

**YORK CATHOLIC DISTRICT SCHOOL BOARD
AGENDA
REGULAR BOARD MEETING
Tuesday, June 21, 2022
7:30 P.M.**

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

LAND ACKNOWLEDGEMENT

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

1. OPENING PRAYER / LAND ACKNOWLEDGEMENT	Faith Ambassadors	
2. ROLL CALL	D. Scuglia	
3. APPROVAL OF NEW MATERIAL	E. Crowe	
4. APPROVAL OF THE AGENDA	E. Crowe	
5. DECLARATIONS OF CONFLICT OF INTEREST FOR CURRENT MEETING	E. Crowe	
6. DECLARATIONS OF CONFLICT OF INTEREST FROM PREVIOUS MEETING	E. Crowe	
7. APPROVAL OF THE PREVIOUS MINUTES	E. Crowe	
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(Notices of Motion are to be submitted in writing and will return to the subsequent meeting as Information, the following meeting as Discussion, and finally Action at the next Board Meeting.)

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21. ADJOURNMENT

**SPECIAL BOARD MEETING
(If needed)**

**Thursday, June 30, 2022
8:00 am**

REGULAR BOARD MEETING

**Tuesday, August 30, 2022
6:30 PM (Mass)
7:30 pm (Meeting)**

Memo To: Board of Trustees
From: Elizabeth Crowe, Board Chair
Date: June 21, 2022
Re: **Chair's Report**

It is hard to believe we are already into the third week of June, and another successful academic year is nearly over. June is always one of the busiest and most stressful times during the school year, yet it is also one of the most exciting and celebratory. We honour the Sacred Heart of Jesus in June through Masses, liturgies, and prayer services. June also brings track and field, end-of-year excursions, award ceremonies, proms, graduations, and farewells. It is my honour to present a few highlights in my report:

Knights of Columbus: Making Time for the Lord

"Nicholas Quadrini, a student at the University of Toronto and a graduate of St. Brother Andre CSS, became a grand knight of St. Mark Parish Council 10874 in Stouffville, Ontario, when he was 18. Reflecting on his experience as a Knights of Columbus leader, he said, "To be a Knight of Columbus is to be a man of service — and being able to offer men opportunities to serve their community has been the biggest blessing in my own spiritual life." Here is the link to a video where Nicholas speaks about his decision to become a Knight and the experience of living his faith through service and commitment to the Knights of Columbus.

<https://fb.watch/dwCPsaj6v/>

The YCDSB would also like to recognize and honour Mr. Bruno Del Grosso, who has been a Knight for the past 49 years. Knight Del Grosso has led countless Living Rosaries over the past 25 years throughout Maple, Richmond Hill, Vaughan, and most recently, Holy Jubilee Catholic Elementary School in Woodbridge. Mr. Del Grosso will be presented with a Certificate of Recognition from the Board by Trustee Mazzotta.

YCDSB Board Retirement Evening:

On Wednesday, Jun. 8, 2022, YCDSB honoured retirees from 2019-2020 and 2020-2021 impacted by the COVID-19 pandemic and were therefore not able to be officially recognized for their years of service. Over two hundred retirees plus their guests, the Board of Trustees, Principals, Vice-Principals, and the Senior Team came together for a celebratory evening. We want to acknowledge the many staff and students who added to the success of this special evening. Our student photographers from St. Robert Catholic High School captured special moments throughout the evening. Staff and students from St. Anne Catholic Elementary School signed our Land Acknowledgement beautifully, and the outstanding music ensemble from St. Theresa Lisieux Catholic Secondary School entertained us at the beginning of the evening. This special YCDSB Retirement Recognition evening is always very memorable and well-deserved.

Also, Congratulations to all our new retirees which we will be honouring on September 29th, 2022 at our next Retirement Recognition Evening.

Stouffville Meet and Greet for Principals of New Schools - June 20th

We are happy to announce the appointment of our principals to Blessed Chiara Badano Catholic Elementary School and St. Katharine Drexel Catholic Secondary School:

Blessed Chiara Badano CES: Mireille Walter

Principal Walter is currently the Principal at St. Mark Catholic Elementary School. She has been an administrator of the Board for 12 years and has led St. Mark's French Immersion program and St. Edward's French Immersion program. Principal Walter is fluent in French and has extensive experience in Math curriculum delivery and the Arts.

St. Katharine Drexel CSS: Daniel Bruni

Principal Bruni is currently the Principal of Our Lady Queen of the World Catholic Academy. He has been an administrator of the Board for 18 years and has experience in French Immersion, Advanced Placement, and English as a Second Language programs. Principal Bruni also has extensive experience in Science, Math, Engineering, and Technology.

Last night a "meet and greet" was held at St. Mark CES for the families of the feeder schools, and introductions of the newly appointed principals took place. Director Scuglia and I brought greetings and provided an update on the current status of the school construction. Also shared were the architectural drawings and an overview of preliminary Elementary and Secondary grade level entry plans. The evening culminated in a Q and A session followed by a social. The families and the Board continue to be excited about these new schools and the future development of the academic, co-curricular and athletic opportunities that lie ahead.

Later on in the agenda:

St. Elizabeth Envirothon Team will be recognized for their First Place finish in the Provincial 2022 Envirothon Challenge!

The St. Elizabeth CSS team consists of five senior science major students and their teacher advisor. The Envirothon Team, their families, teacher advisor, and Principal were invited to this evening's Board meeting to be recognized for their outstanding achievements. YCDSB would like to congratulate our Provincial Champions and wish them every success as they move forward to the national competition later this summer in Ohio.

Further Info: The Envirothon challenge is a competition between schools nationwide. It is an opportunity for students to showcase their ideas and commitment to positively impacting the environment. The St. Elizabeth team presented their final project to the judges. After two weeks of deliberation, the team received the exciting news of being awarded first place at the Provincial Champions! The team won \$1250.00 and has now qualified to compete against the top schools across North America in the National Competition held later this summer in Ohio. Congratulations to these outstanding science students and their teacher advisor!

2022 OFSAA Track and Field Gold Medalists will be recognized for their accomplishments.

The Ontario Federation of Schools Athletic Association (OFSAA) Track & Field Championship was hosted in Toronto from Jun. 2 to 4th. YCDSB OFSAA winners, parents, coaches, and principals were invited to this evening's Board meeting to be recognized for their outstanding achievements. YCDSB would like to congratulate our medal winners and all YCDSB students who competed in the 2022 OFSAA Track & Field championships. We are proud of your accomplishments!

Christopher Morales Williams of St. Elizabeth CHS won two gold medals in the Senior 200 M (OFSAA Record) and 400 M dashes, as well as a silver medal in the 100 M dash. He is also a graduating RAP student! He is unable to be here this evening because of his rigorous training schedule. He will be representing Canada at the upcoming World Junior Athletics Championships in Santiago de Cali, Columbia in early August. We congratulate him and look forward to cheering him on when he achieves his dream of representing Canada in the next Olympics!

Also, Banujan Kulainthiran of Father Michael McGivney CHS won gold in Junior Triple Jump, silver in the Junior Long Jump and bronze in the Junior 100 Meter Hurdles. Triple medaling at OFSAA is quite an achievement!

YCDSB ECO-Schools Gold Certificate Update:

“A sustainable future begins at every EcoSchool.”

“EcoSchools Canada offers a [certification program](#) for K-12 schools that nurtures environmental learning and climate action. Their curriculum-linked framework supports school communities as they assess, track, benchmark, and celebrate environmental excellence.” Over the years, YCDSB schools have proudly participated in the ECO School Certificate Program and have successfully run local ECO Teams at both the secondary and elementary school panels. However, during the academic years 2020-21 and 2021-22, which COVID-19 impacted, our ECO Teams were often suspended and or reconfigured to adjust to school closures, remote learning, hybrid learning, class cohorts, and COVID-19 in school safety measures safely when in-person instruction was occurring.

Notwithstanding the pandemic challenges, 6 YCDSB schools persevered in the 2021-2022 school year to certify in the EcoSchools program. Congratulations to St. Robert CHS (Platinum), St. Brother Andre CHS (Gold), St. Joseph (Markham) (Gold), All Saints (Gold), St. Brendan (Gold) and St. Peter (Silver).

Official Grand Opening of the Woodbridge Sports Dome at Holy Cross Catholic Academy:

The YCDSB, in partnership with the Woodbridge Sports Dome, held the official Grand Opening of the Woodbridge Sports Dome at Holy Cross Catholic Academy on Jun. 10, 2022. The Grand Opening featured a ribbon cutting, musical performances by Holy Cross CA students, recognition of the OFSAA gold medal boys soccer champs, and a facility tour.

A domed sports field will undoubtedly benefit our Holy Cross students, community members, and local athletic teams that will share this space. The YCDSB has a long-standing history of working with municipalities and community organizations to develop facilities that enhance our students' educational experiences while, at the same time, benefiting the community at large. The facility is a 100,000 sq. ft indoor all-season dome structure specializing in soccer, volleyball, and basketball. It is one of the largest domes in Ontario. It includes state-of-the-art LED lighting and a large skylight section to enhance the indoor ambience.

The Sports Dome supports the High Performer Athlete (HPA) program at Holy Cross Catholic Academy. This program allows students to earn credits for their training and have a modified school schedule to facilitate before or after-school training schedules.

We are excited to hear about the many exciting opportunities and sporting events held at Holy Cross CA in the Woodbridge Sports Dome.

Delegation to City of Vaughan Council Meeting Jun. 21, 2022

On behalf of the Board of Trustees at YCDSB, Vice-Chair Marchese and I spoke to the City of Vaughan Council earlier today regarding our concerns with the provision of schools within the Vaughan Metropolitan Centre (VMC) Secondary Plan Area. We shared our understanding of the direction from the Provincial government for municipalities to increase the supply of homes and build them faster. Yet, we are concerned that increasing the supply of homes (and subsequently, population) is not accompanied by a corresponding increase in infrastructures such as schools and parks to support that population to build a complete, walkable, and balanced community where people can live, work and play.

We wanted the Council to know that this past winter, we submitted a joint school project (with the York Region District School Board) to the Ministry of Education. The project was two elementary schools on one site with a combined pupil capacity of 1134. Unfortunately, the project was not approved, primarily due to the Ministry of Education applying the same analysis for this project as it does for all projects in the province. The bottom line for us here at YCDSB is that the rapid increase in growth directly impacts student accommodation, resulting in an increased need for additional school accommodation within the VMC.

On behalf of the YCDSB Trustees, we are asking that the City address this by completing the VMC Secondary Plan update or other action prior to approving significant increases in density requested by developers.

We will keep the Board updated on the outcomes of our meeting as they become apparent.

Congratulations to Graduates:

As we approach the final days of this school year, I would like to take this opportunity to congratulate our YCDSB graduates. I wish them much success in their future endeavours. May God continue to bless our York Catholic students and guide them on their journeys.

Board Meeting Highlights

OCSTA Board of Directors

June 10, 2022



Ontario Catholic School
Trustees' Association

The OCSTA Board of Directors' meeting took place via Zoom on Friday, June 10, 2022 at 4 p.m. OCSTA Executive Director Nick Milanetti led the opening prayer for this meeting.

OCSTA President Patrick Daly opened the meeting with an acknowledgement of the success of the 2022 AGM and Conference - OCSTA's first in-person event since the onset of the pandemic in 2020 – and thanked staff, and the Catholic Education and Trustee Enrichment Committee, under the leadership of Committee Chair Todd Lalonde, for their dedicated efforts and contributions. He expressed gratitude to Chair Mark Mullan, trustees, Director of Education, Tom D'Amico, and the students and staff of the Ottawa Catholic School Board for hosting a wonderful and memorable gathering.

President Daly also acknowledged and thanked newly elected OCSTA Board Committee Chairs: Sharon Hobin (**Political Advocacy Committee**); Marino Gazzola (**Budget & Human Resources Committee**); Todd Lalonde (**Catholic Education & Trustee Enrichment Committee**) and Michael Bellmore (**Labour Relations Committee**).

Congratulations were extended to OCSTA Director Colleen Landers (**Northeastern CDSB**) on receiving the Canadian Standards Association's John Jenkins Award for Outstanding Lifetime Achievement.

Current Priorities:

President Daly reported that similar to the experiences of our member boards/trustees, the complexity and volume of issues at the Provincial level has remained high since the last Board meeting in April and commented on the following matters:

- Provincial Election: OCSTA is in the process of confirming meetings with new government leaders, including the soon to be announced Minister of

Education, President of the Treasury Board and Minister of Finance to continue the Association's advocacy on a number of matters important to Catholic school boards, including the negative impact resulting from the default "public" mechanism in province's property assessment system, Executive Compensation and Student Transportation funding.

- **CVO – Catholic Virtual Ontario:** As indicated in previous reports, an enormous amount of work and progress has been made with regard to the development of on-line Catholic courses.

The creation of Catholic Virtual Ontario (under OCSTA) has led to the establishment of 58 virtual team members (14 courses) and the advertising of writers to complete another 20 courses. OCSTA's advocacy has as well resulted in the receipt of \$850,000 for 2021/22 and \$750,000.

While OCSTA continues to place priority on in-school learning, which the Association believes is best for the vast majority of students, we want to ensure we have high quality, truly Catholic on-line courses (choices) available. The Association is grateful to Nick Milanetti and most especially Anne O'Brien for their strong leadership and tireless work regarding this important matter.

- **Labour Relations:** OCSTA's Labour Relations staff continue to work hard

preparing for the upcoming round of central collective bargaining and supporting boards with regard to a number of grievances and arbitrations.

Catholic Education Week – 2023

The theme for the next yearlong Catholic Education Week promotion (launching in September) is:

Catholic Education: We are Many, We are One
L'éducation catholique: À plusieurs, nous sommes un

Our spiritual quote for Catholic Education Week is:

“We, who are many, are one body in Christ, and individually we are members, one of another.”
(Romans 12:5)
«Nous qui sommes plusieurs, nous sommes un seul corps dans le Christ, et membres les uns des autres.» (Romains 12, 5)

A memo detailing the new CEW theme has been shared with all boards and resource information will be uploaded to the OCSTA CEW website over the summer – www.goodnewsforall.ca.

School Mental Health Ontario Event for CDSB Communications Staff

School Mental Health Ontario (SMHO) has invited OCSTA and OPSBA to extend a professional learning opportunity on mental health promotion to communications staff at school boards across the province.

This free, online learning opportunity scheduled for June 23 from 9 – 11 am, is designed to officially introduce to communications staff the resources of SMHO; generate discussion; share ideas; and learn strategies on how to effectively support student mental health in the upcoming school year.

Invitations have been sent to all boards' communication staff.

Fall Regional Meetings

OCSTA's fall regional meetings dates are as follows:

West: Monday, Sept. 9

East: Thursday, Sept. 22

Central: Tuesday, September 27

North West: Thursday, Sept. 29

North East: Saturday, Oct. 1

Locations for these full day sessions and the agenda will be announced in the coming weeks.

OCSTA Seminar & Conference Dates:

2023 Catholic Trustees Seminar (in-person):

Jan. 19 – 21, at Delta Hotels by Marriott Toronto Airport – 655 Dixon Rd., Etobicoke.

2023 OCSTA AGM & Conference (in-person):

April 27 – 29, at the Sheraton Centre Toronto Hotel – 123 Queen St. W., Toronto.

ACBO Update

His Excellency, Bishop Gerard Bergie is now serving as the new President of the Assembly of Catholic Bishops of Ontario (ACBO).

The new Chair of the ACBO's Education Commission is His Excellency, Bishop Daniel Miehm.

The next ICE (Institute for Catholic Education) Symposium will take place in May of 2023 (exact date will be announced). The event is intended to help the Catholic community examine the processes, principles and patterns that ground or ought to ground our programming for adult faith formation at all levels and among all participants in Catholic education.

Details on the Symposium will be provided later in the year.

Memo To: Board of Trustees
From: Domenic Scuglia, Director of Education
Date: June 21, 2022
Re: Director's Report

This Report including the following Director Updates:

School Visits:

My Director's school visits continue throughout June. As always, I am amazed at the dedication and professionalism of all school staff. Students are engaged and enthusiastic and continue to excel in all areas. We are most proud of our staff and students. I am happy to share with you that during the 2021-2022 academic year, I have had the absolute pleasure of visiting 46 YCDSB schools. Each experience has been rewarding and enlightening as I witnessed our Catholic faith being infused into every aspect of the daily lives of our students, staff, and families. The triad of home, school, and the church is well established in our school communities across our Board. I thank the Principals, staff, and students for welcoming me and showcasing their unique school spirit and talents with me. I wish you all a safe and rewarding summer.

Graduations:

It is exciting to share that our graduation masses and ceremonies are underway this week across the Board. For the first time since June 2019, our graduations will be taking place in person. Graduation is a time to celebrate together and also to say some farewells as our students take their acquired skills, knowledge, and development and begin new educational pathways as Catholic believers and responsible, caring citizens. We wish all our graduates God's blessings as they move forward with their goals, aspirations, and dreams.

Director's Council:

On Wed., June 8th, we held our final Director's Council meeting for the year at the CEC. There was an energy and excitement as the Administrators came together in person to celebrate the culmination of another successful school year along with the many milestones of their colleagues and friends. We began the morning with a mass celebrated by Fr. Ernie De Ciccio, Pastor of St. David's Catholic Church in Maple. We then paid tribute to our Administrators, celebrating special milestones. We invited all administrators who retired in the past two years to this Director's Council, allowing us the opportunity to recognize them for their years of service at the YCDSB. We also acknowledged administrators who completed their first year as a Principal and those who reached the milestone of 25 years of service here at YCDSB. It was a wonderful morning of prayer, storytelling, laughter, and congratulations.

National Indigenous History Month:

In June, we commemorate National Indigenous History Month. During this month, the YCDSB takes time to recognize and celebrate Indigenous Peoples' rich heritage, history, and diversity across Canada and in our YCDSB community. It is a significant opportunity to learn more about the distinct cultures, languages, and experiences of Indigenous Peoples and how their contributions and achievements have shaped our

province and country. During National Indigenous History Month, the YCDSB community will have the opportunity to learn about, appreciate and acknowledge the many contributions of Indigenous Peoples. Indigenous Peoples continue to inspire us with their wisdom and steadfast commitment to their values. By deepening our collective understanding and appreciation of Indigenous histories, strengths, and contributions, as a YCDSB community, we continue to actively embrace the journey towards advancing the process of truth and reconciliation.

Holy Cross CA - Best in Ontario:

The Holy Cross Academy Boys Soccer Team had a tremendous tournament in Walkerton, Ontario, competing at the OFSAA Soccer Championships from June 2nd-June 4th. The boys went undefeated in the tournament scoring 24 goals and conceding 3 against the best high school soccer teams in Ontario. The team brought home a gold medal and are the Champions of Ontario. Holy Cross is now the only soccer team in York Region with three OFSAA Championships! Mr. Iafrate, Mr. D'Sylva and Mr. Mamaini are incredibly proud of the dedication and passion this team has shown. The coaches and administrators would also like to extend a special thank you to the Grade 12's who demonstrated outstanding leadership throughout the season; what a great way to end their high school career! Congratulations to the Holy Cross OFSAA Champions from the YCDSB

Congratulations - Schulich Leader Scholarship:

YCDSB would like to join Cardinal Carter Catholic High School in congratulating Neill Botushanski for receiving a Schulich scholarship worth \$80 000. Schulich Leader Scholarships are awarded to entrepreneurially-minded high school graduates pursuing higher education in Science, Technology, Engineering or Math at 20 partner universities across Canada. Neill will study Actuarial Science at York University this fall. He shared that, "during my Actuarial Science degree, I intend to create an entrepreneurial venture focused on social innovation and building an impact that echoes widely and positively. I will achieve this by continuously expanding my actuarial knowledge and experience, building a professional network, and eventually founding my own actuary firm that would provide more accurate, innovative, and cost-efficient solutions for various global problems." Cardinal Carter CHS is proud of Neill's outstanding achievement and wishes him luck as he networks with other Schulich leaders to carry on the legacy of entrepreneurship and innovation!

