Sep-21	29-Jun-22	Compassionate	\$399.00	1
6	St. John Bosco CES	9-Sep-21	9-Sep-21	29-Jun-22	Extenuating Circumstances	\$1,968.00	1
7	St. Joseph RH	22-Sep-21	22-Sept-21	29-Jun-22	Compassionate	\$490.00	1
8	St. Matthew	7-Oct-21	7-Oct-21	29-Jun-22	Compassionate	\$5,222.00	1
9	St. Mark	1-Sep-21	9-Sep-21	29-Jun-22	Compassionate	\$412.00	1
10	St. Charles Garnier	9-Sep-21	9-Sep-21	29-Jun-22	Compassionate	\$1,847.00	1
11	St. Joseph, Markham	7-Dec-21	8-Dec-21	29-Jun-22	Compassionate	\$205.23	1
12	St. Bernadette	30-Jun-21	8-Sep-21	29-Jun-22	Compassionate	\$10,165.02	1
13	Our Lady of the Rosary	6-Dec-21	6-Dec-21	29-Jun-22	Compassionate	\$0.00	1
14	St. Peter	29-Oct-21	1-Nov-21	29-Jun-22	Compassionate	\$576.42	1
15	Our Lady of Fatima	5-Jan-22	17-Jan-22	18-Feb-22	Compassionate	\$97.07	1
					Total	\$23,980.74	19

Note: Item 12 should have been included in the October update, however it was excluded due to a clerical issue.

The Director has a budget allocation of \$41,986 for the 2021-22 school year. Current exceptions are just under \$24,000.00.

Summary:

The semi-annual report for transportation exceptions provides Trustees with an overview of transportation exceptions approved by the Director of Education in compliance with Policy 203.

Prepared By: Tom Pechkovsky, Coordinating Manager Planning and Operations
Submitted By: Domenic Scuglia, Director of Education

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YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees
FROM: Administration
DATE: February 22, 2022
RE: **2022 Trustee Determination and Distribution**

EXECUTIVE SUMMARY

The purpose of this report is to provide the Board of Trustees with preliminary information regarding the Trustee Determination and Distribution process in advance of the 2022 municipal election. The election date is Monday October 24, 2022.

BACKGROUND

Beginning with the 2003 trustee elections under Ontario Regulation 412/00 of the Education Act (O. Reg 412/00), school boards assume the responsibility for trustee distribution and determination (D&D) calculations. This regulation requires school boards to determine the number of trustees on their Board based on the principle of representation by population (referred to as “*trustee determination*”) as well as the geographic area each of their trustees will represent (referred to as “*trustee distribution*”).

STEPS REQUIRED FOR TRUSTEE DETERMINATION AND DISTRIBUTION

In accordance with the January 21, 2021 Ministry memorandum on 2022 School Board Elections (Appendix A), there are a number of steps and key dates for the 2022 elections.

Step 1 – Determination of the Number of Trustees:

The total electoral population for the YCDSB is 204,038, resulting in the need for a total of ten (10) Trustees.

Step 2 – Distribution of Trustees:

Step two is to determine the distribution of trustees and in doing so the board must pass one of two possible resolutions as outlined in Ontario Regulation 412/00. The extract from Regulation 412/00 (Section 4.1) is as follows.

4.(1) *A board that has jurisdiction in more than one municipality shall, no later than March 31 in each elections year,*

(a) pass a resolution designating one or more municipalities within the board's area of jurisdiction as low population municipalities and directing that an alternative distribution of members be done in respect of them for purposes of the election of board members; or

(b) pass a resolution stating that the board has decided not to designate any municipality within the board's area of jurisdiction as a low population municipality.

In both 2014 and 2018, the Board designated the Town (now City) of Richmond Hill as a low population municipality.

Step 3 – Report

Prior to April 4, 2022 school boards are required to submit a Determination and Distribution Report (D&D Report) to the Minister of Education, the election clerks for all municipalities within the Board's jurisdiction, and the secretary of every other school board that is wholly or partially within the board's area of jurisdiction.

TRUSTEE DISTRIBUTION OPTIONS

Electoral Quotients:

To allocate trustee positions (distribution), municipalities and wards are combined together to form geographic areas. The electoral quotient for an area is calculated by the following formula:

$$\underline{\text{Area Electoral Population} * 10 (\text{Number of Trustees}) / \text{Total Electoral Population}}$$

In the above calculation, population is the electoral population as identified in the PEG report. The calculation of each trustee area should be as close as possible to a whole number, and the number of trustees allocated to a geographic area should be as nearly as possible, the sum of the electoral quotients for that area.

Table 1 below illustrates the change in electoral quotient for each of the trustee areas over the past 2 municipal election periods.

The PEG report was received by Administration February 14, 2022 and is currently being analyzed. The Board's electoral total has increased from 203,637 in 2018 to 204,038 in 2022. Using the Ministry's 'Trustee Calculator', the 2022-26 Board will continue to have 10 trustees.