Father's Day:

On Sunday, June 19th, we celebrated all fathers and father figures. Fathers play a significant role in our lives, and I would like to take this opportunity to congratulate all fathers and father figures and offer our thanks for all you do to support those you love and those who look up to you.

In honour of Father's day, let us be grateful for:

- Our fathers, by birth or adoption, who love us and support us through life.
- Our Church leaders, who take on the paternal role of guiding us through life.
- And God our Father, who will always teach justly and grant us boundless mercy. (Catholic Telegraph)

Public Request to Make a Presentation or Present Petition

Inbox

Andrea Vásquez Jiménez <ycdsb.forms@ycdsb.ca>

10:54
AM

to board.delegations

Name	Andrea Vásquez Jiménez
Email Address	
Home Address	
Home Telephone	
Name of Group Being Represented (if Applicable)	Policing-Free Schools
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	Andrea Vásquez Jiménez
Spokesperson 1 Email Address	
Spokesperson 1 Address	
Spokesperson 1 Home Telephone	
Spokesperson 2 Address	
3) Presentation/Petition Details	
Date of Board Meeting	Jun 21, 2022
Specific Statement of Issue Removal of all and any type of police-in-school programs across all educational levels is a first and necessary step moving towards the co-creation of healthy, equitable, life-affirming, policing-free educational spaces. It's a human right. A review of any police-in-school program taken with an equity lens and human rights based approach, will always lead to the decision of the removal- no reforms.	
Summary of key presentation points: Removal of all and any type of police-in-school programs across all educational levels is a first and necessary step moving towards the co-creation of healthy, equitable, life-affirming, policing-free educational spaces. It's a human right. A review of any police-in-school program taken with an equity lens and human rights based approach, will always lead to the decision of the removal- no reforms.	
If Applicable, your key recommendations/suggestions to address the problem/issue: Removal of all and any type of police-in-school programs across all educational levels as a first and necessary step moving towards the co-creation of healthy, equitable, life-affirming, policing-free educational spaces. Full removal- no reforms.	
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?	No
Acknowledgement	- I am aware that my delegation presentation will be livestreamed during the Board Meeting.
Form prepared by:	Andrea Vásquez Jiménez
Date	Jun 09, 2022

Public Request to Make a Presentation or Present Petition

Inbox



Mckenzie Alaio <ycdsb.forms@ycdsb.ca>

Tue, Jun 7, 11:08 AM
(2 days ago)

to board.delegations

Name	Mckenzie Alaimo
Email Address	
Home Address	
Home Telephone	
Name of Home School being represented	
Are you a York Catholic District School Board employee?	No
Is this request related to a Motion and/or decision of the Board?	Yes
Spokesperson 1 Name	Sam Alaimo
Spokesperson 1 Email Address	
Spokesperson 1 Address	

Spokesperson 2 Address

3) Presentation/Petition Details

Date of Board Meeting Jun 21, 2022

Specific Statement of Issue
..... CS boundary review decision has resulted in severe implications for my year old & our family. Our biggest concern is the mental health consequence from the boards decision that rejected and has now separated and isolated from our community and friends.
We are residents of Zone A since 2014 and see the school from our house. As a result of this rezoning process, our has been separated from his peers, our two children have been forced into separate learning institutions and our family had been isolated from the community we live in.

Summary of key presentation points:
1. Current decision does not address and resolve the capacity issue
Based on many conversations with employees of the board and our trustee we have been advised that the school will require another boundary review next year or the following year because the current decision does not address the capacity issues. This a short sighted decision and could prove to be even ore detrimental to current and future students mental health.
2. My has been isolated and separated from his friends and community
My has attended daycare since 2019 and as a result of COVID this is all knows as school. We have been told is one of few children who did not get accepted to CS, when every single one of friends at daycare have been accepted. The mental consequence this has on my child is severe and the impact will effect in years to come. In additional my youngest will be attending this daycare next month - we have been on a waitlist for 2 years and now my family is being separated.
3. My citizenship
My has been a citizen of this neighbourhood every second of life. in every community, organization, country, citizenship holds the ultimate honour and value, especially when a decision is being made that related to priorities. We strongly contend that the board have overlooked this significant honour and standing. A citizen of a neighbourhood should never be discriminated from enjoying the privileges of their neighbourhood to allow a non-citizen to take place. This is unfair and unjust.

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

We are seeking your compassionate and empathetic consideration for an accommodation to allow our to attend in September 2022.

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	Microsoft Windows Laptop
Acknowledgement	- I am aware that my delegation presentation will be livestreamed during the Board Meeting.
Form prepared by:	Mckenzie Alaimo
Date	Jun 07, 2022

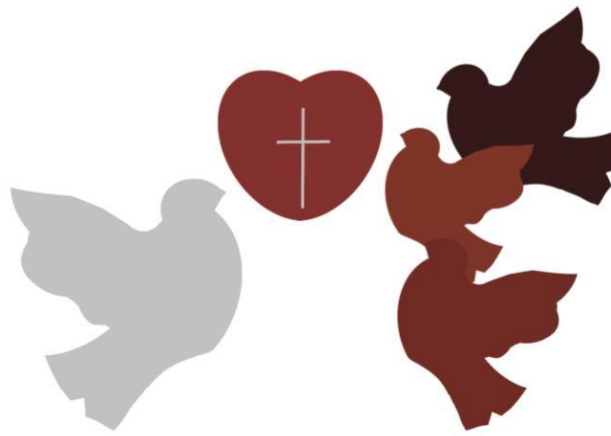
Public Request to Make a Presentation or Present Petition

Kearie Daniel <ycdsb.forms@ycdsb.ca>

Tue, Jun 14,
5:25 PM (18
hours ago)

to board.delegations

Name	Kearie Daniel
Email Address	
Home Address	
Home Telephone	
Name of Group Being Represented (if Applicable)	Kearie Daniel
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	Kearie Daniel
Spokesperson 1 Email Address	
Spokesperson 1 Address	
Spokesperson 1 Home Telephone	
Spokesperson 2 Name	Shernett Martin
Spokesperson 2 Address	
Spokesperson 2 Home Telephone	
3) Presentation/Petition Details	
Date of Board Meeting	Jun 22, 2022
Specific Statement of Issue	Policing in schools and/or VIP Program, SRO discussion, any matter related to police and YCDSB
Summary of key presentation points:	Policing in schools and/or VIP Program, SRO discussion, any matter related to police and YCDSB
If Applicable, your key recommendations/suggestions to address the problem/issue:	Policing in schools and/or VIP Program, SRO discussion, any matter related to police and YCDSB
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	Apple Macbook Laptop
Acknowledgement	I am aware that my delegation presentation will be livestreamed during the Board Meeting.
Form prepared by:	Kearie Daniel
Date	Jun 14, 2022



Art by Jason Zachariah from Father Michael McGivney

Office of the HREA

June 2022 Report to the Board of Trustees

Submitted by: Michelle Farrell, Human Rights and Equity Advisor (HREA)
Endorsed by: Domenic Scuglia, Director of Education and Secretary of the Board





Purpose

To provide an update to the trustees on activities of the Office of the HREA from the period of October 2021 to June 2022.



Background - TPA

The Ministry of Education provides funding to employ a senior leader with expertise in human rights, dispute resolution and organizational change to work on two main objectives:

1. Building and maintaining a culture of respect for human rights.
 - Education and training
 - Relationship building
 - Participating in system-level decision-making
 - Leadership
1. Supporting the resolution of human rights complaints

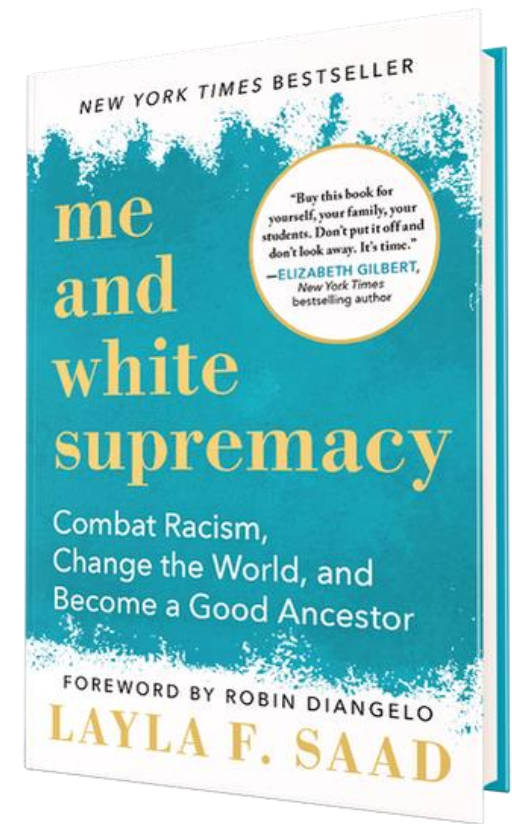
Timeline of the Office of the HREA



We **need to know** where we are:
(Differences in perception and knowing)

You cannot dismantle
what you cannot see.

You cannot challenge
what you do not understand.





Professional Development for Principals and Vice-Principals

Activities included...

- Self Assessment of Anti-Racist Behaviour
- Privilege Walk
- School Equity Audit
- Gallery Walk
- SMART goals/Theory of Change

Small groups facilitated by:

Alida Filippelli

Francesco De Bartolo

Peter Parente

Annette D'Addese

Karla Bebie

Sabrina Bartolini

Christine Cosentino

Lisa Falconi

Mara Damiano

Christine Dehaas

Livio Porcelli

Martina Fasano

Danielle Savo

Michelle Miranda

Danny DiLallo

Nancy Malta

Diana Carbone

Patricia Susin

Lead Principal: Vicky Iannetta



Relationship Building

- OECTA
- CUPE 2331
- Community Partners
- HREA Community of Practice
- Catholic Equity Network
- Equity Summit Group
- York Region Municipal Diversity and Inclusion Group (MDIG)
- YSCPC

Relationship Building - Student Voice

Student Equity Forums



Purpose

The student equity forum is intended to provide an opportunity for secondary students from equity seeking groups and allies to share their lived experiences and perspectives with the Office of the Human Rights and Equity Advisor.

Long term objective

To collect student voices to inform a long-term equity plan for the Board.

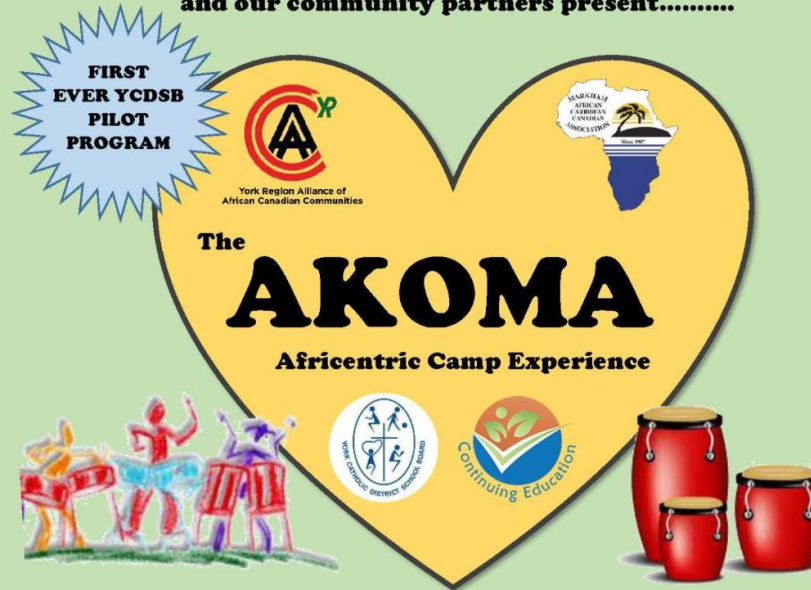
- Cardinal Carter CHS
- Father Bressani CHS
- Sacred Heart CHS
- St Maximilian Kolbe CHS
- St Brother Andre CHS
- St Joan of Arc CHS
- St Jean de Brebeuf CHS



System-level Decision making and Leadership

- Community use of schools
- SRO/VIP in schools
- Gender, Sexuality and Catholic Education Committee
- AKOMA - Africentric kickstart program
- Distinguished Alumni Committee
- Black Excellence Coach

**The YCDSB in collaboration with The Continuing Education Dept.
and our community partners present.....**



Guided by gospel values, AKOMA aims to create an authentic experience for Black students and allies in the YCDSB. Students will utilize a safe space to further explore the concept that "Black is Beautiful", and be inspired to reach their full potential

*** 20% of our spots are reserved for YCDSB students who do not self-identify as Black**

**To register
please visit
our website:
ce.ycdsb.ca**



When: July 6 - 29th 8:45 am to 2:45 pm

For: YCDSB students in Grades 4 to 8

Where: St. Brother Andre CHS (Markham)

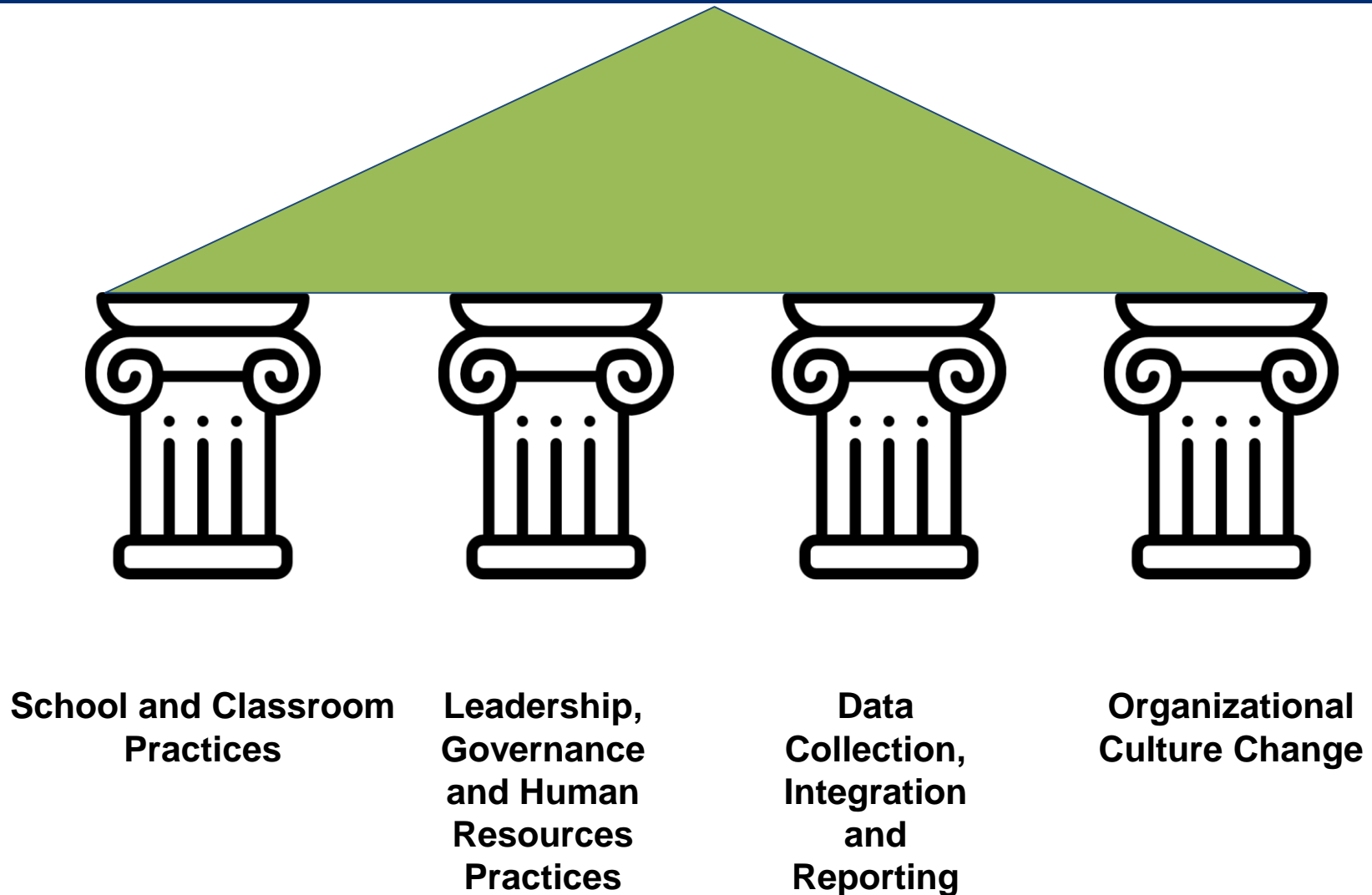
Registration Deadline: June 29th, 2022



Complaints Resolution

- 48 files opened (35 consultations, 13 complaints)
- 10 matters required significant intervention from office of HREA (2 consultations, 8 complaints)
- Complainant supported by an advocate in 9 matters
- disability, gender/sexuality, race
- 22 files involved anti-Black racism

Towards the YCDSB Equity Action Plan





YCDSB Equity Plan

Aligned with the goals of the York Catholic District School Board's Multi-Year Strategic Plan, Ontario's Education EquityPlan (2017), and Policy/Program Memorandum No 119, the Office of the HREA is developing a three year **equity action plan** in consultation with families, students, staff and community.

Complete

Phase 1 and 2 of Mandatory, system-wide PD for Ps and VPs

Initial outreach to community stakeholders

In Progress

Student Equity Forums

Creation of Student conference in May 2023 - dedicated modules for equity action plan

Next Steps

Broad consultation

Complete drafting and edits

Publish and disseminate

Awareness Campaign

Measurement and Accountability



Priorities for the 2022/2023 School Year

- Professional Development Phase 3 - Anti-Colonialism, Anti-Racism, Anti-Oppression
- Student equity conference - *me and white supremacy* (young reader's edition)
- Update the web presence; ensure complaints procedure is widely communicated and accessible
- **Enhance the collection, analysis and use of data**
- Consult and work with Indigenous partners
- Publish equity action plan; publish reporting milestones

2022-23 ESTIMATES: FINANCIAL POSITION

Regular Board Meeting

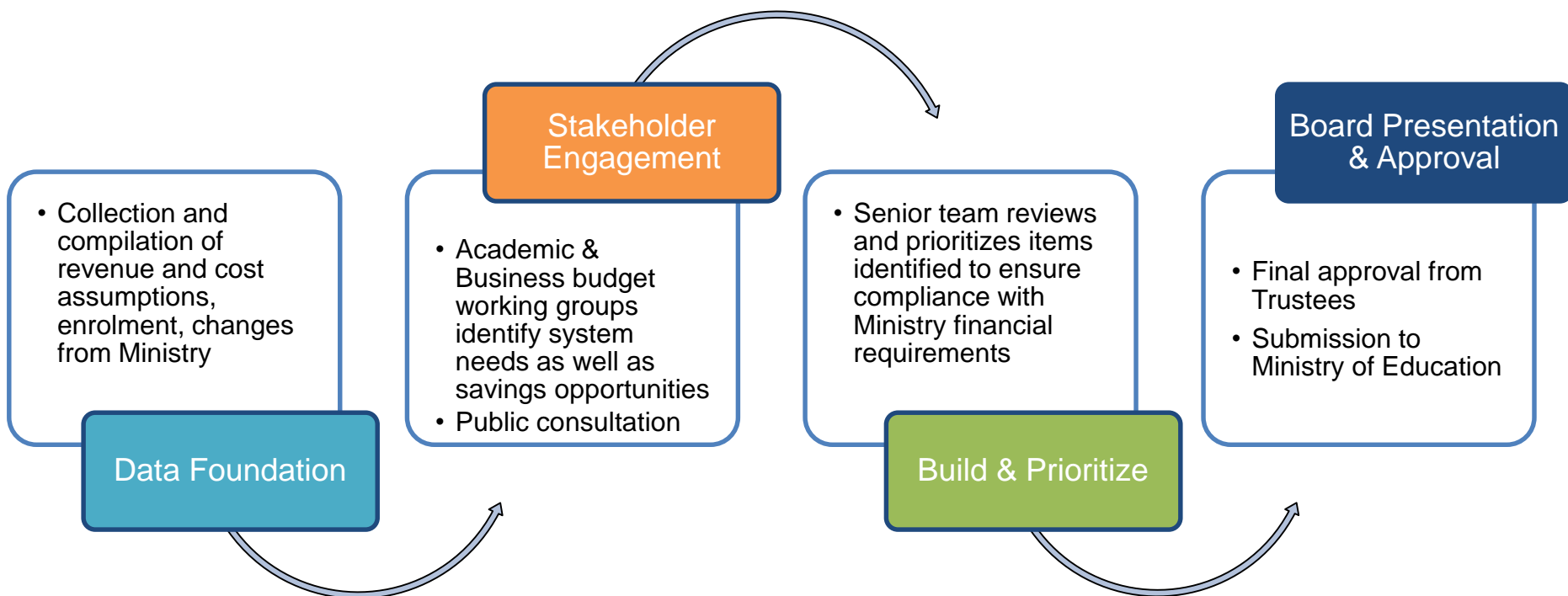
June 21, 2022

Presented by:

Calum McNeil, CFO & Treasurer of the Board



Budget Process Overview





Financial Overview

2021-22 Accumulated Surplus

2022-23 In-Year Financial Position

Beginning Balance	\$17.4M
2021-22 Forecast ¹	(\$0.4M)
Projected Ending Balance	\$17.0M

Deficit (\$5.6M) ²

- 1) Assumes Ministry approval to use \$4.1M of proceeds of disposition (POD) to fund covid expenses
- 2) Compliance deficit threshold is the lower of 1% of the Board's operating allocation or the board's accumulated surplus for the preceding fiscal year. For YCDSB, this is \$5.9M.



Operating Financial Position

(\$ millions)	2021-22 Revised Estimates	2022-23 Estimates	Change \$
<u>Operating Revenue</u>			
GSN Funding excluding Capital	577.1	586.9	9.8
PPF and Other Grants/Programs	15.7	5.9	(9.8)
<u>Other Revenue</u>			
Continuing Education	7.4	7.4	-
International Student Fees	2.1	2.1	-
Other Miscellaneous Revenue	5.9	5.7	(0.2)
Total Other Revenue	15.4	15.2	(0.2)
Total Operating Revenue (excl. POD)	608.2	608.0	(0.2)
<u>Operating Expenses</u>			
Salaries and Benefits	555.0	543.9	(11.1)
Other Expenses	65.8	69.7	3.9
Total Operating Expenses	620.8	613.6	(7.2)
Compliance In-Year Position before POD	(12.6)	(5.6)	7.0
Proceeds of Disposition	6.0	-	(6.0)
Compliance In-Year Position after POD	(6.6)	(5.6)	1.0



Accumulated Surplus

	Assuming 21/22 POD Approval (1)			To be Reported to Ministry	
(\$ millions)	2020-21 Actuals	2021-22 Forecast	2022-23 Estimates	2021-22 Revised Estimates	2022-23 Estimates
In-Year Surplus/(Deficit)	(0.5)	(0.4)	(5.6)	(6.6)	(5.6)
Operating Allocation (GSN Revenue)	577.9	578.4	587.9	578.4	587.9
Ending Accumulated Surplus	17.4	17.0	11.5	10.8	5.3
Accumulated Surplus as a % of Operating Allocation	3.0%	2.9%	2.0%	1.9%	0.9%

(1) Assumes approval of the January 2022 POD request for the balance of unfunded COVID-19 School Reopening Costs (\$4.1M).



In-Year Deficit Elimination Plan

(\$000's)		Compliance
22/23 Deficit		(5,568)
23/24 Revenue:	Declining Enrolment GSN	(7,900)
	Increase in International Students	1,600
23/24 Expense:	Staffing related to Enrolment Change	6,060
	Add back 22/23 General School Budget Reduction (one year only)	(340)
	Add back One time 22/23 Board Office HVAC System Partial Cost	500
	Add back One time 22/23 Board Office Leased Asset Acquisition Cost	310
	Net reduction in supply staffing costs	1,200
	Other Cost Reductions	500
23/24 Deficit		(3,638)
24/25 Revenue:	Declining Enrolment GSN	(7,300)
	Increase in International Students	2,400
	Phase out of ELHT Stabilization Adjustment (50%)	2,200
24/25 Expense:	Staffing related to Enrolment Change	5,040
	Net reduction in supply staffing costs	1,200
	Other Cost Reductions	500
24/25 Surplus		402



Operating and Non-Operating Summary

	2022-23 Operating	2022-23 Non-Operating	2022-23 Total
Revenues:			
GSN, PPF, Other Grants and Revenues	\$ 608,010,180	\$ 81,605,769	\$ 689,615,949
Compliance Adj-School Generated Funds	-	(13,000,000)	(13,000,000)
Compliance Adj-Revenues for Land	-	(18,000,000)	(18,000,000)
Compliance Revenues	\$ 608,010,180	\$ 50,605,769	\$ 658,615,949
Expenditures:			
Salaries and Benefits	543,853,662	-	543,853,662
Other Expenses	69,724,221	63,289,238	133,013,459
Expenditures before Compliance Adjustments	\$ 613,577,883	\$ 63,289,238	\$ 676,867,121
School Generated Funds	-	(13,000,000)	(13,000,000)
Interest Compliance Adjustment	-	316,531	316,531
Compliance Expenditures	\$ 613,577,883	\$ 50,605,769	\$ 664,183,652
Compliance In-Year (Deficit) / Surplus	\$ (5,567,703)	\$ -	\$ (5,567,703)

Recommendations
on following slides:

#1

#2

#3 & 4

#4

#4

#5



Approvals

RECOMMENDATIONS:

1. Revenue Estimates for 2022-23

THAT the Board approve the submission of the Revenue Financial Estimates to the Ministry of Education for the fiscal year September 1, 2022 to August 31, 2023, in the total amount of **\$658,615,949** (based on Operating \$608,010,180 and Non-Operating \$50,605,769) as presented in this budget presentation.

2. Salaries and Benefits Estimates for 2022-23

THAT the Board approve the submission of the Salary and Benefits Expenditure Estimates to the Ministry of Education for the fiscal year September 1, 2022 to August 31, 2023, in the total amount of **\$543,853,662** (Salaries \$465,513,405 and Benefits \$78,340,257) as presented in this budget presentation.

3. Legal Expenses for 2022-23

THAT the Board approve **\$425,056** of legal expenses for the fiscal year September 1, 2022 to August 31, 2023.



Approvals (continued)

4. Other Expenses Excluding Legal Costs for 2022-23:

THAT the Board approve the submission of the Support Costs Expenditures Estimates to the Ministry of Education for the fiscal year September 1, 2022 to August 31, 2023, in the total amount of **\$119,904,934** (based on \$66,685,805 Operating expenditures excluding legal, \$2,389,273 of PPF and Other Grants expenditures and \$50,829,856 of Non-Operating expenditures) as presented in this budget presentation.

5. In-Year Compliant Budget for 2022-23:

THAT the Board approve the submission of the **\$5,567,703** compliant deficit to the Ministry of Education for the fiscal year September 1, 2022 to August 31, 2023 as presented in the budget presentation.

6. Ministry In-Year Deficit Elimination Plan:

THAT the Board approve the submission of the Ministry In-Year Deficit Elimination Plan (EFIS form) which indicates the Board will return to a balanced in-year position by Year 2025-2026.



Appendix 1 - Enrolment Projection

Enrolment	2021-22 Revised Estimates	2022-23 Estimates
<u>Elementary</u>		
Pupils of the Board	32,184	30,793
International Students	23	36
Total - Elementary	32,207	30,829
<i>Elementary Change</i>		<i>(1,378)</i>
<u>Secondary</u>		
Pupils of the Board	18,139	18,481
International Students	104	84
Total - Secondary	18,243	18,565
<i>Secondary Change</i>		<i>322</i>
Total Enrolment	50,450	49,394
<i>Pupils of the Board Change</i>		<i>(1,049)</i>
<i>International Students Change</i>		<i>(7)</i>
<i>Total Change</i>		<i>(1,056)</i>

The Board continues to experience declining Elementary enrolment

Secondary enrolment has been updated since the June 15 preliminary position based on increase enrolment

International student enrolment continues to be impacted by the pandemic



Appendix 2 - Special Education Summary

(\$M's)	2021-22 Revised Estimates	2022-23 Estimates	Change
Revenue	79.9	78.6	1.3
Expenses	88.7	85.7	3.0
Deficit	(8.8)	(7.1)	1.7

(\$2.6M) Deficit reduced through Special Education Renewed Program Delivery
\$0.9M Budget assumption changes

(\$1.7M) Net deficit reduction compared to 2021-22 Revised Estimates

- After removing the increase in supply costs and under funded ELHT the 2022-23 net deficit is approximately \$5.6M



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

June 17, 2022

(Further Revised from the February 22, 2022 and April 26, 2022 version)

POLICE LIAISON SERVICES (VIP) SERVICES KEEPING OUR KIDS SAFE

Whereas Background – Education Act

The Education Act requires school Boards to:

Section 300.0,1, sub sections 1, 3 and 6, requiring School Boards are required 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.*

Section 169, sub sections 7.1 and 7.2 regarding the duties of School Boards required 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.*
- 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.*

Current Situation

It is the YCDSB's understanding that the VIP program has been paused by York Region Police, essentially requiring the YCDSB to cease this valuable program.

Therefore, this has put the burden back onto school communities by having them to cover the cost of bringing in professional speakers to address issues such as anti-bullying.

In terms of cost, the average professional speaker can cost up to \$500 each time they present to our students. At a minimum of two presenters a year, equates to over \$100,000 in costs board wide, much of these monies are taken out of school GSB's. In addition, keeping this existing practice does not provide any uniformity and continuity of the message being sent to students.

Note, if the current topics covered by VIP officers are not covered, there will be gaps in learning, which in the long term may result in additional calls to York Region Police for on-site visits regarding localized issues.

As previously mentioned, the Act requires school boards to provided safe schools, specifically
"To create schools in Ontario that are safe, inclusive and accepting of all pupils"

LET IT BE RESOLVED

THAT YCDSB senior administration do a gap analysis and develop a Board wide curriculum as a replacement for the VIP program;

As part of this process, **THAT** the curriculum be developed with the use of YCDSB data;

THAT the gap analysis and plan going forward be presented to the Board in November 2022 and with full implementation of the new curriculum Board wide, no later than September 2023;

THAT the YCDSB contract out a person with the necessary qualifications, background and skillset of addressing 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.

Respectfully Submitted,
Dino Giuliani, Trustee

Ref: 2022:03:0222:DG

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT NO. 2022:04

YORK CATHOLIC PARENT INVOLVEMENT COMMITTEE (YCPIC)

To: Regular Board Meeting

June 21, 2022

A York Catholic Parent Involvement Committee (YCPIC) meeting was held via Google Meet commencing at 7:01 p.m., on Monday, June 6, 2022.

PRESENT:

Committee Member(s): Jan De Souza, Juanita Doell, Sara Angela Figliomeni, Mary Giardina, Gabriella Marchione, Singai Rani Wilson, Martina Saverino, Andrea Telfer, Sarah Tjin-a-joe, Tony Lorini, Jaclyn Toma, Florence Wang, Sonja DaSilva, Maria Praveen, David Cheng, Kaline Rozek, Peter DeQuintal

Administration: Domenic Scuglia, Eugene Pivato, Fabio Nardo
OECTA Rep: Vito Totino, Elementary

Trustee(s): Jennifer Wigston, Maria Iafrate

Guest(s): Anthony Arcadi, Christine DeHaas, Lou Paonessa

Recording Secretary: Silvana Greco

REGRETS:

Committee Member(s): Maurizio Ruberto, Carmen Bunker, Kristina Costabile Johnson Irimpan, Elena Merenda, Emanuela Polin-DelUCA, Rossana Soda, Tony Zafran

Administration(s): Andre Belille, MaryLinda Lamarra (Secondary OECTA Rep)

Trustee(s): Dino Giuliani

1. ACTION ITEM(S): N/A

2. DISCUSSION/INFORMATION ITEM(S):

- a) YCDSB Tutoring Supports and Summer Programs
- b) Distribution of YCPIC Funds
- d) Last Call: Confirmation of 2022-2023 YCPIC Membership

3. FUTURE MEETING DATES: TBD

Martina Saverino, YCPIC Chair

York Catholic District School Board

**REPORT NO. 2022:05 of the
POLICY REVIEW COMMITTEE**

To: Board of Trustees

June 21, 2022

A regular virtual session of the Policy Review Committee was held through Google Meet on Tuesday, June 7, 2022 starting at 6:30 p.m.

PRESENT:

Committee Members Present: F. Alexander, C. Cotton, E. Crowe, M. Iafrate, D. Mazzotta, J. Wigston

Other Trustees: R. Cantisano

Absent with Notice: D. Giuliani, M. Marchese, T. McNicol

Student Trustee: A. Casbarro, A. Peta-Dragos

Administration: D. Candido, K. Elgharbawy, M. Gray, S. Morrow, E. Pivato, D. Scuglia

Recording: J. Di Bratto

Presiding: F. Alexander - Chair

ACTION ITEMS:

1. **THAT** the Board approve the following revised policy:
Policy 201 Healthy Schools
2. **THAT** the Board approve the following revised policy:
Policy 201A Healthy Schools, Eating & Nutrition
3. **THAT** the Board approve the following revised policy:
Policy 201B Healthy Schools, Physical Activity
4. **THAT** the Board approve the following revised policy:
Policy 206 Supporting Students with Prevalent Medical Conditions: Asthma
5. **THAT** the Board approve the following revised policy:
Policy 319 Supplementary Learning Resources
6. **THAT** the Board approve the following revised policy:
Policy 710 Environmental Education: Our Sacred Earth

INFORMATION/DISCUSSION ITEMS:

Policy 424 Disposition of Complaints Against Employees

Policy 425 Workplace Harassment

Policy 614 Whistleblower

FUTURE ITEMS:

Policy 207A Administration of Oral Prescription Medication to Elementary and Secondary Students
Policy 207B Administration of Oral Non-Prescription Medication to Elementary and Secondary Students
Policy 211A Student Self-Identification
Policy 211B Truth and Reconciliation
Policy 213 Supporting Students with Prevalent Medical Conditions: Diabetes
Policy 304A Research
Policy 304B Internal School Surveys
Policy 402 Accommodations for Students with Moderate to Severe Learning Needs
Policy 424 Disposition of Complaints Against Employees
Policy 425 Workplace Harassment
Policy 614 Whistleblower
Policy 701 Access to School & Board Premises
Policy 703 Community Use of Schools
Policy 704 Community Planning & Partnerships
Policy 705 Use of Video Surveillance Equipment
Policy 713 Pupil Accommodation Review of Schools

Future meeting date for Policy Review Committee

September 13, 2022, January 17, 2023, March 7, 2023, June 6, 2023

Adjournment – 8:10 p.m.

F. Alexander, Committee Chair



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Students	<i>Policy Number</i> 201
<i>Former Policy #</i>	<i>Page</i> 1 of 4
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
September 27th, 2011	October 11th, 2011 May 8, 2012 June 20, 2017 TBD

POLICY: HEALTHY SCHOOLS

SECTION A

1. PURPOSE

It is the belief of the York Catholic District School Board (YCDSB) that:

- 1.1 The teachings of Christ are the primary pillar that support a Healthy School;
- 1.2 All students and staff are entitled to work and learn in Healthy Schools that are responsive to needs identified in relation to the Board's Multi-Year Strategic Plan, and in accordance with the Ministry of Education Guidelines;
- 1.3 A Healthy School positively impacts student achievement and success; and
- 1.4 A Healthy School assists students in achieving Catholic Graduate Expectations.

2. OBJECTIVE

It is the policy of the York Catholic District School Board to promote and sustain a Healthy School environment and to encourage an active healthy lifestyle.

3. PARAMETERS

- 3.1 The ~~York Catholic District School Board~~ **Ministry of Education's Health and Physical Education Curriculum**, Healthy Schools Framework, will guide all school community members in the development of a Healthy School.
- 3.2 The Healthy Schools Framework identifies these essential elements to creating a Healthy School Environment:
 - 3.2.1 Curriculum, Teaching & Learning
 - 3.2.2 Home, School, Parish & Community Partnerships
 - 3.2.3 Mental Health & Well-Being Strategy
 - 3.2.4 School & Classroom Leadership
 - 3.2.5 Social & Physical Environments
 - 3.2.6 Student Engagement

- 3.3 The Healthy Schools Framework offers curriculum connections, classroom resources and weblinks related to Nutrition, Physical Activity (including Daily Physical Activity, DPA), Dental Health, Substance **Use, Addictions, and Related Behaviours** ~~Misuse and Prevention, Tobacco Use Prevention~~, Injury Prevention, Handwashing, and Sun Safety Awareness.
- 3.4 Schools will establish a Healthy Schools Committee comprised of administration, staff, students, parents and/or community members.
- 3.5 Using the Healthy School Framework, Healthy School Committees will establish an annual Healthy School SMART goal, with appropriate strategies and timelines that are based on the unique needs of each school community.
- 3.6 Policy 201A Eating and Nutrition and Policy 201B Physical Activity should be reviewed annually by the Healthy Schools Committee when setting goals.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Healthy Schools policy.

4.2 Superintendent of Education overseeing Healthy Schools

- 4.2.1 To oversee the Board's processes to promote and sustain a Healthy School environment in alignment with the Ministry's Healthy School Strategy.
- 4.2.2 To support and act as a resource to the Health and Physical Education Consultant.

4.3 Superintendents of Education

- 4.3.1 To build system capacity and understanding of the ~~YCDSB~~ Healthy Schools Framework and how it connects to the YCDSB Vision and Religious and **Family Life** Education and Health Programs; ~~Religious Education and Family Life and Health programs;~~
- 4.3.2 To collaborate with schools and community partners (parish, municipal, regional and provincial) to promote a common understanding of a Healthy School;
- 4.3.3 To share successful practices and advise on future directions.