Table 1. Electoral Quotients for 2018 and 2022

Trustee Area	Trustee	Current # of Trustees	Electoral Quotients			
			2022	2018	Change form 2018	% Change
Aurora / King / Whitchurch-Stouffville	Elizabeth Crowe	1	1.10	1.07	0.03	2.80%
East Gwillimbury / Georgina / Newmarket	Theresa McNicol	1	1.00	0.97	0.03	3.30%
Markham Wards 1-3 & 6	Carol Cotton	1	0.85	0.85	-0.01	-0.59%
Markham Wards 4-5,7-8	Frank Alexander	1	1.16	1.17	-0.01	-0.77%
Markham Sub Total		2	2.01	2.02	-0.01	-0.69%
Richmond Hill	Maria lafrate, Dominic Mazzotta	2	1.37	1.39	-0.02	-1.37%
Vaughan Ward 1	Rose Cantisano	1	1.22	1.23	-0.01	-0.89%
Vaughan Ward 2	Dino Giuliani	1	1.21	1.25	-0.04	-3.12%
Vaughan Ward 3	Maria Marchese	1	1.45	1.45	0.00	-0.34%
Vaughan Wards 4/5	Jennifer Wigston	1	0.65	0.62	0.03	4.19%
Vaughan Sub Total		4	4.52	4.55	-0.03	-0.64%

LOW POPULATION MUNICIPALITY DESIGNATION

School boards have the ability to designate one or more municipalities as a “low population municipality”. This designation allows the Board to increase the sum of the electoral quotients for these municipalities by either 1 or 2 while reducing the electoral quotients for all other areas. This designation does not affect the total number of Trustees for the Board.

If the Board is to choose a configuration which results in a variance between the electoral quotient and the number of trustees assigned that is greater than 0.5, a low population municipality designation for a municipality is required. In both 2014 and 2018 cycles, Richmond Hill was designated a “low population municipality”.

KEY DATES

March 31, 2022 - Deadline for Board approval of Trustee Distribution for 2022-2026 Municipal term

April 4, 2022 - Deadline for Board decision to be provided to:

- Ministry of Education
- Election Clerks for all municipalities within the Board’s jurisdiction
- The secretary of every other board that is wholly or partially within the board’s area of jurisdiction

SUMMARY

This report provides preliminary information related to trustee determination and distribution for the 2022 municipal election.

Consistent with past process, Administration has begun to prepare the necessary background material, possible alignment options for Trustee's consideration as well as resolutions the Board is required to pass by March 31, 2022.

Administration is preparing to bring a final report to the March 29, 2022 Board meeting for approval.

ATTACHMENTS

1. [Trustee D&D Memo dated January 21, 2022](#)
2. [PEG Report](#)

Prepared by: Adam McDonald, Assistant Manager of Planning Services
Submitted by: Tom Pechkovsky, Coordinating Manager of Planning and Operations
Endorsed by: Domenic Scuglia, Director of Education

Ministry of Education

Education Equity Secretariat

315 Front Street West
Toronto ON M7A 0B8**Ministère de l'Éducation**Secrétariat de l'équité en
matière d'éducation315, rue Front Ouest
Toronto (Ontario) M7A 0B8

MEMORANDUM TO: Directors of Education

FROM: Rachel Osborne
Director, Education Equity Secretariat

DATE: January 21, 2022

SUBJECT: 2022 Trustee Determination and Distribution

The purpose of this memo is to provide you with information and resources to support your board in completing the Trustee Determination and Distribution process ahead of the 2022 school board election.

Trustee Determination and Distribution

Before each general election, every board of trustees determines the number of trustee positions on their board and distributes these positions across the board's area of jurisdiction. This process is known as trustee determination and distribution (D&D).

By **March 31, 2022**, every district school board must complete a report on the determination and distribution of its members, and, **by April 4, 2022**, submit it to:

- the Ministry of Education.
- the election clerks for all municipalities within the board's jurisdiction.
- the secretary of every other board that is wholly or partially within the board's area of jurisdiction.

School boards may submit their D&D reports to the Ministry of Education by email at LCGB@ontario.ca, or by mail to:

Ministry of Education
Governance – Operations & Board Supports
Education Equity Secretariat
315 Front Street West
Toronto ON M7A 0B8

.../2

The electoral group population data which your board will use to complete any necessary calculations for the report will be sent to you by the Municipal Property Assessment Corporation (MPAC) by February 15, 2022.

To assist you with completing this report, I am pleased to provide you with the “2022 Trustee Determination & Distribution Guide for Ontario District School Boards” (see attached). The guide contains information on how to determine your board’s number of elected trustees and the process for distributing the positions over your board’s jurisdiction. The guide can also be found on the ministry’s website:

<https://www.ontario.ca/page/trustee-determination-and-distribution-guide>.

You may also use an online calculator to make your determination and distribution calculations. The calculator can be found on the Ontario Education Services Corporation website at:

<http://trusteecalc.oesc-cseo.org/trustee-elections/calculator/>.

The rules governing the number and distribution of trustee positions are found in section 58.1 of the *Education Act*, and in Ontario Regulation 412/00 – *Elections to and Representation on District School Boards*. The rules have not changed since the last election in 2018. If you are using the formula in the regulation to re-calculate your board’s number of elected positions, please note that Table 5 (Dispersal Factors) in the regulation has been updated. The current version of the regulation is available on e-laws at: http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_000412_e.htm

If your board has jurisdiction in more than one municipality, your board must pass a resolution that either designates one or more municipalities as low population municipalities OR states that the board has decided not to designate any municipality as a low population municipality. The low population designation results in greater representation for a municipality than it would otherwise get based on its population; it does not change the number of trustees to be elected to your board. Your board must pass a low population resolution by **March 31, 2022**.

I encourage you to consult with your board’s communities as you prepare for the determination and distribution process ahead of the 2022 election. Many boards experience considerable population shifts between election cycles, which can have effects on the balance of representation at the board table. Through consultation with local communities, your board can help to ensure fair and equitable representation of all board supporters.

Housekeeping Amendments to the *Education Act*

Please note that the *Education Act* has been amended to:

- Remove references to ranked ballot voting, which is no longer available for municipal elections in Ontario; and

- Adjust the timing of the annual board meeting during which boards must elect their chairs and Directors of Education must submit their annual report to the board from December to November.