4.4 Principals and Vice-principals

- 4.4.1 To support school participation in the Healthy Schools Recognition Program led by the Ontario Ministry of Education and the York Region Healthy Schools Program;
- 4.4.2 To provide leadership and learning opportunities to teachers, students, staff, parents, school councils and community members to implement and sustain the ~~YCDSB~~ Healthy Schools Framework;
- 4.4.3 To create a Healthy School Committee (comprised of staff, parents, students and community partners), who will use the ~~YCDSB~~ Healthy Schools Framework to develop and implement an Action Plan for selected health topics;
- 4.4.4 To support students to participate in the Healthy Schools Committee and/or related activities to help meet the Catholic Graduate Expectations of responsible citizenship and development of self-directed, responsible, lifelong learning;

- 4.4.5 To use the ~~YCDSB~~ Healthy Schools Framework as a resource to support the development and implementation of the School Improvement Plan (e.g., in setting safe school goals as well as religious goals);
- 4.4.6 To support staff health by providing information on the Employee Assistance Program and support participation in the Employee Wellness Program and Faith Ambassadors Activities.

4.5 School Staff

- 4.5.1 To provide opportunities for students to increase their knowledge, skills, and attitudes with regards to the ~~YCDSB~~ Healthy Schools Framework;
- 4.5.2 To integrate the ~~YCDSB~~ Healthy Schools Framework into daily practices;
- 4.5.3 To participate in the Healthy School Committee and/or related activities;
- 4.5.4 To model healthy behaviours;
- 4.5.5 To provide opportunities for student leadership on the Healthy Schools Committee and related activities that help meet the Catholic Graduate Expectations of responsible citizenship and development of self-directed, responsible, lifelong learning.

4.6 School Councils

- 4.6.1 To support school participation in the Healthy Schools Recognition Program led by the Ontario Ministry of Education;
- 4.6.2 To provide educational opportunities for families around this policy;
- 4.6.3 To participate in the Healthy Schools Committee and/or related activities;
- 4.6.4 To support and promote the ~~YCDSB~~ Healthy Schools Framework as an integral part of activities within the school community.

4.7 Students, Parents, Community Members

- 4.7.1 To take opportunities to acquire and apply knowledge and skills that develop and sustain positive health habits in their home environments and school communities;
- 4.7.2 To participate in the Healthy School Committee and/or related activities.

5. DEFINITIONS

5.1. Daily Practices

Daily practices include but are not limited to curriculum delivery, religious celebrations, co-curricular activities, school and community events.

5.2. Healthy School

A healthy school provides opportunities for all school community members to make healthy choices in a working and learning environment that is respectful of their spiritual, social, emotional and physical well-being.

5.3. School Community Members

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

5.4. ~~York Catholic District School Board~~ Healthy School Framework

A framework that outlines school, community programs that can be utilized to implement healthy behaviour changes.

6. CROSS REFERENCES

[Ontario Society of Nutrition Professionals in Public Health, October 2010](#)

[Sabrina's Law, An Act to Protect Anaphylactic Pupils 2005](#)

[Ministry of Education, Healthy Schools: Sabrina's Law](#)

[Ontario Ministry of Children and Youth Services Student Nutrition Programs Nutrition Guidelines, 2018](#)

[Government of Ontario](#)

[Ontario Ministry of Education Healthy Food for Healthy Schools Act, 2008](#)

[Ontario Ministry of Education Trans Fat Standards Regulation](#)

[Ontario Ministry of Education's Policy/Program Memorandum No. 150 School Food and Beverage Policy](#)

YCDSB Policy [201A Healthy Schools: Eating & Nutrition](#)

YCDSB Policy [201B Healthy Schools: Physical Activity](#)

YCDSB Policy [209 Protection of Students with Anaphylaxis](#)

YCDSB Policy [603A School Fundraising](#)

Approval by Board	June 20, 2017 <i>Date</i>
Effective Date	June 21, 2017 <i>Date</i>
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YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	<i>Policy Number</i>
Students	201A
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<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
June 21, 2011	June 19, 2012 June 20, 2017 TBD

POLICY: HEALTHY SCHOOLS - EATING AND NUTRITION

SECTION A

1. PURPOSE

The YCDSB recognizes that education is about the whole child and that healthy eating and nutrition practices, programs and curriculum initiatives will help students optimize their learning potential. This policy ensures that the York Catholic District School Board supports the Ministry Memorandum PPM 150 and provides a consistent message about food and nutrition to all staff, students and school volunteers. By creating a Healthy School Nutrition Environment, schools will be supporting a Christ-centred learning philosophy.

2. OBJECTIVE

It is the policy of the York Catholic District School Board to promote and sustain Healthy School Nutrition Environments and healthy behaviours by requiring all schools to develop Healthy Food and Nutrition strategies through their Healthy School Committee that align with the **Ministry's Health and Physical Education Curriculum**, Healthy Schools Framework, ~~Board's Healthy Schools Framework~~ as well as all relevant Ministry of Education directives.

3. PARAMETERS

- 3.1 All schools in the York Catholic DSB shall comply with the Ontario Ministry of Education's [Healthy Food for Healthy Schools Act \(2008\) and the School Food and Beverage Policy/Program Memorandum \(PPM 150\) \(2010\)](#).

- 3.2 All Principals, in consultation with staff, the Catholic School Council and the local Healthy Schools Committee, shall be responsible for implementing and monitoring this Policy and developing local strategies that align with the Healthy Schools Framework.
- 3.3 **Food and Beverages Sold**
Any food or beverages sold (e.g., catered lunch days cafeteria, sporting events) shall be in compliance with PPM 150. Providing food with Maximum Nutritional Value at school will help to educate students and families about healthy eating.
Vendors shall be asked to sign a compliance letter to ensure that PPM 150 standards are met. (Board Forms: Admin 120, 121)
- 3.4 **Artificial Sweeteners**
The sale of food and beverages that provide minimum nutritional value **and** artificial sweeteners are not permitted (e.g., soft drinks). Artificial sweeteners in food and beverages that provide Maximum Nutritional Value (e.g., yogurt) are permitted.
- 3.5 **Celebrations**
Any food or beverages offered for celebrations or as part of school-sanctioned contests shall be in compliance with PPM 150.
- 3.6 Food or beverages are not to be given as a reward or withheld as a punishment.
- 3.7 Drinking water is to be freely available and accessible throughout the school day. Students are encouraged to provide a safe, reusable water bottle for this purpose.
- 3.8 **Milk Program**
Elementary schools are encouraged to implement a daily milk program with plain or chocolate milk (skim, 1% or 2% MF) that meets the nutrition criteria for milk outlined in PPM 150.
- 3.9 **Special-Event Days** (e.g., Pancake Tuesdays, Fun Fair, Meet the Teacher BBQ): Ten Special event days are allowed, as per PPM 150. **Parents/guardians are to be informed of the food/beverage items or allergens in advance of these days. Parents may contact the company/vendor for additional information.**
- 3.10 All foods sold in Board schools must be reasonably priced.
- 3.10.1 In elementary schools, the Catholic School Council shall be involved in deciding the number of Hot Lunch days as well as the cost of the service provided to families, keeping in mind that many families may have several children at the school and that there may be peer pressure to participate in hot lunch programs.
- 3.10.2 In the secondary schools, the cafeteria menu and prices shall be reviewed annually by the school's Healthy School Committee (which includes membership from the parent and student communities) keeping in mind variety and affordability. The Principal shall work with the Cafeteria operator to address any concerns or suggestions in a proactive manner.
- 3.11 In the secondary panel, there should be at least one vegetarian option on the daily cafeteria menu.
- 3.12 **Anaphylaxis**
The York Catholic District School Board Policy 209 *Protection of Students with Anaphylaxis* is to be enforced.

3.13 Food Safety

Food preparation complies with proper food safety practice. Principals are encouraged to work with York Region Community and Health Services to access food safety training for anyone handling food (e.g., staff, parent volunteers).

3.14 Hand washing

There shall be adequate time to wash hands before lunch.

3.15 Role Modeling

School Staff and volunteers are encouraged to be positive role models when choosing their meals and snacks, especially in the presence of students.

3.16 Time to Eat Lunch

Students shall have at least 20 minutes to eat lunch from the time seated. Secondary school lunch periods should fall between 11:00 am and 2:00 pm. where possible.

3.17 Parent/Guardian Education

School staff shall encourage Parents/Guardians to send nutritious lunches and snacks to school/events through positive role modeling and information provided in school newsletters/at events in collaboration with York Region Community and Health Services.

3.18 Student Nutrition Programs

School staff/volunteers are encouraged to implement universal Student Nutrition Programs (healthy breakfast/snack programs) to ensure all students are ready to learn. These programs should be developed in consultation with York Region Food for Learning (www.foodforlearning.com) and the Ministry of Children and Youth Services Student Nutrition Program Guidelines (www.student.nutrition.program.ca).

3.19 Nutrition Education for Students

In elementary school, all students shall receive nutrition education via the Healthy Eating Component from the Ontario Health and Physical Education Curriculum (Grades 1-8), Healthy Living Strand. These concepts are reinforced in our Family Life curriculum. In secondary school, nutrition education is incorporated into appropriate areas of the curriculum to help develop lifelong decision making skills for healthy living. As part of integrating our Catholic values, staff and students routinely pause to give thanks for the gift of food and to bless the hands who have helped to provide and prepare our meals. As stewards of God's creation, we are called to use resources respectfully so that all share in the bounty that God has provided and no one goes hungry.

3.20 Nutrition Education and Fully Alive

Nutrition education is integrated with the *Fully Alive* Family Life program and other Catholic education resources.

3.21 Nutrition Education for Staff

All staff shall be encouraged to participate in regular nutrition training sessions. The York Catholic District School Board shall provide opportunities for professional development and encourage staff to have adequate nutrition knowledge (e.g., articles, workshops, and websites).

3.22 Community Partnerships

Every effort shall be made to promote strategies to involve students, families, parish and the community (e.g., York Region Community and Health Services, York Region Nutrition

Services, food vendors) in healthy eating education, and promoting and maintaining a Healthy School Nutrition Environment.

4. RESPONSIBILITIES

4.1 Director of Education

4.1.1 To oversee compliance with the Healthy Schools – Eating and Nutrition policy.

4.2 Superintendent of Education overseeing Healthy Schools

4.2.1 To oversee the Board's processes for Healthy Schools in alignment with the Ministry's Healthy School Strategy.

4.2.2 To support and act as a resource to the Health and Physical Education Consultant.

4.3 Superintendents of Education

4.3.1 To assist the school in promoting and supporting healthy eating and nutrition for students.

4.3.2 To share successful practices and develop future directions.

4.4 Principals and Vice-Principals

4.4.1 To support school participation in promoting healthy eating through both words and actions;

4.4.2 To provide leadership and learning opportunities to teachers, students, staff, parents, school councils and community members to implement and sustain healthy eating and nutrition in the school;

4.4.3 To work with the Healthy School Committee to provide information on healthy eating and nutrition.

4.5 School Staff

4.5.1 To provide opportunities for students to increase their knowledge, skills, and attitudes with regards to healthy eating and nutrition;

4.5.2 To integrate healthy eating and nutrition into daily practices;

4.5.3 To model healthy behaviours.

4.6 School Councils

4.6.1 To support school participation efforts in promoting and supporting healthy eating and nutrition.

4.7 Students, Parents, Community Members

4.7.1 To take opportunities to acquire and apply knowledge and skills that develop and sustain positive healthy eating and nutrition in their home environments and school communities.

5. DEFINITIONS

5.1 Healthy Eating

Healthy eating can be defined as the amount and variety of safe and culturally appropriate foods to provide the body with all the nutrients required, in adequate proportions. Nutrition is a major environmental influence in physical and mental growth and development in early life. Healthy eating should be an integral part of daily student life that contributes to the physiological, mental and social well-being of individuals.

5.2 Healthy School Nutrition Environment

A school with a Healthy Nutrition Environment is one that promotes and supports healthy eating for students through both words and actions. The goal is to ensure consistency between lessons students learn in the classroom and the nutrition messages provided in the school environment; for example, in the cafeteria and vending machines, on “catered lunch” days, during special events and fundraising.

5.3 Nutrition Tools for Schools® (NTS) Nutrition Standards

Nutrition standards that have been adapted from the Ministry of Education’s School Food and Beverage Policy (PPM 150) Nutrition Standards. The PPM 150 Nutrition Standards include nutrition criteria for three categories: Sell Most, Sell Less and Not Permitted for Sale. The Nutrition Standards: Nutrition Tools for Schools include an additional category to identify food and beverages that meet or exceed the PPM 150 Nutrition Standards and provide Maximum Nutritional Value. By using the Maximum Nutritional Value category, schools will be complying with PPM 150.

6. CROSS REFERENCES

Nutrition Standards: Nutrition Tools for Schools

Institute for Catholic Education Resource Curriculum Links Between the Ontario Curriculum, Grades 1-8 Health and Physical Education and the Fully Alive Program, Ontario

Curriculum for Classroom Management Strategies and Other Catholic Education Resources

[Ontario Food Premises Regulation 493/17](#)

Ontario Society of Nutrition Professionals in Public Health, October 2010

Sabrina’s Law, An Act to Protect Anaphylactic Pupils 2005

<http://www.edu.gov.on.ca/eng/healthyschools/anaphylaxis.html>

Ontario Ministry of Children and Youth Services Student Nutrition Programs Nutrition Guidelines, 2005.

<http://www.gov.on.ca/children>

Ontario Ministry of Education Healthy Food for Healthy Schools Act, 2008

http://www.ontla.on.ca/web/bills/bills_detail.do?locale=en&BillID=1925

Ontario Ministry of Education Trans Fat Standards regulation

http://www.e-laws.gov.on.ca/Download?dDocName=elaws_regs_080200_e

Ontario Ministry of Education’s Policy/Program Memorandum No. 150 School Food and Beverage Policy

<http://www.ontario.ca/healthyschools>

[Ministry/HPE Curriculum Healthy Schools Framework](#)

YCDSB [Policy 201 Healthy Schools](#)

YCDSB [Policy 209 Supporting Students with Prevalent Medical Conditions: Anaphylaxis](#)

YCDSB [Policy 603A School Fundraising](#)

YCDSB Healthy Schools Resource Package – www.ycdsb.ca

YCDSB Forms: Admin. 120 Elementary Letter of Compliance

Admin. 121 Secondary Letter of Compliance

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	<i>Date</i>
Effective Date	June 21, 2017
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	<i>Date</i>
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	<i>Date</i>

Dear Lunch Caterer for Elementary Schools:



The York Catholic District School Board is committed to healthy schools for our staff and students. As part of this commitment to healthy eating, we ask you to review and understand the requirements of the [Ontario School Food and Beverage Policy](#) (PPM 150) found on the web at <http://www.ontario.ca/healthyschools>. We are recommending that our schools sell food and beverages that provide Maximum Nutritional Value¹ (e.g. vegetables, fruit, whole grain bread, lean meats) in addition to meeting the Sell Most criteria of PPM 150.

Caterers providing food and beverages to our schools are required to meet the following:

- All food and beverages must be prepared, served, and stored in accordance with the [Ontario Food Premises Regulation 493/17](#) -562 as amended under the Health Protection and Promotion Act
- At least 80% of the food is from the Sell Most or Maximum Nutritional Value categories (e.g. fruit, vegetables, whole grain products, yogurt)
- No more than 20% of the food is from the Sell Less category (e.g. higher fat and sodium products)
- No food is from the Not Permitted for Sale category
- All beverages are from the Sell Most or Maximum Nutritional Value categories (e.g. 250 ml container size only, 100% juice, low-fat milk)

For further assistance with complying to the policy, you may choose to have your menu reviewed by a Registered Dietitian. To find a dietitian visit the Dietitians of Canada website at: <http://www.dietitians.ca/> and click on *Find a Dietitian*. For specific policy questions, call Eat Right Ontario at 1-877-510-5102. For further nutrition support, please call York Region Community and Health Services at 1-800-361-5653.

Principals will require a completed copy of the attached “Elementary School Letter of Compliance” to ensure that their lunch caterers comply with this new policy. This letter will be stored in the school office and the completion of the form is required annually.

We look forward to working with you and thank you for your commitment to healthy schools.

Sincerely,

Domenic Scuglia
Director of Education

Elizabeth Crowe
Chair of the Board

¹ Criteria for food and beverages with Maximum Nutritional Value that meet or **exceed** P/PM 150 can be found in the Nutrition Tools for Schools® Nutrition Standards - www.york.ca/nutrition.



Elementary School Letter of Compliance

To be completed annually by Lunch Caterers in York Catholic District School Board schools.

Lunch Caterer's Business Name(s) (Please print):
Lunch Caterer Contact Name:
Address:
Phone number(s):
Business Number:
Date of Inspection by York Region Public Health (YRPH):
Copy of Food Handler Certificate provided

I, the above named caterer(s) have read and understood the requirements of the [Ontario School Food and Beverage Policy](#) (PPM150).

I will ensure that any food and beverages provided for sale in schools will meet the following requirements of PPM 150:

Please check:

- ☐ All food and beverages are prepared, served, and stored in accordance with the [Ontario Food Premises Regulation 493/17](#) ~~562~~ as amended under the Health Protection and Promotion Act
- ☐ At least 80% of the food is from the Sell Most or Maximum Nutritional Value categories (e.g. fruit, vegetables, whole grain products, yogurt)
- ☐ No more than 20% of food is from the Sell Less category (e.g. higher fat and sodium products)
- ☐ No food is from the Not Permitted for Sale category
- ☐ All beverages are from the Sell Most or Maximum Nutritional Value categories (e.g. water, 100% juice, low-fat milk)

Please ensure and check off the following:

- ☐ Peanut/Nut-safe
- ☐ Meets the Trans Fat Standard

_____ If a Registered Dietitian has assessed your menu, please attach relevant documentation.

Lunch Caterer Signature:	Date:
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This form must be signed annually and kept on file with the Principal prior to providing food and beverages at any YCDSB school.

Dear Lunch Caterer for Secondary Schools:

The York Catholic District School Board is committed to healthy schools for our staff and students. As part of this commitment to healthy eating, we ask you to review and understand the requirements of the [Ontario School Food and Beverage Policy](#) (PPM 150) found on the web at <http://www.ontario.ca/healthyschools>. We are recommending that our schools sell food and beverages that provide Maximum Nutritional Value² (e.g. vegetables, fruit, whole grain bread, lean meats) in addition to meeting the Sell Most criteria of P/PM 150.

Caterers providing food and beverages to our schools are required to meet the following:

- All food and beverages must be prepared, served, and stored in accordance with the [Ontario Food Premises Regulation 493/17](#) 562 as amended under the Health Protection and Promotion Act
- At least 80% of the food is from the Sell Most or Maximum Nutritional Value categories (e.g. fruit, vegetables, whole grain products, yogurt)
- No more than 20% of the food is from the Sell Less category (e.g. higher fat and sodium products)
- No food and no beverages are from the Not Permitted for Sale category
- At least 80% of beverages are from the Sell Most or Maximum Nutritional Value¹ categories (e.g. 100% juice and low-fat milk)
- No more than 20% of beverages are from the Sell Less category

For further assistance with complying to the policy, you may choose to have your menu reviewed by a Registered Dietitian. To find a dietitian visit the Dietitians of Canada website at: <http://www.dietitians.ca/> and click on *Find a Dietitian*. For specific policy questions, call Eat Right Ontario at 1-877-510-5102 . For further nutrition support, please call York Region Community and Health Services at 1-800-361-5653.

Principals will require a completed copy of the attached “Secondary School Letter of Compliance” to ensure that their lunch caterers comply with this new policy. This letter will be stored in the school office and completion of the form is required annually.

We look forward to working with you and thank you for your commitment to healthy schools.

Sincerely,

Domenic Scuglia
Director of Education

Elizabeth Crowe
Chair of the Board

² Criteria for food and beverages with Maximum Nutritional Value that meet or **exceed** P/PM 150 can be found in the Nutrition Tools for Schools® Nutrition Standards - www.york.ca/nutrition.



Secondary School Letter of Compliance

To be completed annually by Lunch Caterers in York Catholic District School Board schools

Lunch Caterer's Business Name(s) (Please print):
Lunch Caterer Contact Name;
Address:
Phone number(s):
Business Number:
Date of Inspection by York Region Public Health (YRPH):
Copy of Food Handler Certificate provided

I, the above named caterer(s) have read and understood the requirements of the [Ontario School Food and Beverage Policy](#) (PPM150).

I will ensure that any food and beverages provided for sale in schools will meet the following requirements of PPM 150:

Please check:

- ☐ All food and beverages are prepared, served, and stored in accordance with the [Ontario Food Premises Regulation 493/17](#) 562 as amended under the Health Protection and Promotion Act
- ☐ At least 80% of the food is from the Sell Most or Maximum Nutritional Value categories (e.g. fruit, vegetables, whole grain products, lower-fat yogurt)
- ☐ No more than 20% of food is from the Sell Less category (e.g. higher fat and sodium products)
- ☐ No food and no beverages are from the Not Permitted for Sale category
- ☐ At least 80% of beverages are from the Sell Most or Maximum Nutritional Value categories (e.g. water, 100% juice, low-fat milk)
- ☐ No more than 20% of beverages are from the Sell Less category

Please ensure and check off the following:

- ☐ Peanut/nut-safe
- ☐ Meets the Trans Fat Standards

_____ If a Registered Dietitian assessed your menu, please attach relevant documentation.

Lunch Caterer Signature:	Date:
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This form must be signed annually and kept on file with the Principal prior to providing food and beverages at any York Catholic District School Board school.



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Students	<i>Policy Number</i> 201B
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<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
June 21, 2011	March 5th, 2013 June 20, 2017 November 28, 2017 TBD

POLICY: HEALTHY SCHOOLS - PHYSICAL ACTIVITY

SECTION A

1. PURPOSE

The YCDSB recognizes that education is about the whole child and that physically active students are better prepared to learn. By promoting healthy physical activity through its practices, programs and curriculum, the York Catholic District School Board supports Ministry [Provincial Policy Memorandum PPM 138](#) and provides a consistent message regarding physical activity to all staff, students and school volunteers. By creating a Healthy Physically Active Environment, schools will be supporting a Christ-centred learning philosophy.

2. OBJECTIVE

It is the policy of the York Catholic District School Board to promote and sustain healthy physically active environments which will help students optimize their learning potential. All schools will develop strategies to support these goals through their Healthy School Committee in alignment with the Board's Healthy Schools Framework.

3. PARAMETERS

- 3.1 All schools in the York Catholic DSB comply with the Ontario Ministry of Education's [Daily Physical Activity Policy Act](#).
- 3.2 All Principals, in consultation with staff, the Catholic School Council, students and the local Healthy Schools Committee, shall be responsible for implementing and monitoring this policy and developing local strategies that align with the Board's Healthy Schools Framework.
- 3.3 Daily physical activity shall ~~may~~ be incorporated into the instructional day in a variety of ways. For instance, integrating physical activity across various curriculum areas in individual blocks of five, ten, or fifteen minutes of moderate to vigorous activity would be an effective way of meeting the total minimum daily requirement of twenty minutes,

and also of creating a culture of physical activity in the school. Twenty minutes or more of moderate to vigorous physical activity during a scheduled health and physical education class would also meet the daily physical activity requirement. Since physical activity is only one component of a comprehensive health and physical education program, there will be days when a health and physical education class does not include at least twenty minutes of moderate to vigorous physical activity. On these days and on days when no health and physical education class is scheduled, other opportunities for accumulating at least twenty minutes of moderate to vigorous physical activity during the instructional day shall ~~must~~ be provided.

~~Elementary timetables must include two 40 minute physical education classes per week. As well as a minimum of twenty minutes of moderate to vigorous physical activity each school day during instructional time. The minimum requirement may be completed in a single block of time in the instructional day or in multiple, smaller blocks of time throughout the instructional day. On days when there is not a physical education class, students will have at least 20 minutes of physical activity daily. Daily Physical Activity (DPA) will be included in the instructional day, using one of the following strategies: integrated into other curriculum areas; timetabled or a combination of these strategies.~~

- 3.4 In elementary schools all students will receive physical activity education via the Active Living **and Movement Competence Strands** Component from the Ontario Health and Physical Education Curriculum (Grades 1-8), and support will also be available for K-8 through the Healthy Living Strand. [Ontario Health and Physical Education Association \(OPHEA\)](#).
- 3.5 In secondary schools, diverse forms of physical health education courses (e.g. dance, ~~girls-only pool time~~, yoga, weight training) will be provided where numbers warrant. A variety of creative options that encourage students to participate, develop confidence and skill building will be considered.
- 3.6 In secondary schools all students will receive physical activity education via the [Active Living Component](#) from the Ontario Health and Physical Education Curriculum (Grades 9-12), Healthy Living Strand. Ontario Health and Physical Education Association (OPHEA) support will also be available for Grades 9-12.
- 3.7 Secondary School Administration will work with their School Councils to develop strategies that promote student physical activity.
- 3.8 Intramural sports shall be encouraged in schools wherever scheduling is possible.
- 3.9 **Integration of Physical Activity Education for Students:** In elementary and secondary schools, physical activity should be incorporated into appropriate areas of the curriculum (e.g., drama, dance) to help develop a healthier attitude and a focus on lifetime physical activities that youth can see themselves doing after graduation.
- 3.10 **Staff Training on Physical Activity:** All staff will be encouraged to participate in regular physical activity training sessions. The YCDSB will provide opportunities for professional development and encourage staff to have adequate physical activity knowledge (e.g., workshops, Health & Physical Education website, Curriculum conference, subject council meetings, athletic association, current curriculum supports and resources).

- 3.11 **Physical Activity Education and Religious Education Programs:** Physical Activity should also be integrated with religious education teachings, to affirm our belief that we are called to educate the whole person as a physical, spiritual and intellectual being.
- 3.12 Administration will work with school board personnel to plan school grounds which provide opportunities that encourage physical activity.
- 3.13 Planning for walkers and bikers within the safe arrival area must be considered to encourage safe walking routes and bike parking.
- 3.14 **Discipline:** Daily Physical Activity/Physical Education class/intramurals/sport teams will not be withheld as discipline for individuals or a class. Teachers or staff supervising **physical activity** may utilize a time out or an alternative activity if a student's behavior is creating a safety issue within the context of the supervised activity.
- 3.15 **Community Partnerships:** Every effort will be made to promote strategies to involve students, families, parish and the community (e.g., Institute for Catholic Education, York Region Community and Health Services, Ontario Health and Physical Education Association) in physical activity education, and promote and maintain a Healthy Physical Activity Environment.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Healthy Schools – Physical Activity policy.

4.2 Superintendent of Education overseeing Healthy Schools

- 4.2.1 To oversee the Board's processes for Healthy Schools - Physical Activity.
- 4.2.2 To support and act as a resource to the Health and Physical Education Consultant.

4.3 Superintendents of Education

- 4.3.1 To assist the school in promoting and supporting physical activity for students.
- 4.3.2 To share successful practices and develop future directions.

4.4 Principals and Vice-principals

- 4.4.1 To support school participation in promoting physical activity through both words and actions.
- 4.4.2 To provide leadership and learning opportunities to teachers, students, staff, parents, school councils and community members to implement and sustain healthy physical activity in school;
- 4.4.3 To work with the Healthy School Committee to provide information on physical activity.

4.5 School Staff

- 4.5.1 To provide opportunities for students to increase their knowledge, skills, and attitudes with regards to physical activity;
- 4.5.2 To integrate healthy physical activity into daily practices;
- 4.5.3 To model healthy behaviours;

4.6 School Councils

4.6.1 To support school participation efforts in promoting and supporting healthy physical activity.

4.7 Students, Parents, Community Members

4.7.1 To take opportunities to acquire and apply knowledge and skills that develop and sustain positive healthy physical activity in their home environments and school communities;

5. DEFINITIONS

5.1 Active Tools for Schools (ATS)

A free resource developed by YR Public Health to support elementary schools in creating a healthy, active environment by using the Comprehensive School Health approach (Five Foundations for a Healthy School). ATS was developed to gather, organize and describe programs and resources that support Healthy Schools. There are nine *Essential Elements for Active Schools*: enhancing DPA; active fundraisers; active celebrations and rewards; positive staff role modeling and reinforcement; physical curriculum in the curriculum; active opportunities beyond the classroom; active school travel, safety, equipment and space; supportive guidelines and policies.

5.2 Daily Physical Activity (PPM) 138

The Ontario Ministry of Education released a policy that stated that every elementary student will take part in a minimum of 20 minutes of moderate to vigorous daily physical activity as part of the government's Healthy Schools Program.

6. CROSS REFERENCES

[The Ontario Curriculum, Grades 9 and 10; 11 and 12, Health and Physical Education](#), 1999

Ministry of Education [Policy/Program Memorandum No. 138](#)

The Public Health Agency of Canada, ParticipACTION and the Canadian Society for Exercise Physiology (CSEP) developed new physical activity guidelines.

[The Canadian Society for Exercise Physiology \(CSEP\) released the Canadian Sedentary Behaviour Guidelines for Children and Youth.](#)

[Ontario Health and Physical Education Association for Educators K-12.](#)

York Region Public Health, [Active Tools for Schools](#)

YCDSB [Policy 201 Healthy Schools](#)

YCDSB [Policy 603A School Fundraising](#)

Approval by Board

November 28, 2017

Date

Effective Date

November 29, 2017

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November 2022

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YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
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<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i> June 21, 2016 TBD

POLICY TITLE: SUPPORTING STUDENTS WITH PREVALENT MEDICAL CONDITIONS: ASTHMA

SECTION A

1. PURPOSE

The York Catholic District School Board recognizes that there are some students within the school system who have been diagnosed with asthma which could be life threatening. The York Catholic District School board also recognizes that asthma management is a shared responsibility that requires a team approach among students, Parent(s)/Guardian(s)/Caregiver(s), health care providers and the entire school community.

2. OBJECTIVE

It is the policy of the York Catholic District School Board that all students be entitled to safe and healthy environments in our schools. In accordance with the [Act to Protect Pupils with Asthma \[Ryan's Law \(Ensuring Asthma Friendly Schools, 2015\)\]](#) the Board shall establish and maintain processes and procedures to address the health needs of students with asthma.

3. PARAMETERS

3.1 Every school in the York Catholic District School Board shall implement and maintain procedures in accordance with the *Supporting Students with Prevalent Medical Conditions in Schools: Asthma* policy as outlined in the Ministry of Education's OPHEA Resource Document [Creating Asthma Friendly Schools](#) that addresses the following:

3.1.1 Avoidance strategies to reduce the risk of exposure to asthma triggers in classrooms, common school areas and in the planning of excursions;

- 3.1.2 An implementation plan and resources for the dissemination of information on asthma to Parent(s)/Guardian(s)/Caregiver(s), students and employees; and,
- 3.1.3 Annual training for all employees and others who are in direct contact with students on a regular basis.
- 3.2 Every Principal shall ensure that, upon registration or upon being informed of a student's a diagnosis, Parent(s)/Guardian(s)/Caregiver(s) and students of 16 years of age or older supply information specific to their symptoms and the management of asthma episodes.
- 3.3 Every Principal shall ensure the development of an individual emergency plan for each student diagnosed with asthma.
- 3.4 Every Principal shall create and maintain a centrally accessible file containing all individual action plans (S40(a) for Elementary; S40(a1) for Secondary) for the current school year.
- 3.5 Students **shall be permitted** to carry oral prescribed asthma medication with them **only** if the office is made aware in accordance with Section 4.4.4.
- 3.6 No action or other proceedings for damages shall be commenced against an employee for an act or omission, done or omitted by the employee in good faith, in the execution or intended execution of any duty or power under the *Act to Protect Pupils with Asthma [Ryan's Law (Ensuring Asthma Friendly Schools), 2015]*.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Supporting Students with Prevalent Medical Conditions in Schools: Asthma policy.

4.2 Human Resources

- 4.2.1 To ensure that all staff who have direct and regular contact with students are trained upon hiring and on an annual basis thereafter, on how to recognize symptoms of an asthma episode, on how to respond to the episode, and how to administer medication (e.g. inhaler).
- 4.2.2 To ensure that all Administrators, new to the role and on an annual basis thereafter, are trained on how to recognize symptoms of an asthma episode, on how to respond to the episode, and how to administer medication (e.g. reliever inhaler).

4.3 Superintendents of Education

- 4.3.1 To support Principals with the implementation of and compliance with the Supporting Students with Prevalent Medical Conditions in Schools: Asthma policy.

4.4 Principals

- 4.4.1 To implement and comply with the *Education Act, S. 265(1j)* as it relates to the care of students and property giving assiduous attention to the health and comfort of the students.
- 4.4.2 To participate in annual training with staff and others in direct contact with students to learn how to recognize the symptoms and the procedures to follow should a life-threatening reaction occur.
- 4.4.3 To inform Parent(s)/Guardian(s)/Caregiver(s) at the time of registration or upon diagnosis, of the need to advise the school if their child has asthma.

- 4.4.4 To permit students with asthma to carry their medication with them when Parent(s)/Guardian(s)/Caregiver(s) have provided consent to do so. Students who are 16 years old or older do not require prior parental consent.
- 4.4.5 To communicate with all staff and others who are in direct contact with students the name, grade and classroom teacher of students who could require the immediate administration of medication due to a diagnosis of asthma and where their individual action plan and medication are located.
- 4.4.6 To develop an "individual emergency plan" for each student who has asthma that includes details informing staff and others, who are in direct and regular contact with the student, outlining monitoring and avoidance strategies and appropriate treatment; a readily accessible emergency procedure for the student, including emergency contact information; and, ~~and~~ the location for the storage of medication.
- 4.4.7 To create and maintain a central file for all students with asthma.
- 4.4.8 To ensure that a copy of the central file is included in the school's Emergency Response/Action Plan.
- 4.4.9 To provide and communicate to all staff the designated location of medication for students with asthma.
- 4.4.10 To provide the Student Transportation Services Department with the names of all students with a diagnosis of asthma and forward a copy of the completed S40(a) or S40(a1).
- 4.4.11 To ensure that school volunteers who are in direct contact with students are aware of the *Supporting Students with Prevalent Medical Conditions in Schools: Asthma* policy.

4.5 School Staff

- 4.5.1 To participate in annual training on asthma to learn how to recognize the symptoms of an asthma episode and the procedures to follow should an episode occur.
- 4.5.2 To provide a copy of the S40(a) or S40(a1) form (which includes a photo of the student) to occasional teachers.
- 4.5.3 To discuss asthma with the class, in age appropriate terms outlining the potential triggers in the class, describing symptoms of an asthma episode and procedures to follow should an asthma episode occur.
- 4.5.4 To ensure that all reasonable safety procedures are carried out in courses and activities for which the teacher is responsible.
- 4.5.5 To administer the student's prescribed asthma medication, even if there is no pre-authorization to do so, if there is reason to believe that a student is experiencing an asthma episode.
- 4.5.6 To develop a communication system (i.e.: journal or agenda) to inform Parent(s)/Guardian(s)/Caregiver(s) of any concern(s) or seek additional information related to the student's asthma.

4.6 Parent(s)/Guardian(s)/Caregiver(s)

- 4.6.1 To inform the Principal immediately upon registration and/or when in receipt of a diagnosis of asthma.
- 4.6.2 To provide the Principal with a completed copy of form S40(a) for Elementary students and S40(a1) for Secondary students:
 - 4.6.2.1 Prior to, or immediately after the start of the student's Elementary career;

- 4.6.2.2 Prior to, or immediately after the start of the student's Secondary career;
- 4.6.2.3 Or immediately after a diagnosis of asthma;
- 4.6.2.4 Or immediately after a change in prescribed medication (i.e.: ~~typed~~ of inhaler and/or dosage).
- 4.6.3 To ensure that all medical information pertinent to the student's diagnosis of asthma is always current.
- 4.6.4 To provide the school with one (1)* up-to-date inhaler, to be carried on the student's person, clearly marked with student's name and diagnosis or to be kept with a person in a position of authority, depending on the age and/or developmentally appropriate readiness of the student.
- 4.6.5 To provide your child with a MedicAlert® bracelet or other appropriate form of medical identification to be worn at all times.
- 4.6.6 To research field trip sites and overnight excursion sites for potential health/medical risks.
- 4.6.7 To provide education to their child about their medical condition, as well as the safekeeping and administration of their medication with support from their child's health care professional.

*If the Parent(s)/Guardian(s)/Caregiver(s) is not in agreement with providing the school with one (1) up-to-date application of the inhaler, to be carried on the student's person or kept with a person in a position of authority, then the Parent(s)/Guardian(s)/Caregiver(s) will be required to indicate this on the S40(a) or S40(a1) form upon submission to the Principal, thereby acknowledging that they take full responsibility for their decision.

4.7 Students with Asthma

- 4.7.1 To practice asthma avoidance measures.
- 4.7.2 To learn to recognize symptoms of an asthma episode.
- 4.7.3 To promptly inform an adult as soon as asthma symptoms appear.
- 4.7.4 To take responsibility for advocating for their personal safety and well-being, as well as the safekeeping and administration of their medication that is consistent with their cognitive, emotional, social and physical stage of development and their capacity for self-management.
- 4.7.5 To wear a MedicAlert® bracelet or other appropriate medical identification at all times.

4.8 Student Transportation Services

- 4.8.1 To ensure the names of students with a diagnosis of asthma have been communicated to Transportation Service Providers.
- 4.8.2 To ensure that Policy 206 *Supporting Students with Prevalent Medical Conditions in Schools: Asthma* has been communicated with all Transportation Service Providers.
- 4.8.3 To ensure that the current form S40(a) or S40(a1) form received from the Principal is available on file:
 - i) in the Student Transportation Services office,
 - ii) in the appropriate service provider's dispatch office, and,
 - iii) in the appropriate school vehicle(s)
- 4.8.4 To require the service provider to ensure there has been adequate training of all regular drivers and substitute drivers that transport a student with asthma.

- 4.8.5 To work with the school Principal and service provider to assign a specific seat to a student with asthma, if required.

5. DEFINITIONS

5.1 Age and/or Developmentally Appropriate Readiness

Age and/or developmentally appropriate readiness for individual students will need to be considered by the Superintendent of Schools and Principal in consultation with the Parent(s)/Guardian(s)/Caregiver(s). The responsibilities that a student can assume will be assessed based on the student's age and capability to understand their condition. Students with special education needs may require additional assistance and advocacy by school or central staff and Parent(s)/Guardian(s)/Caregiver(s).

5.2 Asthma

A chronic inflammatory disease of the airway that may cause one or more of the following symptoms:

- Shortness of breath;
- Tightness in the chest;
- Coughing; and/or,
- Wheezing.

Symptoms can:

- Range from mild to severe and sometimes can be life threatening;
- Vary from person to person;
- Flare up from time to time and then not appear for long periods; and/or,
- Vary from one episode to the next.

The cause of asthma is not known, and currently there is no cure. A high percentage of asthma patients also have seasonal allergies that are known to trigger an asthma episode.