These housekeeping amendments have been made to align the *Education Act* with changes made to the *Municipal Elections Act, 1996*, which include moving the start date for trustee terms of office from December 1 to November 15 in an election year, beginning in 2022.

I trust that this information will be of assistance to your board. If you require further information, please contact LCGB@ontario.ca. You may also contact your local Ministry of Education Regional Office for more information.

Thank you,

Rachel Osborne

Attachments: Trustee Determination and Distribution Guide

cc: Director and Regional Managers, Field Services Branch
 Association des conseils scolaires des écoles publiques de l'Ontario
 Association franco-ontarienne des conseils scolaires catholiques
 Ontario Catholic School Trustees' Association
 Ontario Public School Boards' Association
 Council of Ontario Directors of Education
 Municipal Property Assessment Corporation

Population of Electoral Groups Report

School Board ID: 42 - YORK CATHOLIC DISTRICT SCHOOL BOARD

County/Mun: 1928 - VAUGHAN CITY

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	0	0	24,875	0	0	0
02	0	0	24,701	0	0	0
03	0	0	29,481	0	0	0
04	0	0	5,396	0	0	0
05	0	0	7,783	0	0	0
1928 - Total:	0	0	92,236	0	0	0

County/Mun: 1936 - MARKHAM CITY

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	0	0	4,730	0	0	0
02	0	0	5,263	0	0	0
03	0	0	3,728	0	0	0
04	0	0	7,574	0	0	0
05	0	0	5,100	0	0	0
06	0	0	3,523	0	0	0
07	0	0	5,770	0	0	0
08	0	0	5,240	0	0	0
1936 - Total:	0	0	40,928	0	0	0

County/Mun: 1938 - RICHMOND HILL CITY

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	0	0	6,156	0	0	0
02	0	0	3,412	0	0	0
03	0	0	2,698	0	0	0
04	0	0	5,582	0	0	0
05	0	0	5,386	0	0	0
06	0	0	4,746	0	0	0
1938 - Total:	0	0	27,980	0	0	0

Population of Electoral Groups Report

School Board ID: 42 - YORK CATHOLIC DISTRICT SCHOOL BOARD

County/Mun: 1944 - WHITCHURCH-STOUFFVILLE TOWN

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	0	0	728	0	0	0
02	0	0	831	0	0	0
03	0	0	847	0	0	0
04	0	0	1,554	0	0	0
05	0	0	1,237	0	0	0
06	0	0	1,859	0	0	0
1944 - Total:	0	0	7,056	0	0	0

County/Mun: 1946 - AURORA TOWN

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
00	0	0	23	0	0	0
01	0	0	1,372	0	0	0
02	0	0	1,436	0	0	0
03	0	0	2,355	0	0	0
04	0	0	994	0	0	0
05	0	0	1,744	0	0	0
06	0	0	714	0	0	0
1946 - Total:	0	0	8,638	0	0	0

County/Mun: 1948 - NEWMARKET TOWN

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	0	0	2,097	0	0	0
02	0	0	1,253	0	0	0
03	0	0	1,178	0	0	0
04	0	0	1,659	0	0	0
05	0	0	1,095	0	0	0
06	0	0	2,404	0	0	0
07	0	0	2,433	0	0	0
1948 - Total:	0	0	12,119	0	0	0

Population of Electoral Groups Report

School Board ID: 42 - YORK CATHOLIC DISTRICT SCHOOL BOARD

County/Mun: 1949 - KING TOWNSHIP

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	0	0	1,388	0	0	0
02	0	0	2,437	0	0	0
03	0	0	414	0	0	0
04	0	0	1,160	0	0	0
05	0	0	1,123	0	0	0
06	0	0	229	0	0	0
1949 - Total:	0	0	6,751	0	0	0

County/Mun: 1954 - EAST GWILLIMBURY TOWN

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
00	0	0	45	0	0	0
01	0	0	1,463	0	0	0
02	0	0	1,284	0	0	0
03	0	0	817	0	0	0
1954 - Total:	0	0	3,609	0	0	0

County/Mun: 1970 - GEORGINA TOWN

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	0	0	1,206	0	0	0
02	0	0	1,346	0	0	0
03	0	0	941	0	0	0
04	0	0	822	0	0	0
05	0	0	406	0	0	0
1970 - Total:	0	0	4,721	0	0	0

Population of Electoral Groups Report

School Board ID: 42 - YORK CATHOLIC DISTRICT SCHOOL BOARD

Summary Total

County/Mun	English Public	French Public	English Separate	French Separate	Prot-Sep	Other	Total
1928	0	0	92,236	0	0	0	92,236
1936	0	0	40,928	0	0	0	40,928
1938	0	0	27,980	0	0	0	27,980
1944	0	0	7,056	0	0	0	7,056
1946	0	0	8,638	0	0	0	8,638
1948	0	0	12,119	0	0	0	12,119
1949	0	0	6,751	0	0	0	6,751
1954	0	0	3,609	0	0	0	3,609
1970	0	0	4,721	0	0	0	4,721
Total	0	0	204,038	0	0	0	204,038

Population of Electoral Groups Report

School Board ID: 42 - YORK CATHOLIC DISTRICT SCHOOL BOARD

Summary Total

School Board - Grand Totals

School Board ID	English Public	French Public	English Separate	French Separate	Prot-Sep	Other	Total
42	0	0	204,038	0	0	0	204,038
Total	0	0	204,038	0	0	0	204,038

2022-23 Capital Priorities Program

Business Case – Written Component

School Board Name: Name of school board

Project Name:

Project Ranking:

Project Description: e.g. New 500 pupil place school

Panel: Choose School Panel

Municipality:

Project Category: Choose an item.