5.2.1 Exercise-Induced Asthma

When students participate in physical activity, they commonly breathe through their mouths at a rapid rate, which causes cooling and drying of the sensitive airways. This cooling and drying effect causes the airways to narrow resulting in asthma symptoms. Exercise-induced asthma may present itself during or after physical activity. It is more common when activities are conducted in cold environments and during high pollen or pollution count days. However, students can experience exercise-induced asthma anywhere, including indoors.

5.3 Asthma Medication

Most people with asthma take two kinds of medication. Each asthma medication treats only one aspect of the condition and are defined as follows:

5.3.1 Controllers, also called 'preventers', reduce inflammation in the airways. Controllers are taken every day.

5.3.2 Relievers, generally known as 'inhalers', are very good at helping to alleviate symptoms immediately, such as coughing or wheezing. However, reliever medications do nothing for the underlying problem of inflammation. Relievers are only a short-term solution to breathing problems and indicate

that there is underlying inflammation present that requires a controller medication.

5.4 Asthma Triggers

Things in your environment that cause worsening of asthma symptoms or asthma attacks. Any condition or thing in the environment that causes inflammation in the airways, which then causes or provokes asthma symptoms. There are two broad categories **types** of **asthma** triggers as defined below:

5.4.1 Inflammatory (allergic) triggers can cause inflammation of the lungs' airways or tightening of the airways' muscles. Inflammatory triggers include:

- 5.4.1.1 Dust mites
- 5.4.1.2 ~~Furry animals~~ **Animals/Pet Allergens (i.e., dander)**
- 5.4.1.3 Moulds
- 5.4.1.4 Pollens, trees, leaves
- 5.4.1.5 ~~Viral infections~~ **Food Allergies/Additives (i.e., sulphites)**
- 5.4.1.6 **Cockroaches** ~~Certain air pollutants~~
- 5.4.1.7 **Other Allergens** ~~Carpets~~

5.4.2 Symptom (non-allergic) triggers generally do not cause inflammation, but may for some students as identified by the parent/guardian/caregiver and confirmed by the physician and/or licensed health care provider. Symptom (non-allergic) triggers can provoke the feeling of "constricted" airways, especially if they are already inflamed. Symptom triggers include:

- 5.4.2.1 **Air Pollutants (i.e., Smoke/Smog)** ~~Smoke~~
- 5.4.2.2 Exercise
- 5.4.2.3 **Cold air/weather changes** ~~Extremes of temperatures (cold or hot and humid)~~
- 5.4.2.4 **Viral Infections** ~~Air quality (smog)~~
- 5.4.2.5 Chemical fumes, **scented products (perfumes, detergents, etc.)** and other strong smelling substances like perfumes, cleaning chemicals, indelible markers, glue
- 5.4.2.6 ~~Certain food additives like sulfites~~
- 5.4.2.7 ~~Certain air pollutants~~
- 5.4.2.8 Intense emotions

5.5 Person in a Position of Authority

A person employed by the Board to perform services with respect to a student or students.

5.6 School Environment

School environment includes the entire school building and grounds, buses and other modes of transportation, school excursions, before and after school programs, and school sanctioned events involving students.

6. CROSS REFERENCES

[An Act to Protect Pupils with Asthma \[Ryan's Law \(Ensuring Asthma Friendly Schools\), 2015, Statutes of Ontario\]](#)
[Education Act](#)

Ministry of Education OPHEA Resource Guide: [Creating Asthma Friendly Schools](#)

7. RELATED FORMS

- S40 Administration of Medication to Students with Asthma
- S40(a) Elementary Administration of Prescription Medication for Asthma
- S40(a1) Secondary Administration of Prescription Medication for Asthma

Approval by Board	<u>June 21, 2016</u> <i>Date</i>
Effective Date	<u>June 22, 2016</u> <i>Date</i>
Revision Date(s)	<u> </u> <i>Date</i>
Review Date	<u>June 2021</u> <i>Date</i>

**POLICY TITLE: SUPPORTING STUDENTS WITH PREVALENT MEDICAL
CONDITIONS IN SCHOOLS: ASTHMA**

SECTION B: GUIDELINES

The Ministry of Education: OPHEA (Ontario Physical Health Education Association) “[*Creating Asthma Friendly Schools*](#)” resource guide provided to each school will be used for training purposes as it provides more detailed information related to:

1. Overview of Asthma
 - a. Why Schools Need to Know about Asthma
 - b. What is Asthma?
 - c. What is an Asthma Trigger?
 - d. Asthma Control is Key
 - e. Asthma Medications
 - f. Common Asthma Situations
2. Creating Asthma Friendly Schools
 - a. Asthma and Student Success
 - b. How to Create Asthma Friendly and Supportive Schools
 - c. Staff Education and Training
3. Implementation Supports and Resources for Schools



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Program/Curriculum	<i>Policy Number</i> 319
<i>Former Policy #</i>	<i>Page</i> 1 of 6
<i>Original Approved Date</i> June 17, 2014	<i>Subsequent Approval Dates</i> June 17, 2014 TBD

POLICY TITLE: SUPPLEMENTARY LEARNING RESOURCES

SECTION A

1. PURPOSE

The York Catholic District School Board, in partnership with family and Church, provides students **with** a Catholic education which fosters and enhances their spiritual, intellectual, aesthetic, emotional, social, mental and physical development so they may participate fully in their world. The purpose of this policy is to ensure that supplementary learning resources support the aims and objectives of the [Ontario Ministry of Education](#) and Training and the [Ontario Catholic School Graduate Expectations](#), as well as the distinctive nature of Catholic education as presented in the Board's ~~Vision~~ **Mission** statement.

2. OBJECTIVE

It is the policy of the York Catholic District School Board to provide a balanced collection of quality supplementary learning resources in schools which reflect **the diversity within the school community** ~~the Board~~ ~~our multi-faceted society and the uniqueness of each school community~~. Such supplementary learning resources ~~shall~~ **should** support:

- 2.1 The teachings of the Catholic Church and principles of equity which acknowledges the diversity of the human experience and the dignity and worth of all persons;
- 2.2 The [York Catholic Communities of Faith](#) document outlining Character Education Traits and Catholic Virtues embedded in the *Ontario Catholic School Graduate Expectations*; and,
- 2.3 York Catholic District School Board's ~~21st Century~~ **global** competencies: *Catholic Character, Communication, Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, and ~~Citizenship~~ Discipleship* which are rooted in the *Ontario Catholic School Graduate Expectations*.

3. PARAMETERS

- 3.1 The selection and approval of all supplementary learning resources shall be guided by the [York Catholic Communities of Faith](#) document outlining Character Education Traits

- and Catholic Virtues embedded in the *Ontario Catholic School Graduate Expectations*, the [Ontario Ministry of Education's Guidelines for Approval of Textbooks](#) where applicable and appropriate, and the Independent Procedures as an addendum to this policy.
- 3.2 Supplementary learning resources shall support and be consistent with the priority educational goals of the York Catholic District School Board, namely, promoting well-being for all students, improved levels of student achievement, reduced gaps in student achievement, and increased public confidence and support for public education in a Christ-centered environment.
 - 3.3 Supplementary learning resources shall support and be consistent with the Board Improvement Plan and the School Improvement Plan for Student Achievement **and Well-Being**.
 - 3.4 In consultation with teachers, the responsibility for coordinating the selection of supplementary learning resources and approving the recommendation for purchases shall rest with the school Principal or in the case of system learning resources, the Superintendent with portfolio responsibility **and in accordance with the [Culturally Relevant and Responsive Pedagogy \(CRRP\) Toolkit](#) and [Policy 308 Textbooks](#)**.
 - 3.5 Selected and approved supplementary learning resources shall take into consideration students' **identities, abilities**, readiness, interests, learning preferences and accessibility needs, and include a variety of formats (print, non-print, audio and electronic).
 - 3.6 The selection, maintenance, and de-selection of supplementary learning resources shall be an ongoing process based on the criteria outlined in the Independent Procedures as an addendum to this policy.
 - 3.7 All copyright laws shall be adhered to when purchasing or providing any format of supplementary learning resources.
 - 3.8 Any student (age 18 and beyond), parent/guardian, staff member, or member of the Catholic School Council (herein referred to as the "applicant") shall have the right to request a formal reconsideration of a supplementary learning resource currently being used in an educational program. Such a request shall be communicated, in writing (TCH40a), to the Principal **who will then consult with the Superintendent** of the school where the supplementary learning resource is currently being used.
 - 3.9 Any offer of donated supplementary learning resources directly to the School shall be subject to the selection criteria outlined in the Independent Procedures as an addendum to this policy and at the discretion of the Principal. The Principal may confer with the appropriate School Superintendent for advice and/or direction.
 - 3.10 Any offer of donated supplementary learning resources directly to the Board shall be subject to the selection criteria outlined in the Independent Procedures as an addendum to this policy and at the discretion of the Superintendent of Curriculum and Assessment in consultation with other Superintendents of Education and/or central staff as deemed appropriate.
 - 3.11 Schools should recover the costs for the replacement or repair of lost, damaged or broken materials such as books, videos, electronic media, or any loaned materials. These charges shall not exceed the replacement or repair cost of the materials ([Ontario Ministry of Education: Fees for Learning Materials and Activities Guideline](#)).

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance of the Supplementary Learning Resources Policy and Independent Procedures.

4.2 Superintendent of Education: Curriculum and Assessment

- 4.2.1 To coordinate professional development for administrators and teacher librarians regarding “supplementary learning resources” collection development, specifically, the selection, approval and de-selection procedures for such resources.

4.3 Superintendents of Education: School Leadership

- 4.3.1 To support the implementation of the Supplementary Learning Resources Policy and Independent Procedures.

4.4 Principals

- 4.4.1 To annually review the policy with staff to ensure familiarization with the policy, independent procedures and Culturally Relevant and Responsive Pedagogy (CRRP) Toolkit related to the selection, approval and de-selection of supplementary learning resources.
- 4.4.2 To determine, in consultation with teachers, the selection and recommended purchase of supplementary learning resources ensuring that such purchases include a variety of formats (print, non-print and electronic) and take into consideration the students’ **identities, abilities**, readiness, interests, **accessibility needs** and learning preferences.

4.5 Teachers

- 4.5.1 To familiarize themselves with the policy and independent procedures when making recommendations for the selection, approval and de-selection of supplementary learning resources.
- 4.5.2 To consult and collaborate with the Principal and other staff in the selection of supplementary learning resources reflective of the ~~school community’s uniqueness~~ **diversity within each school community**.
- 4.5.3 To provide supplementary learning resources to students which foster and enhance their spiritual, intellectual, aesthetic, emotional, social, mental and physical development so they may participate fully in their world.
- 4.5.4 **To familiarize themselves with the Culturally Relevant and Responsive Pedagogy (CRRP) Toolkit and utilize it in the selection and deselection of supplementary learning resources.**

5. DEFINITIONS

5.1 Catholic Virtues

By practicing virtue, we become virtuous and our conduct reflects the teachings of the Catholic Church and the principles of equity, **diversity** and inclusion. Virtues are categorized as Theological, Cardinal and Moral. The Theological Virtues of Faith, Hope and Love are nurtured as the foundation of healthy and vibrant Catholic persons and communities. These also undergird the Cardinal Virtues of Prudence, Justice, Temperance and **Fortitude** ~~Courage~~ **that in turn** enables us to be people and communities of virtue and grace. The York Catholic Communities of Faith document focuses on the Moral Virtues of unity, wisdom, perseverance, reverence, responsibility, integrity, courage, compassion, justice and hope that are embedded in the Ontario Catholic School Graduate Expectations and serve to:

- 5.1.1 Affirm our human dignity;
- 5.1.2 Promote the well-being and happiness of the individual;
- 5.1.3 Serve the common good; and,
- 5.1.4 ~~Define our rights and obligations.~~ Protect and preserve our Separate School Rights in accordance with section 19 (1) of the Human Rights Code which states, "This Human Rights Act shall not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the Constitution Act, 1867 and the Education Act. R.S.O. 1990, c. H.19, s. 19 (1).

5.2 Character Education (Traits)

Character Education can be defined as the development of positive character traits within persons that are infused into the climate and daily routine of our Catholic schools. Character Education draws on scripture, Catholic tradition, and the community as sources of inspiration, knowledge, practice and resources. Character Education is inextricably linked to Catholic virtues and ~~is~~ are expressed and celebrated in liturgical celebrations and spiritual formation. The [York Catholic Communities of Faith](#) document focuses on the character traits of inclusiveness, initiative, perseverance, respect, responsibility, honesty, courage, compassion, fairness and optimism that are embedded in the [Ontario Catholic School Graduate Expectations](#). The infusion of positive character traits into the climate and daily routines of our Catholic schools also serves to:

- 5.2.1 Affirm our human dignity;
- 5.2.2 Promote the well-being and happiness of the individual;
- 5.2.3 Serve the common good; and,
- 5.2.4 Define our rights and obligations.

5.3 Culturally Responsive and Relevant Pedagogy

Culturally Responsive and Relevant Pedagogy (CRRP) refers to a multidimensional, student-centered approach that promotes equitable excellence and serves to validate and affirm the experiences and contributions of students from all cultures and backgrounds.

5.4 Ontario Catholic School Graduate Expectations

All personnel selecting supplementary learning resources for schools will be guided by the Ontario Catholic School Graduate expectations as choices are made to support the success of each student as:

- 5.4.1 A discerning believer formed in the Catholic Faith community;
- 5.4.2 An effective communicator;
- 5.4.3 A reflective and creative thinker;
- 5.4.4 A self-directed, responsible, life-long learner;
- 5.4.5 A collaborative contributor;
- 5.4.6 A caring family member; and,
- 5.4.7 A responsible citizen.

5.5 Supplementary Learning Resources

A learning resource that supports the [York Catholic Communities of Faith](#) document, the [Ontario Catholic School Graduate Expectations](#), the educational goals of the Ontario Ministry of Education and Training, the Independent Procedures as an addendum to this policy, curriculum expectations and the Board's 21st-century global competencies. Such a learning resource may be intended for use by an entire class, a group of students or individual students. Examples include, but are not limited to, classroom or library books, spelling programs, dictionaries, atlases, computer software, instructional guides, videos, electronic media, as well as guest speakers or presentations for the school.

Supplementary learning resources may be acquired or locally produced with instructional content or function that is used for formal or informal teaching and learning purposes, and/or co-instructional activities and events.

6. CROSS REFERENCES

Ontario Ministry of Education: [Fees for Learning Materials and Activities Guideline](#)
Ontario Ministry of Education, [Guidelines for Approval of Textbooks](#)

YCDSB Policy 308 [Textbooks](#)
YCDSB Policy 613 [Equity and Inclusive Education](#)

YCDSB [Procedure Supplementary Learning Resources](#)

YCDSB 21st Century Learning **Global** Competencies
YCDSB Library Services *Curriculum Connections Resource Document*, 2004
YCDSB *Valuing Diversity: A Framework for Equity and Inclusive Education in the Curriculum*
[York Catholic Communities of Faith](#) Document, 2006
[Ontario Catholic School Graduate Expectations](#)

7. APPENDIX

Appendix 1: [Culturally Relevant and Responsive Pedagogy \(CRRP\) Toolkit, 2021](#)

Approval by Board	<u>June 17, 2014</u> Date
Effective Date	<u>June 18, 2014</u> Date
Revision Date(s)	<u>June 17, 2014</u> Date
Review Date	<u>June 2019</u> Date



CULTURALLY RESPONSIVE AND RELEVANT PEDAGOGY (CRRP) TOOLKIT

The purpose of the CRRP toolkit is to help educators in our system identify and vet resources that are accessible, reflect diversity, and conducive to facilitating meaningful learning experiences for our students. In doing so, this will ensure accountability and transparency in embedding the principles of human rights, equity and inclusion within all YCDSB practices. To inform this process, guiding questions are provided below according to three interconnected focal areas.

A

Accessing the Curriculum

- Does the resource connect to applicable curriculum expectations and learning goals of the grade/course?
- Does the resource offer different formats and alternative versions for accessing the content (e.g., film, audio, adapted texts, dual language books)?
- Does the resource allow students to access the content with sufficient difficulty (prior knowledge, reading level, ELL Steps framework, age-appropriateness)?
- Does the resource account for students' interests, backgrounds, cultures, and experiences?
- Does the resource selection involve other stakeholders aside from the teacher (e.g., students, parents/guardians, community partners, etc.)?



B

Representation & Identities

- Does the resource provide a representation of your students' identities and lived experiences?
- Does the resource foster a positive sense of self and respect for the dignity and welfare of others?
- Does the resource present potentially triggering content that may be sensitive or traumatic to students?
- Does the resource make visible the author's perspectives, beliefs, and identities?
- Does the resource validate the histories of students' families and communities?



C

Critical Literacy

- Does the resource silence or omit the perspectives related to the history, cultural heritage and pluralism of today's contemporary society?
- Does the resource portray specific groups (e.g., Black, Indigenous, People of Colour; 2SLGBTQ+; etc.) in society in a tokenistic, stereotypical, or derogatory manner?
- Does the resource exclusively portray Western worldviews at the expense of other ways of knowing?
- Does the resource promote equality, democracy, and solidarity for a just, peaceful and compassionate society?
- Does the resource provide opportunities for students to act in light of gospel values by respecting the rights, responsibilities, and contributions of self and others?





YORK CATHOLIC DISTRICT SCHOOL BOARD

PROCEDURE: SUPPLEMENTARY LEARNING RESOURCES

Addendum to Policy 319: Supplementary Learning Resources

Effective: June 18, 2014
TBD

PURPOSE

This Independent Procedure is designed in conjunction with YCDSB Policy 319 – *Supplementary Learning Resources* and specifies the criteria to be applied for the selection, approval and de-selection of supplementary learning resources, as well as, the request for formal reconsideration of a supplementary learning resource.

The main purpose is to ensure that supplementary learning resources support the aims and objectives of the York Catholic District School Board's **Multi-Year Strategic Plan**, **the Ontario Catholic Curriculum Policy Documents**, the *Ontario Catholic School Graduate Expectations*, the *York Catholic Communities of Faith* document, as well as the distinctive nature of Catholic education as presented in the Board's **Vision Mission** statement.

SELECTION CRITERIA

It is the policy of the York Catholic District School Board to provide a balanced collection of quality supplementary learning resources in schools which reflect our multi-faceted society and the uniqueness of the school community. Such supplementary learning resources **shall** ~~should~~ support the York Catholic District School Board's ~~21st Century~~ **global** competencies: *Catholic Character, Communication, Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, and Citizenship Discipleship* which are rooted in the *Ontario Catholic School Graduate Expectations* and support the principles of equity acknowledging the diversity of the human experience and the dignity and worth of all persons **especially students from racialized and equity seeking groups**.

York Catholic District School Board acknowledges:

- 1.1 The responsibility to promote the selection, approval and purchase of supplementary learning resources in accordance with the teachings of the Catholic Church.
- 1.2 The selection of supplementary learning resources shall be consistent with the Ministry of Education and Training goals and directives and with the Board's **Vision Mission** statement.
- 1.3 The need to provide a balanced collection of supplementary learning resources in a variety of formats appropriate for the diverse interests, abilities, learning styles and developmental levels of students.
- 1.4 The selection of supplementary learning resources shall promote the spiritual, religious, and moral, ~~cultural, intellectual and social~~ growth of all members of the Catholic Learning Community.
- 1.5 That preference shall be given to Canadian authors, publishers, illustrators and producers, including the perspectives of ~~First Nations Métis Inuit and other~~ **Indigenous, racial and ethno-cultural** groups and their contributions to Canada's heritage, in the selection of supplementary learning resources.
- 1.6 **The selection of supplementary learning resources shall be consistent with the Culturally Relevant and Responsive Pedagogy Toolkit.**
- 1.7 That concerns for a supplementary learning resource may arise despite the careful selection of such.