Project Type: Choose an item.

Child Care: Choose an item.

If yes, CMSM / DSSAB Name and number:

Choose an item.

Joint-Use: Choose an item.

EDC Eligible: Choose an item.

Board Contact Information: *Joe Smith 416-999-9999*
joe.smith@DistrictSchoolBoardOntario.ca

1.0 RATIONALE FOR ACCOMMODATION NEED

Part A: Project Rationale

Provide rationale as to why the board is requesting Capital Priorities funding to support the proposed capital project including, but not limited to, the following:

- What accommodation need is it addressing;
- Any trends or significant changes in neighbourhood demographics (e.g., housing starts and student yields, new enrolment to area);
- Information on the condition of impacted schools (e.g., types of major repairs/upgrades required);
- Outline other capital options considered (e.g. use of other capital funding such as School Renewal or School Condition Improvement funding). If lower cost options are available, please explain why they were not chosen;
- Identify the impacts of not proceeding with this project;
- Identify whether this project is linked to another capital request. If so, please specify; and,
- If the project is a consolidation, please confirm that a Pupil Accommodation Review (PAR) has been completed and provide the PAR completion date. Projects subject to an outstanding PAR are not eligible for funding consideration.
- Provide regional maps that best support the school board's business case for the project.

Part B: Alternative Accommodation Strategies

- Outline any other non-capital options the school board considered, such as grade or program changes and provide an explanation as to why these options are not preferred;
- Outline any other capital options the school board has considered, such as an addition/renovation option rather than the construction of a new school, and provide an explanation as to why these options are not preferred. Please note if the school board has submitted an alternative business case/written business case/space template to support the consideration of an alternative project;
- Provide an explanation as to why a replacement school is requested rather than an addition and/or retrofit; if applicable.

2.0 SCHOOL ENROLMENT AND CAPACITY OVERVIEW

Please provide detailed information of the surrounding schools and their available capacity and how it may or may not support the accommodation need identified in this project funding request. Please see the following table for examples.

<i>School Name</i>	<i>Current Utilization</i>	<i>Distance to Nearest School</i>	<i>School Summary</i>
<i>School 101</i>	<i>100%</i>		<i>Enrolment at this school has steadily increased over the past 5 years by 100 pupils due to a new housing development in the catchment area of the school. This trend is expected to continue for the next 5 years resulting in a utilization</i>

			<i>of 130% and requiring 5 portables on site. The site is large at 10 acres, and thus portables can accommodate the increase in enrolment. This school operates a regular track JK-8 program.</i>
School 102	75%	2km	<i>Enrolment remained stable at this school for the past 5 years and this expected to continue. The school board is currently retrofitting 3 classrooms for child care, as per previous ministry approval. Once complete, this will increase the utilization to 95%.</i>
School 103	150%	5km	<i>This school is currently operating over capacity and currently has 7 portables on site. The site cannot accommodate more portables. Enrolment is expected to continue to increase over the next 5 years. The school board may request capital funding in the future to support an addition.</i>
School 104	30%	8km	<i>Enrolment at this school has been decreasing over the past 5 years since this is a mature neighbourhood. Enrolment is expected to continue to decrease over the next 5 years. The school board completed a PAR in 2017 which resulted in the consolidation of this school and School 105. The resulting utilization is expected to be 100%.</i>
School 105	30%	12km	<i>See Above</i>

3.0 PROPOSED SCOPE OF WORK

Part A: School Project Scope

Provide a detailed description of the proposed project scope below.

Note: To increase the efficiency of the ministry's capital approval process, school boards may submit a space template for new schools as part of the submission for ministry approval if this project is selected for 2022-23 Capital Priorities funding. This scope should reflect the space template if the board has chosen to include it as part of the board's submission for the project.

A full scope includes:

- The number of pupil places to be constructed along with the type of classrooms (if known), or unloaded space such as a gymnasium or library, or planned shared community space;
- For additions, provide both the number of pupil places to be constructed and the resulting total pupil places for the school as well as any unloaded spaces that would contribute additional cost to the project. Also, provide information on planned internal retrofits and renewal work that is expected to be tendered as part of the project. If available provide approximate cost, a site plan and floor plan.
- For any students displaced during construction, provide details about how they will be accommodated by the board (e.g., holding schools, boundary changes, program changes, project phasing, etc.).

Example #1: ABC School Board is requesting capital funding to support the construction of a new 479 pupil place elementary school to replace the existing Toronto Public School. The replacement school will be constructed on the existing site. The replacement school is expected to include:

- 4 FDK rooms
- 15 Regular classrooms
- 3 Special Education rooms
- 2 Unloaded Resource rooms
- A Gymnasium and library

The school board is expecting to incur additional costs since deeper foundations are required due to poor soils. The current facility will need to be demolished.

During construction, the students will be re-located to Ottawa Public School, which is a holding facility for the board.

Example #2: *ABC School Board is requesting capital funding to support the construction of an 8 room addition (184 pupil places) along with a new gym at London Public School. The addition will accommodate 8 regular classrooms. To allow for the connection of the addition, 2 existing full-day kindergarten (FDK) rooms will need to be demolished. The existing gym will be repurposed to house the displaced FDK rooms. The school will have a resulting on-the-ground (OTG) of 684.*

A new gym is required since the existing gym is only 1,500 sq. ft. and thus not large enough to accommodate the required programming due to an increase in students.

The school board is expected to incur additional site costs since the soil underneath the proposed addition is contaminated. Due to site constraints this is the only feasible location for the addition. This will be a 2 storey addition due to the small site size.

Students will not need to be re-located because the construction is planned to occur over the summer.

Part B: Child Care Project Scope, if applicable

Is the board requesting child care funding to support child care space with the Capital Priorities project request? Choose an item.

If the project includes a child care funding request component, please provide:

- Any trends or significant changes in neighbourhood demographics for children aged 0 to 4.
- Statistics regarding the demand for child care (e.g., waitlists)
- Considerations for school selection for child care, including analysis of other potential school locations;
- Details on how the space will be built (e.g., new space or a retrofit), providing site and floor plans if available, including whether it will displace any existing rooms;
- Any anticipated unique costs related to site work;
- Any alternative plans for accommodating the child care if the project is not funded;
- Identification of existing child care at the proposed site. If so, does the current building layout support an addition to be constructed near this existing child care?
- If there are any displacement costs associated with the project, such that internal school space would need to be relocated or replaced as a result of the child care renovation, please include the associated costs and scope details.
- Does your school board anticipate any **exceptional site costs** (e.g., additional parking required by the municipality, tie-ins to existing mechanical/electrical systems, and/or improvements and enhancements to existing HVAC and/or air circulations systems to meet increased occupant demand within the school) with the proposed project?
- Plans for relocating child care in facilities being closed as part of a solution; and,

- Require: reasons for not including child care in a project if there is none.

Example #1: The proposed replacement school for Toronto Public School will not include child care. The Consolidated Municipal Services Manager (CMSM) has not identified a need at this site as an existing child care currently operates in 446 Public School which is located 1km from this site.

Example #2: The proposed addition will include a 2 room child care centre which will accommodate 39 licenced child care spaces. There will be 1 toddler and 1 preschool room constructed. This child care centre is not replacing an existing center and thus, will create new child care spaces.

The school board is expecting to incur additional site costs since the soil underneath the addition is contaminated (include dollar values if available). Due to site constraints this is the only feasible location for the addition.

Part C: Site Selection and Acquisition

Does the school board already own a site for the requested project? Choose an item.

Does the school board have an option agreement for the site? Choose an item.

Is the project within an education development charge (EDC) eligible area? Choose an item.

Will the school board be seeking Land Priorities funding for a site acquisition? Choose an item.

Will the school board be seeking additional ministry funding for any unique site costs? Choose an item.

Please elaborate about the school board's current status of site acquisition for the requested Capital Priority, including:

- If the school board owns or has identified a site, provide a detailed description of planned site for the project, including information on the site such as location, site condition, etc. Include maps or site plans as applicable.
- If the school board will require ministry funding for site acquisition or unique site costs, please include the expected costs, and the scope of the acquisition/site preparations.
- Please elaborate if the school board anticipates any challenges in securing a site for this project when working with municipalities or developers.

Example: The school board owns a site a site 100 hundred acre wood which was acquired using \$3.5 million of EDC funding.

We expect that there will be an additional \$1.5-\$2 million to for special foundations (piles, caissons) and the removal and replacement of contaminated soil. These additional costs are EDC eligible and therefore no additional ministry funding will be required. Soil investigation studies are currently ongoing.

This site is within the south part of the catchment area where the board is experiencing a high level of residential growth and is 5km away from School A, 4km away from School B and 8km away from School C.

The site has the ability to accommodate up to 10 portables once school construction is complete.

Site plan approval will be submitted to the municipality if/when Capital Priorities funding is approved by the ministry.

4.0 PILOT FOR MODULAR CONSTRUCTION BUILD

Is your board interested in participating in a pilot for Modular Construction Build for this project? Choose an item.

If Yes, please also include the following:

- Any changes that would be required from the proposed scope identified in Section 3A or 3B;
- Information regarding the potential benefits of modular construction specific to the project.
- Information regarding any potential challenges with modular construction specific to the project.
- Costing, timing and transportation details for the modular construction project as compared traditional construction, if available.

Example:

ABC District School Board would like to undertake the construction of a new 150 pupil place elementary school (as noted in A1) using modular construction methods to improve the timelines for the school opening. Using traditional construction methods, the school would be planned to be open in 2024-25, however using modular construction, the entire facility could be open and operating by September 2024.

The costs of transportation are included in the overall projected budget of the facility construction.

ABC board plans to retain the services of a project manager who is familiar with the modular construction industry and is adept at managing a bid process comprehensive enough for multiple modular companies to bid on the project.

Modular construction is an appropriate method to save on site costs, as the rock on the school site would usually require additional foundation pilings above and beyond the ministry cost benchmark.

Building in a remote area with little to no experienced contractors increases costs to lodge and transport workers to the site. Building the modules in a more urbane area with expertise more readily available would reduce the costs of providing

5.0 Joint-Use School Project Considerations

Will this capital project be a joint-use project with another school board? If not, please provide a rationale for not pursuing joint-use with coterminous school boards.

If yes, please provide the following:

- The project scope with your coterminous school board;
- The projected enrolment of your school and your coterminous school; and
- How this project will address your school board's needs and improve student success and achieve operational efficiencies.