The following criteria shall be applied when selecting supplementary learning resources to support student achievement:

1. Catholicity

- 1.1 Supportive of the teachings of the Catholic Church, **the Ontario Catholic Curriculum Policy Documents**, the *Ontario Catholic School Graduate Expectations*, the *York Catholic Communities of Faith* document, the Board's ~~21st Century~~ **global** competencies and the

principles of equity.

- 1.2 May be representative of differing viewpoints for the purpose of teaching our students about events and/or actions that have occurred so they are able to think and respond critically as discerning believers formed in the Catholic faith.

2. Content

- 2.1 Pertinent to the curriculum and the objectives of the instructional program.
- 2.2 Accurate, up to date and authoritative in content and relevance.
- 2.3 Reflective of the pluralistic nature of a global society.
- 2.4 Free of bias and stereotype.
- 2.5 Acceptable in literary style and/or technical quality and appropriateness (i.e., font type, size, etc.).
- 2.6 Appropriate for students with varying abilities, developmental levels, interests and learning styles.
- 2.7 Serving a variety of needs and/or curriculum expectations.
- 2.8 Relevant to a Canadian audience (i.e., metric measurements, Canadian spelling, etc.)

3. Cost

- 3.1 Affordable and cost effective based on the number of students (audience) the supplementary learning resource(s) will support and the quantity being purchased.

4. Copyright

- 4.1 Will be used in a manner that is compliant with copyright laws and regulations.

5. Accessible Formats

- 5.1 May include, but are not limited to, large print, recorded audio and electronic formats, braille and other formats usable accessible by persons with disabilities when and where available to support a student with a disability.

6. Terms of Agreement (Contracts)

- 6.1 Has terms of agreement that are acceptable (i.e. student safety and privacy), and will be used in a manner that respects the terms of agreement.

DE-SELECTION CRITERIA

Maintaining supplementary learning resources involves knowledge based expertise of teachers when analyzing data from inventory. This helps to ensure the ongoing development of a balanced, quality supplementary learning resources collection to support subject specific Ontario Ministry Curriculum Expectations, the *Ontario Catholic Curriculum Expectations for Religious Education*, the *Ontario School Catholic Graduate Expectations*, and *York Catholic Communities of Faith* document unique school communities and effective programs.

Inventory and de-selection (commonly referred to as “weeding”) requires the ongoing review of the collection in relation to the curriculum, student needs and interests, representation and identities, as well as available space as outlined in the Culturally Relevant and Responsive Pedagogy Toolkit.

The de-selection or weeding of resources involves the physical removal of resources as well as the updating of catalogue records.

The process of de-selecting or weeding inventory is a key function of assessing the collection and helps to keep supplementary learning resources culturally relevant, responsive, accurate and useful engaging. Additionally, the de-selection and weeding of resources helps to facilitate more effective use of space in the school.

Materials ~~shall~~ should be de-selected when:

- 1.1 They are found to no longer meet the selection criteria.
~~They are offensive or do not positively represent students' identities.~~
- 1.2 They are out of date.
- 1.3 They are unused and likely to remain unused.
- 1.4 They are in poor condition.
- 1.5 They are in an obsolete format.

REQUEST FOR FORMAL RECONSIDERATION OF A SUPPLEMENTARY LEARNING RESOURCE

The communication of an ~~issue and/or~~ concern about a supplementary learning resource or any portion thereof, may be directed to the Principal by the students, staff and/or parents/guardians of students in York Catholic District School Board. ~~Every effort will be made to ensure the integrity of the School and/or Board when decisions are made with respect to the reconsideration of a supplementary learning resource.~~

The following steps are designed to ensure that the focus on student learning remains integral when the reconsideration of a supplementary learning resource ~~process~~ is applied.

SCHOOL LEVEL PROCESS

1. An ~~issue~~/concern about a Supplementary Learning Resource is raised at the school level through the completed submission of the TCH40A (Request for Formal Reconsideration of a Supplementary Learning Resource) form to the Principal by the student, staff and/or parent/guardian, herein referred to as the applicant(s).
2. The Principal and appropriate Staff Member(s) will meet with the applicant(s) to discuss and clarify the ~~issue~~/concern in order to resolve the matter.
NOTE: Local schools shall not unilaterally remove a supplementary learning resource from circulation unless it is a resource that was purchased solely by the individual school and not included on the Trillium List or the YCDSB Elementary Recommended Resource List.
3. The Principal will complete the "Summary" section of the TCH40A after the request and recommendations for the reconsideration of the supplementary learning resource have been discussed with the applicant(s).
4. An alternative "grade/level appropriate" resource **may** be provided by the Principal, in consultation with appropriate Staff, where such an alternative supplementary learning resource is available.
5. If the ~~issue~~/concern cannot be resolved at the local school level, the TCH40A will be forwarded by the Principal to the appropriate Superintendent of Education: School Leadership for review.

BOARD LEVEL PROCESS

1. Upon receipt of the TCH40A, the appropriate Superintendent of Education: School Leadership shall review the request and recommendations with the Principal and convene a Review Committee.
2. The composition of the Review Committee shall be as follows:
 - a) The Superintendent of Education: School Leadership as Chair;
 - b) The Superintendent of Curriculum and Assessment; and,
 - c) One or two Staff members of the Board-level Curriculum and Assessment Department and/or Religious Education Department.

3. The Review Committee may consult other support staff and/or community persons with related professional knowledge, as necessary.
4. The Review Committee shall:
 - a) Review and discuss with the Principal the rationale for the selection and approval of the supplementary learning resource, the request for reconsideration and the response of the school (TCH40A) to the applicant(s);
 - b) Familiarize themselves with the selection criteria for supplementary learning resources as per Policy 319 and the related Independent Procedures;
 - c) Review the supplementary learning resource in question;
 - ~~d) Determine professional acceptance by reading critical reviews of the resource (where available);~~
 - ~~e) Form opinions based on the material as a whole rather than on passages and/or sections taken out of context;~~
 - f) Discuss the supplementary learning resource in question within the context of the curriculum *Ontario Ministry Curriculum, the Ontario Catholic Curriculum Documents, the Ontario School Catholic Graduate Expectations, and the York Catholic Communities of Faith document;*
 - g) Meet with the applicant(s) if elaboration or further information is required;
 - h) Prepare a response to the applicant(s) request for reconsideration of a supplementary learning resource and recommendations regarding the supplementary learning resource in question (TCH40B);
5. The Superintendent of Education: School Leadership and Principal shall advise the applicant(s) of the Review Committee's recommendations, in a timely manner.
6. The recommendations of the Review Committee (TCH40B) shall be given to the Director of Education whose decision is final.



**SCHOOL LEVEL: REQUEST FOR FORMAL RECONSIDERATION OF A
SUPPLEMENTARY LEARNING RESOURCE**

(To be completed by the person submitting the request, herein referred to as the "applicant")

This form with relevant attachments is to be sent to the attention of the School Principal.

Applicant's Name: _____ Phone #: _____

Address _____

City/Town _____ Postal Code: _____

E-mail Address: _____

Name of school: _____

The applicant represents: ☐ Self ☐ Organization or Group

Name of group (if applicable): _____

Title of Supplementary Learning Resource: _____

Author: _____

Publisher: _____ Date of Publication: _____

1. Rationale (specific ~~issue~~/concern) for the reconsideration of the supplementary learning resource. (Add extra pages, if necessary)

2. What alternatives/solutions/strategies would you consider to resolve this ~~issue~~/concern?

Signature: _____ Date: _____

Summary to be completed by the School Principal after the request for reconsideration has been discussed with the applicant.

Signature: _____ Date: _____



**BOARD LEVEL: REPORT RELATED TO A REQUEST FOR FORMAL
RECONSIDERATION OF A SUPPLEMENTARY LEARNING RESOURCE**

(To be completed by the Review Committee Chair)

This form with relevant attachments and the original TCH40A, is to be sent to the attention of the School Principal.

Applicant's Name: _____ Phone #: _____

Name of school: _____

The applicant represents: ☐ Self ☐ Organization or Group

Name of group (if applicable): _____

Title of Supplementary Learning Resource: _____

Author: _____

Publisher: _____ Date of Publication: _____

The Review Committee has reviewed the TCH40A wherein the rationale for the reconsideration of a supplementary learning resource, alternatives/solutions/strategies suggested by the applicant(s) and the School's response to the request for reconsideration ~~has~~ **have** been documented.

The supplementary learning resource requested for reconsideration has been reviewed by the Review Committee.

The Review Committee's response and recommendation(s) are as follows:

The recommendations of the Review Committee have been shared with the Director of Education whose decision is final.

Review Committee Members

Signature of Review Committee Chair

Date

Signature of the Director of Education

Date

c.c. Applicant(s)
Principal



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Facilities	<i>Policy Number</i> 710
<i>Former Policy #</i> 813	<i>Page</i> 1 of 5
<i>Original Approved Date</i> Sept. 27, 1994	<i>Subsequent Approval Dates</i> June 8, 2010 October 28, 2014 TBD

POLICY TITLE: ENVIRONMENTAL EDUCATION: OUR SACRED EARTH

SECTION A

1. PURPOSE

The York Catholic District School Board recognizes its moral responsibility to uphold the two principles of 'sacredness of the earth' and 'living in harmony with God's creation.' The Board shall educate its students to become socially responsible global citizens and maintain learning and working environments which promote a reverence for the environment and encourage sustainability through the effective stewardship of all resources.

The purpose of this policy is to affirm the Board's belief that environmental education and effective stewardship of God's gifts are shared responsibilities of students, parents, staff and community members. This policy provides direction with respect to the implementation of programs and curriculum initiatives that deepen and broaden student engagement and learning about the environment.

2. OBJECTIVE

It is the policy of the York Catholic District School Board to promote learning about environmental issues and solutions. Students, parents, staff and community members **shall be** actively engaged in environmentally responsible practices throughout the education system so that all stakeholders are dedicated to living more sustainably in harmony with God's creation.

3. PARAMETERS

3.1 Environmental education and ecological literacy shall be fostered throughout the Board.

3.2 The Board shall endeavour to enhance the design and integration of

environmentally responsible practices into the effective management of resources, operations and facilities.

- 3.3 The Board shall implement strategies, programs and procedures to protect and conserve the environment, while ensuring that school and workplace environments are safe and healthy.
- 3.4 Regard for the environment shall be one criteria for decision making.
- 3.5 Attention shall be given to environmental principles and energy efficiency in the siting, design, operations and maintenance of all facilities, grounds and equipment.
- 3.6 Where appropriate, staff shall cooperate and support environmental programs developed by local municipalities, agencies and the coterminous Board.

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To set direction that promotes environmental literacy and environmentally responsible practices in the management of resources, operations and facilities as reflected in the Board's Multi-Year Strategic Plan, policies and procedures.
- 4.1.2 To receive and consider reports and related recommendations from Administration regarding environmental education and environmental management practices.

4.2 Director of Education

- 4.2.1 To oversee compliance with the Environmental Education: Our Sacred Earth policy.
- 4.2.2 To provide leadership that supports environmental education as part of every student's learning and that fosters environmentally responsible management practices as reflected in the Board's Multi-Year Strategic Plan.
- 4.2.3 To ensure that appropriate resources are directed towards environmental education and environmentally responsible management practices as reflected in the Board's Multi-Year Strategic Plan.

4.3 Superintendents and Senior Managers

- 4.3.1 To support the Strategic Commitments reflected in the Board's Multi-Year Strategic Plan relating to the effective stewardship of our resources.
- 4.3.2 To support the goals of the Ontario Ministry of Education's *Acting Today, Shaping Tomorrow* framework.
- 4.3.3 To implement strategies, programs and procedures to protect and conserve the environment, while ensuring that school and workplace environments are safe and healthy.
- 4.3.4 To develop environmentally responsible purchasing practices, while considering quality, price and service.
- 4.3.5 To develop processes and procedures that support energy efficiency, maximum building utilization and the design and construction of new facilities and additions to "Green Building" standards.
- 4.3.6 To support the coordination and integration of professional development opportunities related to environmental education and environmentally responsible practices.

- 4.3.7 To increase the capacity of system and school leaders to implement evidence-based environmental education programming, practices and operations.
- 4.3.8 To promote collaboration with community, municipal, regional and provincial representatives to advance environmental education and environmental sustainability.
- 4.3.9 To support staff and students in linking environmental knowledge and related skills and activities to the ~~Catholic ecological teachings of diverse communities, including First Nation, Métis, and Inuit people, Indigenous ways of knowing culture and environmental sustainability~~ and to the principles of responsible citizenship.
- 4.3.10 To maintain a focus on the effective stewardship of God's gifts including living in harmony with creation and reverence for the environment as reflected in the Board's Multi-Year Strategic Plan.

4.4 Principals

- 4.4.1 To promote and sustain an environmentally responsible school climate as reflected in the School Improvement Plan for Student Achievement and Well-Being and in support of the Board's Multi-Year Strategic Plan.
- 4.4.2 To assist teachers with the integration of environmental education across the curriculum and to link Catholic social teachings, environmental knowledge, related skills and activities to program delivery.
- 4.4.3 To support staff and students in making connections to the principles of socially responsible global citizenship.
- 4.4.4 To provide environmental leadership and learning opportunities for students, staff, parents and community members.

4.5 Teachers

- 4.5.1 To use relevant environmental education curriculum resources to promote Catholic social teachings and to support curricula as appropriate.
- 4.5.2 To increase student engagement and learning by fostering active participation in environmental projects within the school, Board and community or on a global level where applicable and/or appropriate.
- 4.5.3 To provide students with opportunities to develop the necessary skills critical thinking ~~skills and knowledge of in environmental~~ systems to become discerning believers and socially responsible global citizens.

4.6 Parents

- 4.6.1 To participate in opportunities which promote Catholic social teachings and sustain positive environmental habits in their homes and communities.
- 4.6.2 To consider ways for their child(ren) to become involved with environmental issues within their communities and/or on a global level.
- 4.6.3 To support the school's efforts with the promotion and sustainability of environmentally responsible practices and learning opportunities.

4.7 Students

- 4.7.1 To acquire the knowledge, skills and perspectives that foster a Christian understanding of their fundamental connections to each other, to the world around them, and to all living things created by God.
- 4.7.2 To enrich their learning by participating in environmental projects or addressing environmental issues in their school, home, community or at the global level.
- 4.7.3 To consider environmental impact when making decisions.

5. DEFINITIONS

5.1 Environment

Everything which makes up our surroundings and affects our ability to live on the Earth. The natural world which sustains all people, plants and animals.

5.2 Environmental Education / Ecological Literacy

Education about the environment, for the environment and in the environment that promotes an understanding of rich and active experience in, and an appreciation for the dynamic interactions of:

5.2.1 The Earth's physical and biological systems.

5.2.2 The dependency of our social and economic systems on these natural systems.

5.2.3 The scientific and human dimensions of environmental issues.

5.2.4 The positive and negative consequences, both intended and unintended, of the interactions between human created and natural systems.

5.3 Environmental Stewardship

The philosophy and accompanying actions of valuing and protecting God's creation as something held in trust for future generations.

5.4 Environmental Sustainability

The long-term maintenance of ecosystems and other environmental systems for the benefit of future generations.

6. CROSS REFERENCES

[*Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools*](#)

[*Ontario Catholic School Graduate Expectations*](#)

[*Ontario Curriculum Grades 1-8, Environmental Education: Scope and Sequence of Expectations*](#)

[*Ontario Curriculum Grades 9-12, Environmental Education: Scope and Sequence of Expectations*](#)

Ready, Set, Green Tips, Techniques and Resources from Ontario Educators
[*Shaping our Schools, Shaping our Future: Environmental Education in Ontario Schools*](#)

YCDSB Policy 802 [Purchasing, Lease & Rental of Goods & Services](#)

YCDSB Guideline - [Purchasing Reference Guideline](#)

YCDSB Independent Procedure - [Selection of Architects](#)

Approval by Board	June 8, 2010 <i>Date</i>
Effective Date	June 8, 2010 <i>Date</i>
Revision Dates	October 28, 2014 <i>Date</i>
Review Date	October 2019 <i>Date</i>

DRAFT

YORK CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE
REPORT NO. 2022: 07

To: Regular Board Meeting

June 21, 2022

A meeting of the Special Education Advisory Committee was held on **June 13, 2022** virtually over Google Meet at 7:00 p.m.

PRESENT:

Committee Members:	N. Byrne, J. Gamboa, S. Gatti, M. Iafrate, D. Legris, J. Man, L. Paluzzi, J. Wigston, N. Welch
Association Representatives:	F. Di Marco, M. Oyston
Administration:	D. Candido, L. Lausic, E. Miceli-Bush
Regrets:	A. Cabraja, D. Giuliani, N. Lai, E. Morgillo,
Recording	C. Mong
Guests:	L. Cappello, <i>ASD Consultant, YCDSB</i> Y. Karunaratne, <i>ABA Specialist, YCDSB</i> C. Medeiros, <i>CDA, YCDSB</i> J. Pellegrino, <i>ASD Teacher, YCDSB</i> M. Prinzo, <i>Mental Health Lead, YCDSB</i> M. Rapallo-Ferrara, <i>Literacy Consultant, YCDSB</i> K. Tutty-Smith, <i>Hearing Program Consultant, YCDSB</i>

1. ACTION ITEM(S):

THAT the YCDSB SEAC Letterhead is endorsed by Board

2. CORRESPONDENCE:

- Kawartha Pine DSB: Nursing Shortage
- MOE response to Catholic DSB of Eastern Ontario SEAC
- Near North DSB: Equitable Access

3. PRESENTATIONS/DISCUSSIONS/INFORMATION:

- ILIT program
- ASD focused role pilot project update
- SEAC letterhead Samples feedback/ideas (poll)
- Community Engagement feedback/ideas
- Special Education Plan
- PAaC Resources
- Policy 208
- Special Education plan of action and programs for 2020-2022 and beyond

4. ASSOCIATION REPORTS:

- Community Living York South: [E Connector](#)

5. ITEMS FOR FUTURE AGENDA:

- CADDAC Presentation
- De-stream update

6. NEXT MEETING: September 19, 2022

J. WIGSTON, CHAIR, SEAC



Special Education Advisory Committee of the York Catholic District School Board



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

Tel: 905-713-1211, 416-221-5050, 1-800-363-2711. Automated Lines: 905-713-1211, 416-221-5051

Fax 905-713-1272 www.ycdsb.ca

DRAFT

Mission Statement

Guided by Gospel values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.

Vision Statement

Our students will become creative and critical thinkers who integrate Catholic Values into their daily lives, as socially responsible global citizens.

Core Values



Strategic Commitments

Integration of Our Catholic Faith

Continuous Improvement of Student Achievement

Effective Use of Our Resources

Engaging Our Communities

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

REPORT TO: Board of Trustees
FROM: Administration
DATE: June 21, 2022
REPORT: Special Education Plan 2022

BACKGROUND:

In accordance with regulation 467/97 made under the Education Act, the Board ensures SEAC's involvement in the annual review of the Board's Special Education Plan.

The Special Education Plan was updated by Student Services staff to reflect any changes for the 2021-2022 School Year. The 2021-2022 Special Education Plan will be posted on the Board's website.