Example #1: *The proposed replacement school for 123 Public School will not be a joint-use facility as the ABC Catholic School Board has not identified a need for pupil accommodation in this neighbourhood. The school board met with the coterminous school board three times to discuss the possibility of a joint-use facility at this site.*

Example #2: *The proposed new school will be a joint-use school with CDE Catholic School Board. Our school board received Joint-Use Seeding Funding in June 2017 to pursue this project. CDE Catholic School Board also submitted a capital request for 300 pupil places in this round of Capital Priorities as their #1 priority. Both school boards will share the gym, library and special resource space. An operating agreement will be negotiated. The joint space will allow for both school boards to share in operating savings and will provide a better learning environment for all students which will contribute to student success. It will also allow for transportation savings as students will no longer need to be bussed. This will create a greater sense of community within this neighbourhood.*

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: February 22, 2022

RE: Yonge North Subway Extension (St. Anthony) - Update

EXECUTIVE SUMMARY

The intent of this report is to provide Trustees with several updates on the Yonge North Subway Extension and impacts on St. Anthony. Metrolinx has agreed to postpone their geotechnical investigations (boreholes) until July and August 2022. Additionally, Metrolinx recently released their Environmental Project Report (EPR) Addendum for the Yonge North Subway Extension for review. Administration continues to work with Metrolinx regarding the Permission To Enter, and will be reviewing the newly released Environmental Project Report and providing comments to Metrolinx.

BACKGROUND

Further to the last update to the Board on [January 25, 2022](#), Administration is negotiating details with Metrolinx on their request to access the St. Anthony CES property to conduct geotechnical investigations (boreholes) required for the design of the Yonge North Subway Extension (YNSE).

UPDATE

On February 3, 2022, Administration made a [deputation](#) and presentation at York Regional Council Special Meeting to outline the key impacts and concerns the Board (YCDSB) has with the proposed YNSE route under St. Anthony's CES. Despite 18 deputations and 119 correspondences, York Regional Council made the resolution to refer the alignment to Metrolinx and request Metrolinx consider an improved compensation package for property owners impacted by the YNSE (see Appendix I for full resolution).

On February 8, 2022 Administration met with Metrolinx staff to further discuss the PTE and alignment of the route. With regards to the Board's requirement that Metrolinx shift the alignment of the subway 50-100m to the grass play fields instead of under the school building, Metrolinx staff identified that "it is not possible to develop an alignment located below the grass play fields that meets applicable standards and avoids significant impacts on the cemetery". The full communication from Metrolinx regarding their analysis on the potential shift in alignment can be found in Appendix II.

At the same meeting, Metrolinx staff agreed to defer the work on borehole investigations until July and August 2022 (as opposed to conducting the work during March break and a week afterwards). Administration continues to negotiate the terms of a PTE agreement with Metrolinx to conduct their

geotechnical work. Details of the PTE are expected over the next month, pending negotiations with Metrolinx and will be brought to the Board when there is an update.

On February 10, 2022, the Board received notice from Metrolinx that the Environmental Project Report (EPR) Addendum for the Yonge North Subway Extension is available for review. The EPR Addendum was undertaken to assess any changes to the project since previous environmental studies were done in 2009 and 2014. The deadline to provide comments on the EPR is March 14, 2022. At initial glance, there are other impacts such as the location of the Emergency Exit Building proposed in front of the school near Kirk Drive. Administration will be reviewing the document in further detail and commenting as appropriate.

SUMMARY

Metrolinx has responded that they are not willing to adjust the alignment of the subway tunnels to avoid the building footprint of St. Anthony. Administration continues to negotiate the terms of a PTE agreement with Metrolinx to conduct their geotechnical work, which is now proposed summer of 2022. Further updates will be brought to the Board pending discussions with Metrolinx on details of the PTE. Administration will be reviewing the newly released Environmental Project Report and providing comments to Metrolinx.

ATTACHMENTS

Appendix I - [York Region Council Resolution - February 3, 2022](#)

Appendix II - [Metrolinx Response to Alignment Shift](#)

Prepared By: Joachim Tsui, Manager, Planning Services

Submitted By: Tom Pechkovsky, Coordinating Manager of Planning & Operations

Endorsed By: Domenic Scuglia, Director of Education

Appendix I - York Region Council Resolution - February 3, 2022

“On February 3, 2022 Regional Council received your deputation and made the following resolution:

WHEREAS the Yonge North Subway Extension (YNSE) is the top priority project for York Region; and

WHEREAS in May 2020 Regional Council authorized execution of a Preliminary Agreement with the Province of Ontario committing to its pro-rata municipal cost share of the YNSE; and

WHEREAS during the 2022 Budget Deliberations process, Regional Council included a 1% surtax dedicated towards the Region’s contribution for the YNSE;

THEREFORE BE IT RESOLVED that the correspondence received at the February 3, 2022 Special Council meeting regarding the YNSE alignment be referred to Metrolinx; and

BE IT FINALLY RESOLVED that Metrolinx be requested to consider an improved compensation package for property owners impacted by the YNSE.”

Regards,

Christopher Raynor | Regional Clerk, Regional Clerk’s Office, Corporate Services

APPENDIX II - Metrolinx Response to Alignment Shift

YCDSB: Alignment shift request

In response to the request from the York Catholic District School Board (YCDSB), Metrolinx has completed a review of options to shift the tunnels slightly from below the St. Anthony school building.

An alignment shift in a south-easterly direction requires curves well below the minimum standard radius of 300 metres. This would not be an acceptable design for the subway as it introduces both operational impacts and incremental maintenance needs. As such, we have concluded that an alignment shift in the south-easterly direction is not preferred over the final alignment.

An alignment shift in a north-westerly direction, below the playing fields, is technically feasible. We have developed the layout for two options, as presented in Figure 1. Option 1 places the centreline of the tunnels at the edge of the paved play area. This option uses a single larger radius curve to bring the tunnels out from below the school building. Option 2 places the centreline of the tunnels below the centre of the grass play fields. This option uses a series of curve to achieve the optimal placement of the tunnels on the school property. Please note, it is not possible to develop an alignment located below the grass play fields that meets applicable standards and avoids significant impacts on the cemetery. We must design our tunnel alignment to meet the applicable standards and this limits our ability to insert the tight curves that would be needed to avoid the school building and the cemetery.

We have reviewed both options and found they have a similar cost and benefit profile to our final alignment. Both options have a similar effect on the single family residential properties to our final alignment. Both options have an unavoidable and material impact on the Holy Cross Cemetery, including the high probability that a significant number of burials would be directly impacted and require permanent or temporary relocation. The only benefit associated with both options is moving the tunnels from below the school building. On this basis, and our conclusion there will be no direct impacts from the subway on the school, we have concluded that our final alignment remains the preferred solution for the YNSE.

Figure 1. Conceptual Options 1 and 2 for moving the tunnels from below St. Anthony CES



As a reminder, the final alignment was established to meet critical criteria, including:

- TTC Design Manual, which prescribes minimum curves and grades
- Minimum design speed of 60 km/h
- Maintain noise and vibration levels in the Royal Orchard community at or below the level of human perceptibility, and well below conventional standards
- Avoid direct impact on existing burials in the Holy Cross Cemetery.

This alignment brings us deep under the Royal Orchard community, deep enough that there will be no impact to the school or to homes. We would like to work with the Board, with the school, with parents and with students to share the proven, modern technology that will be used in this project to protect the Royal Orchard neighbourhood and keep it as quiet and peaceful as it is today.

In 2022 we will open a Community Office that will include sound labs to demonstrate the effectiveness of the planned mitigation, using sound level data collected from the neighbourhood. We would be grateful if you would allow us to visit the school to collect that data in the classroom and in the school building.

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

Report To: Board of Trustees
From: Administration
Date: February 22, 2022
Report: Parent Notifications Re Positive Cases of COVID-19

EXECUTIVE SUMMARY:

This report is to inform the Board of Trustees of operational deficiencies in the process of notifying families of a positive case of COVID-19 in a classroom cohort.

BACKGROUND INFORMATION:

In mid-January, 2022, YCDSB principals were given direction to send home a letter to the families of a classroom cohort whenever they receive notice that a student in a class has tested positive for COVID-19. Since undertaking this practice, a number of significant issues have arisen.

- Parents have asked principals to identify the exact date of exposure so that parents can then determine when to return their child to school, even though there is no requirement for the students in the cohort to isolate. Principals are not able to provide exact exposure dates.
- Parents are asking principals to identify whether or not their child has been a “close-contact” based on where they sit in the classroom. Principals are not able to do so since the seating plan does not necessarily determine if another student has been a “close-contact”. YRPH and Ontario Health have stated that individuals who are positive are to inform their “close-contacts”. Both parents and students are not able to do so because they do not have such personal contact information in all cases. YRPH has also stated that, based on the layers of protection, the definition of close contact does not typically apply to schools.
- Principals have been concerned about violating students’ privacy. For example, if only one student is absent in the class, and the families of that student’s cohort are informed that there has been a positive case reported, families will be able to determine who the student is. Our Privacy Officer as well as our legal counsel have informed us that, principals actually can disclose positive case reports due to their powers under the Education Act and MFIPPA:

***MFIPPA** - Disclosure of Personal Information - Section 32:
Section 32 (h) in compelling circumstances affecting the health or safety of an individual if upon disclosure notification is mailed to the last known address of the individual to whom the information relates;*

Education Act Section 265 Duties of a Principal:

(j)care of pupils and property

(j) to give assiduous attention to the health and comfort of the pupils, to the cleanliness, temperature and ventilation of the school, to the care of all teaching materials and other school property, and to the condition and appearance of the school buildings and grounds;

- However, our Privacy Officer has advised against the practice based on the fact that the information provided is not required. Our legal counsel has also advised against the practice based on unsound operational grounds and based on the fact that it is not a comprehensive practice. In other words, many students may test positive but their parents may not report the cases to the principal. Those parents who report positive cases are doing so based on RAT results which are not confirmed by YRPH, whereas PCR tests were confirmed. As well, many students may have to isolate based on results from the screening tool which renders them “presumed positive”; these cases are not being reported by our principals, resulting in parent communication that is fundamentally inaccurate overall.
- Very few school boards in Ontario are informing families of such cases.
- The Ministry Guidance on this has been that coterminous Boards should be aligned in their practices; we are not aligned since the YRDSB is not communicating notifications to families.
- YRPH has advised that Board’s have an option of providing notifications but do not recommend doing so based on the functionality of health units versus school boards and based on the fact that the practice is fundamentally unsound given the shortcomings involved.

SUMMARY:

It is advisable that we discontinue this practice for the reasons cited above and based on the legal opinion received, and in order to align with the vast majority of boards in Ontario.

Prepared and Submitted by: Eugene Pivato, Associate Director

Endorsed by: Domenic Scuglia, Director of Education

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: February 22, 2022

RE: CCTV Spot Monitors Breach of Privacy

EXECUTIVE SUMMARY

The purpose of this report is to provide the Board of Trustees the information about The school's Closed-Circuit Television Systems (CCTV) Spot Monitors privacy breach and the steps that have been taken to remedy this problem.

BACKGROUND

The CCTV systems are equipped with cameras in various locations and a digital video recorder (DVR) that directly connect a monitor, and all authorized staff can access the live feed and recorded videos using password protection, as well as a spot monitor located in the Main Office showing live CCTV camera footage. These monitors are usually 36" to 43" in size and have a small computer (mini PC) that holds the operating and viewer software.

The Board's elementary schools are equipped with an aiphone system at the exterior door entry with a live feed as part of our safe, welcoming school

The purpose of the spot monitors in the office was to allow the office staff to monitor the live footage. Unfortunately, these spot monitors were installed before the legislation. Therefore, when the general public enters the office, plus the unauthorized school staff can view the spot monitors, it represents a breach of privacy according to YCDSB Policy 705 Use of Video Surveillance Equipment and the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA).

On October 12, 2021, the SSLT team approved the removal of the spot monitors to address the privacy breach issue, knowing that the CCTV system still functions and the authorized school staff have the ability to access the live feed and the recorded videos.

The Board staff, during the monthly meetings, notified the health and safety committee and the union of the SSLT decision to remove these monitors. Then the Board staff notified the SSLT when they established removing these monitors;

SUMMARY:

The practice of making images available for viewing in real-time to employees who are not responsible for monitoring is contrary to the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA). Where visitors to the school or unauthorized staff may view such images, it may be considered a privacy breach.

To address this issue, the Board Technical Team removed the Spot Monitors from all elementary schools. In addition, the team will reposition the secondary schools' spot monitors not to be visible to the public or unauthorized school staff and alter the program to view the entrance doors cameras only.

Prepared Submitted By: Khaled Elgharbawy, Superintendent of Facilities Services and Plant
Endorsed By: Domenic Scuglia, Director of Education



Monthly Virtue:
Perseverance

April 2022






Apr 4—SEAC
Apr 4-8 ShareLife Week
Apr 5—Corp Services (In-Camera) 6:30 pm
Apr 5—Corp Services Public 7:30 pm
Apr 6—Director's Council
Apr 11-14—HOLY WEEK
Apr 15—Good Friday
Apr 17—Easter Sunday
Apr 18—Easter Monday
Apr 20—Executive Committee 3pm
Apr 20—Human Resources Cmte 5pm
Apr 21-23—OCSTA AGM
Apr 22—S.A.L. 8:45 am
Apr 25—YCPIC 7pm
Apr 26—Audit Committee 5pm
Apr 26—Committee of the Whole 6:30 pm
Apr 26—Regular Board 7:30pm

May 2022

May 2 to 6—Catholic Education Week
May 9—SEAC 7pm
May 10—Policy (In-Camera) 6:00 pm
May 10—Policy Review 6:30 pm
May 11—Director's Council
May 11—Joint Board 4pm
May 16—Student Success & Pathways 6:30 pm
May 18—Yes I Can Awards
May 20—S.A.L. 8:45 am
May 23—Victoria Day—HOLIDAY
May 25—Executive 3pm
May 25—Human Resources Cmte 5pm
May 31—Safe Schools
May 31—Committee of the Whole 6:30 pm
May 31—Regular Board 7:30 pm

MARCH 2022

TRUSTEE SERVICES

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1  <i>Shrove Tuesday</i>	2  ASH WEDNESDAY	3	4	5
	Wednesday, March 2 to Thursday, April 14		4pm Joint Board			
6	7 7pm SEAC	8 6:30 pm Policy Review 8:30 pm In-Camera Policy	9 Director's Council	10	11	12
13 	14	15	16	17 ST. PATRICK'S DAY 	18	19
MARCH BREAK						
20	21	22	23 3pm Executive 5pm HRC	24 9:30 am Day of Reconciliation and Renewal—System Mass with Bishop Boissonneau	25 8:45 am SAL	26
27	28 6:30 pm Student Success & Pathways	29 6:30 pm CTW 7:30 pm Regular Board	30	31		



York Catholic District School Board

Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1
Tel: 905-713-1211, 416-221-5051, 1-800-363-2711, Voice Mail Box: 17132
Fax: 905-713-1272 • www.ycdsb.ca

February 22, 2022

POLICE LIAISON SERVICES SCHOOL RESOURCE OFFICERS / VALUES, INFLUENCES, PEERS (VIP) PROGRAMMES

Whereas The Education Act requires school Boards, in Section 300.0,1, sub sections 1, 3 and 6, to provide a safe learning environment.

1. To create schools in Ontario that are safe, inclusive and accepting of all pupils.
3. To address inappropriate pupil behaviour and promote early intervention.
6. To provide pupils with a safe learning environment.

AND in Section 169, sub sections 7.1 and 7.2 regarding the duties of School Boards to implement anti bullying programs and provide related resources.

7.1 establish and provide annual professional development programs to educate teachers and other staff of the board about bullying prevention and strategies for promoting positive school climates; 2012, c. 5, s. 4.

programs, interventions and other supports, bullying

7.2 provide programs, interventions or other supports for pupils who have been bullied, pupils who have witnessed incidents of bullying and pupils who have engaged in bullying, and the programs, interventions and other supports may be provided by social workers, psychologists or other professionals who have training in similar fields, as determined by the board; 2012, c. 5, s. 5.

Whereas In 2007 Jordan Manners was killed at a Toronto secondary school. As a result, the Toronto District School Board established a School Resource Officer program. In 2017, the Toronto District School Board removed School Resource Officer program.

Whereas Another student in a GTA school was shot and killed. In a recent TV interview with the mother of Jordan Manners suggested that removing the School Resource Officer program was a mistake.
<https://globalnews.ca/video/8629224/jordan-manners-mother-on-latest-school-homicide-in-toronto/>

Whereas The YCDSB has a VIP/SRO program that it runs with York Region Police in our schools which helps keep our students and schools safe.

Whereas At this time, YCDSB senior administration is reviewing the VIP/SRO program.

LET IT BE RESOLVED

THAT any review of the VIP/SRO program by senior administration, not result in any reduction of the current program, but it be enhanced and increased in all YCDSB schools.

Respectfully Submitted,
Dino Giuliani, Trustee

Ref: 2022:03:0222:DG

Dino Giuliani, Trustee – Vaughan (Area 2, Ward 2)
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