(The draft plan was sent to the Board of Trustees in a separate email).

RECOMMENDATION:

THAT the Board endorses the Special Education Plan (June 2022) for submission to the Ministry of Education.

Prepared and Submitted By: D. Candido, Superintendent of Education: Exceptional Learners

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees
FROM: Administration
DATE: June 21, 2022
RE: Good Shepherd Temporary Access - Update

EXECUTIVE SUMMARY

The intent of this report is to provide the Board with an update regarding the short term disruption to the access at Good Shepherd CES planned for July/August 2022. To proceed with its residential construction, the adjacent landowner (Tricap Properties) is required to upgrade the current driveway servicing Good Shepherd, to a municipal road standard. Due to the extent of work required, school access to 2nd Concession will be restricted during construction, and an alternate access point has been proposed in the interim.

Administration continues to work with Tricap, and staff from the Town of East Gwillimbury and Region of York to make final arrangements for a temporary driveway to ensure access to Good Shepherd is maintained during construction.

BACKGROUND

The developer adjacent to Good Shepherd CES is upgrading the municipal road (hereafter referred to as ‘Street D’) which links the school with 2nd Concession. The work will include the installation of underground services, sidewalks, curbs, line painting, lighting etc. The work is being planned for July/August 2022 during which time, access to the current driveway will not be available.

Administration has advised Tricap that a suitable temporary access during July and August is required for the childcare centre, maintenance/facilities staff as well as fire access required by the Town of East Gwillimbury.

At the April 5, 2022 Corporate Services Committee meeting, Administration provided Trustees with a proposed temporary access to Mount Albert Road along the east side of the property. Underground locates completed in May identified that the location of the underground geothermal bed that provides heating/cooling for the school does not allow for the temporary road as originally proposed. An alternate location is now proposed along the west side of the property.

TEMPORARY ACCESS ROUTE

A revised layout illustrating the temporary access to Mount Albert road is attached as Appendix 1. The temporary road will be located on the west side of the school yard to provide access from Mount Albert Road to the hard surface play area at the rear of the school. Once on the hard surface, vehicles will be directed eastward to connect with the existing parking lot on the east side of the school. Appropriate signage will be installed to direct vehicles on site.

PROJECT TIMELINES

June 30 - Tricap to have obtained all approvals (Town of East Gwillimbury, Region of York)

July 4 to July 10 - Construction of Temporary road (Existing school driveway to remain open)

July 11 to August 21 - Existing school driveway closed to traffic

August 24 - Existing school driveway (new municipal road) to be reopened for use by the school and childcare

August 24 to August 28 - Restoration of school yard including the removal of the temporary driveway, resodding, asphalt repair etc...)

Tricap will be responsible for all works required on Board property including earthworks, placement and removal of granular materials, fencing removal and replacement, and restoration of soft surface upon completion. Tricap will also be required to ensure the temporary access satisfies all Municipal/Regional requirements including but not limited to traffic management along Mount Albert Road. Tricap has committed to paying all costs incurred by the Board as identified above. Appropriate securities will be held to ensure that Tricap fulfils its obligations as outlined.

The specifics of the arrangements will be included in a temporary access agreement to be signed by both parties.

CONTINGENCY PLANNING FOR SEPTEMBER

In the event that construction of Street D extends into September, additional precautions and arrangements will be made to ensure the safe movement of vehicles and buses throughout the school day. Precautions may include the provision of a 'pay duty' officer to manage traffic onto the school property at Mount Albert Road, separation of cars and school buses, additional signage and fencing to ensure the safety of students and staff of Good Shepherd.

It is anticipated that the requirement for any additional safety measures will become more clear later into the summer. If necessary, communication with school staff, childcare staff and parents will be arranged prior to the first day of school.

SUMMARY

Tricap Properties is required to upgrade Good Shepherd's current driveway to a municipal standard as part of their subdivision conditions of draft plan approval. Once complete, the new road will be a benefit to the Board. Tricap has advised that the work can be completed during July/August 2022.

Administration will be entering into a formal agreement with Tricap for a temporary driveway to Mount Albert Road be constructed and maintained that will ensure access to the school and childcare centre is uninterrupted and meets all safety requirements throughout the time required to reconstruct Street D. Further updates will be brought to the Board as required.

ATTACHMENTS

Appendix 1 - [Temporary Access Route](#)

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

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Consultants

Legend

- PROPERTY LINE
- EXISTING FIRE ROUTE
- EXISTING HYDRANT
- EXISTING CATCH BASIN
- EXISTING STORM SEWER
- EXISTING SANITARY SEWER
- EXISTING WATERMAIN
- EXISTING GAS
- EXISTING OVERHEAD HYDRO
- EXISTING GUARDRAIL
- EXISTING GROUND SOURCE HEATING SYSTEM
- PROPOSED TEMPORARY ACCESS PATH

Notes

TOPOGRAPHIC SURVEYOR:

TOPOGRAPHIC SURVEY PREPARED BY: KRCMAR SURVEYORS LTD.
DATED: JULY 12, 2021

AERIAL IMAGERY:

AERIAL IMAGERY OBTAINED FROM: YORKMAPS
REGIONAL MUNICIPALITY OF YORK
TAKEN IN 2021

A	ISSUED FOR CLIENT REVIEW	BS	NT	22.06.13
Issued		By	Appd.	YY.MM.DD

Client/Project

YORK CATHOLIC DISTRICT SCHOOL BOARD

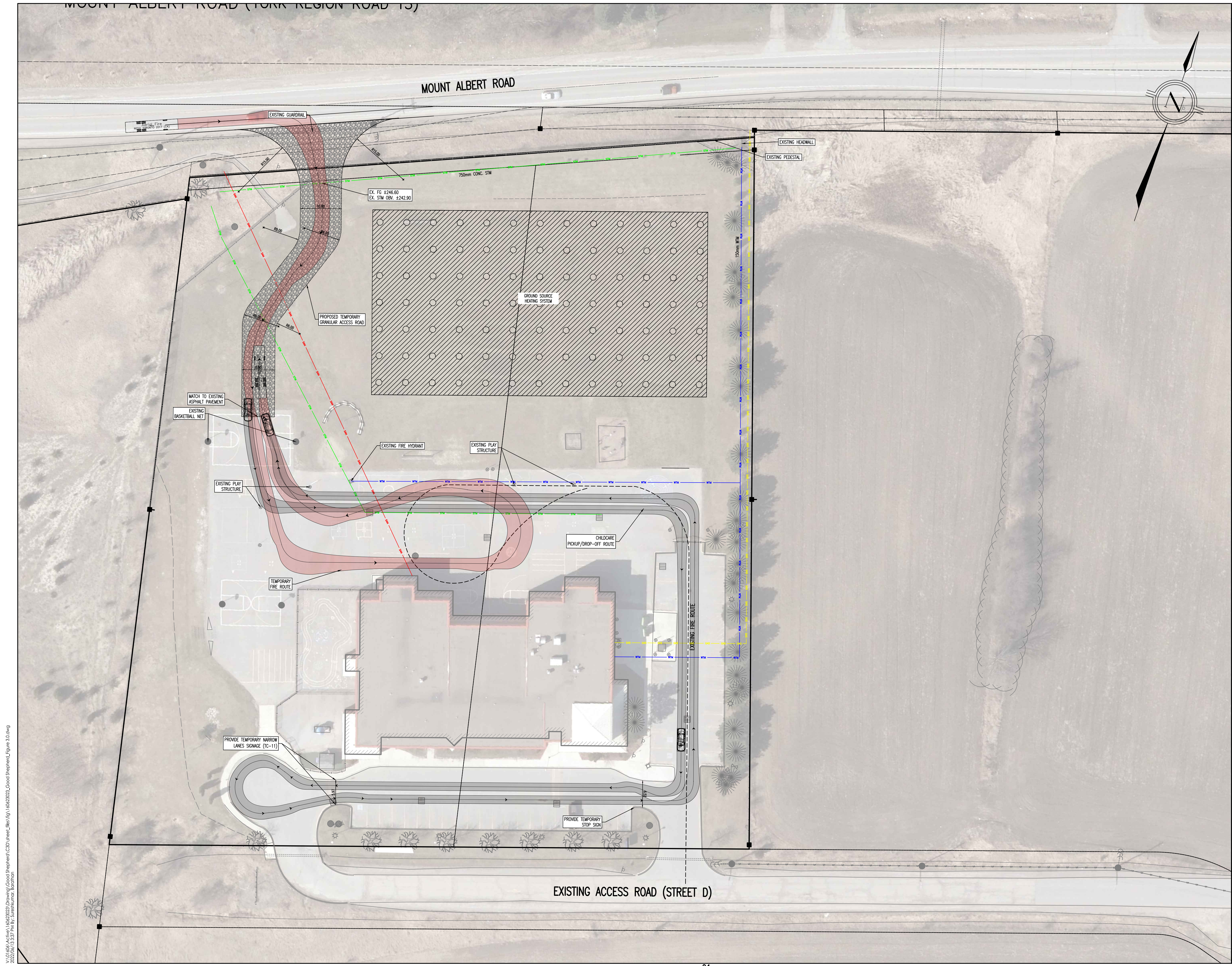
GOOD SHEPHERD
CATHOLIC ELEMENTARY SCHOOL
19112 2ND CONCESSION ROAD, EAST GWILLIMBURY, ON

Title

TEMPORARY ACCESS ROUTE
LAYOUT AND CONSTRAINTS PLAN

Project No.	Scale
160623023	1:400
Drawing No.	Sheet
	Revision

FIGURE 3.0



York Catholic District School Board

2022-23 Estimates Budget Book Operating Revenue & Expenses

June 21, 2022



Mission Statement

Guided by Gospel values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.

Vision Statement

Our students will become creative and critical thinkers who integrate Catholic Values into their daily lives, as socially responsible global citizens.

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Core Values



Strategic Commitments



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1. Budget Process

1.1. York Catholic District School Board (YCDSB) Budget Process

The 2022-23 Budget is based on the the 2021-22 Revised Estimates and updated with financial information taking into consideration the following factors:

- 2022-23 Grants for Student Needs and Ministry funding announcements
- Multi-Year Strategic Plan (MYSP)
- Trustees' feedback
- Parents/Guardians and community groups input
- Input from board staff

YCDSB is committed to supporting student success and well-being in a Catholic learning environment while ensuring fiscal accountability through effective and efficient management of resources.

The Board's budget plan is an integral part of the Multi-Year Strategic Plan which identifies four commitments to our stakeholders: Integration of Our Catholic Faith, Continuous Improvement of Student Achievement, Effective Use of Our Resources, and Engaging Our Communities. These commitments steer decision-making for budget development.

Engaging parents/guardians and community stakeholders is important to the Board as we develop the 2022-23 Operating Budget. Parents/guardians and community groups were invited to the budget meetings in May and June to give presentations as well as submit their input and suggestions.

1.2. Budget Parameters and Assumptions

For financial reporting purposes, the Board's annual budget is divided into two parts:

- The Operating Budget is the primary focus of the annual budgeting process and the focus of this report. The Operating Budget revenues, expenses and compliance items will determine the Board's financial compliance position as defined by the Ministry.
- The Capital program grants and other grants/revenues with offsetting expenses (self-sustaining programs) are reported separately. The revenues from these programs are fully offset by equal expenses, resulting in a nil impact to the Board's financial position.

Note that all financial summaries are subject to changes that may be necessary to complete the Ministry electronic filing in EFIS of the 2022-23 Estimates. Any material changes will be brought back to Board. The Ministry deadline to submit the 2022-23 Estimates is June 30, 2022.

2. 2022-23 Overview

2.1. YCDSB Overview

The YCDSB provides a safe and caring environment in which our students have opportunities to grow intellectually, physically, spiritually and socially.

At present, our strong YCDSB community is comprised of:

- Approximately 50,000 Students (31,000 Elementary and 19,000 Secondary)
- 101 Schools (16 Secondary and 85 Elementary)
- 10 Trustees + 2 Student Trustees
- Approximately 5,700 dedicated staff members + supply support staff

We are focused on and guided by our Mission, Vision, Core Values and Strategic Commitments:



YCDSB continues to be widely recognized as one of the top performing elementary and secondary school systems in the province. The Board of Trustees and the Board's Leadership Team is continuously focused on student achievement. Furthermore, YCDSB recognizes that equity of opportunity and equity of access to the full range of programs, and the delivery of services and resources, are critical to the achievement of successful outcomes for those served by our school system, as well as for those who serve our system.

2.2. YCDSB 2022-23 Fiscal Environment

All district school boards in Ontario receive the majority of their funding from the Ministry of Education (the "Ministry") which uses a funding model that is largely based on student enrolment. YCDSB, like many school boards in the province, has experienced declining enrolment in recent years due to changing demographics.

Grants for Student Needs (GSN) funding announcement for 2022-23 school year was made by the Ministry of Education on February 17, 2022 and includes the following sector-wide allocations and changes:

- New Supplemental Broadband Network Operations funding to support access to quality online learning opportunities for all students
- Increased and enveloped Supporting Student Mental Health funding to support student mental health to foster the continued learning and wellbeing of students

- New Local Special Education Priorities Funding to enhance support for students with special education needs (previously provided through Priorities and Partnerships Funding (PPF)) to address local priorities such as additional educational and/or professional/paraprofessional staff
- New enveloped Mental Health and Well-Being funding to foster resilience and mental well-being for students and support the use of evidence-based mental health programs and resources
- Additional enveloped Special Equipment Amount (SEA) for Assistive Technology to support more assistive technology for students with special education needs
- Labour benchmarks provided in the Technical Paper for 2021-22 and 2022-23 increased by 1% for salaries and 0.84% for benefits, the Board has calculated a labour provision of \$5.2M to be included in the Board's budgeted expenses for 2022-23.
- Labour and non-staff benchmark updates including 5.45% increase in School Operations Benchmark (2.3% for commodity price increase and 3.15% for running ventilation systems longer)

2022-23 Ongoing grant changes:

- School Operations Allocation - fourth year of the five-year phase-in of updates to the Supplementary Area Factor, for base school facility operations within the School Facility Operations and Renewal Grant, to reflect a secondary class size of 23
- Pupil Foundation Grant (Secondary Staffing) – Online learning funding methodology changed funded average credit load per pupil split between in-person (7.35 Class size 23) and online (0.15 Class size 30)
 - Reflects requirement to have two online credits to graduate starting with cohort entering Grade 9 in September 2020
 - Split for online portion will continue to increase, but the Ministry has stated that the planning assumption may be reviewed based on experience and policy objectives

2022-23 Temporary/One-time grants:

- One year COVID-19 Learning Recovery grant for learning recovery, the implementation of the first year of a fully de-streamed Grade 9, the delivery of remote learning, supports for special education and enhanced cleaning standards. School boards are required to provide the option for remote learning in 2022-23 and are permitted to establish one virtual school per panel based on local demand. Funding can support the hiring of principals, vice-principals, school-based administrative support and IT support
- Continued Supports for Students Funding (SSF) for 2022-23 after which funding will be subject to labour negotiations
- Continued time-limited Recent Immigrant Supplement introduced for the 2021-22 school year is extended to 2022-23 to address the financial implications of the

extraordinary and temporary decline in recent immigrant enrolment as a result of the COVID-19 pandemic

GSN Movements from Priorities and Partnerships Funding (PPF) into GSN:

- Enveloped FSL Areas of Intervention to help the English-language school boards enhance FSL focused supports for educational staff and enrich the FSL learning environments and opportunities available to all students
- Well-being and Positive School Climates Allocation to support school boards in meeting local needs and priorities that promote and support well-being and inclusive education, including strengthening positive school climates
- Parents Reaching Out supports school boards to work with their Parent Involvement Committees (PICs) in order to lead initiatives that address local parent needs and/or remove barriers that prevent parents from participating and engaging fully in their children's learning and educational progress
- Teacher Learning and Innovation to enable school boards to support teacher collaboration, responsive learning and sharing of effective practices within schools, within school boards and across the province

2022-23 Priorities and Partnerships Funding (PPF) sector-wide includes:

- Tutoring Supports to address the impacts of COVID-19
- Math Strategy to continue to support student math performance
- Summer Learning for Students with Special Education Needs to deliver transition programs and additional staffing during the summer for students with special education needs
- Early Intervention in Math for Students with Special Education Needs to support implementation of early interventions in Math for students with special education needs
- De-streaming Implementation Supports to support the implementation of de-streamed Grade 9
- Other - Entrepreneurship Education Pilot Projects, Health Resources, Training and Supports, Skilled Trades Bursary Program, Special Education AQ Subsidy

2.3. Challenges, Risks & Opportunities

The following are some of the identified challenges, risks and opportunities for the Board:

- The cost of absenteeism (replacement supply costs) projections, where it has created significant budget pressures, incorporated in the Estimates may differ from actual experience or costs
- COVID-19 pandemic-related assumptions (school operating models, government and medical health direction, etc.)
- Actual enrolment in September and related impact to staffing structure
- The Board's profile as a declining enrolment board will require the Board to employ different strategies to manage the allocation of resources in a declining enrolment fiscal reality
- Class size as an area of focus with recent changes to grants
- Implementation of Employer Life Health Trust (ELHT) has resulted in a permanent annual reduction approximating \$4.4M in benefits funding
- Increases in costs without increases in funding in all areas
- Special Education is subject to decreased funding (resulting from the Board's declining enrolment)
- The Board has approximately 10,000 excess pupil places (capacity) which continues to grow due to declining enrolment and the Ministry mandated moratorium on Pupil Accommodation Reviews
- External conditions affecting Board operations, immigration, interest, community partnerships and use of schools

2.4. YCDSB Leadership

The YCDSB is governed by a Board of Trustees (Chair, Vice-Chair, eight Trustees) and led by the Board's Director of Education and Secretary of the Board. There are also two Student Trustees.

2.5. Leadership Overview

The Director's Office is responsible to provide leadership for growth in student achievement and well-being as well as leadership in the growth and success of the organization. The Director has leadership responsibilities for implementing the elected Board's Multi-Year Strategic Plan (MYSP) and for developing and maintaining an effective organization with programs and services that operationalize the Board's policies. Along with the Associate Director, the Director provides leadership to eighteen service areas in charge of Budget Units:

- Leadership Office (4):
 - a. Director's Office
 - b. Communications
 - c. Human Rights and Equity
 - d. Associate Director

- Instructional areas (8):
 - a. Academic (6)
 - b. Curriculum and Continuing Education
 - c. Student Services

- Corporate Support Services (6):
 - a. Corporate Finance
 - b. Human Resources
 - c. Information Technology
 - d. Planning and Operations
 - e. Plant and Accommodation
 - f. International Education

Note: The comparative information (2021-22 Revised Estimates) have been restated as per the current classification when appropriate (such as a restructuring).

2.6. YCDSB Operating Budget at a Glance

The projected in-year deficit of \$5.6M is mainly attributed to supply costs, ELHT underfunding and Special Education deficit.

Table 1 – YCDSB Operating Budget at a Glance

(\$ millions)	2021-22 Revised Estimates	2022-23 Estimates	Change \$
<u>Operating Revenue</u>			
GSN Funding excluding Capital	577.1	586.9	9.8
PPF and Other Grants/Programs	15.7	5.9	(9.8)
<u>Other Revenue</u>			
Continuing Education	7.4	7.4	-
International Student Fees	2.1	2.1	-
Other Miscellaneous Revenue	5.9	5.7	(0.2)
Total Other Revenue	15.4	15.2	(0.2)
Total Operating Revenue (excl. POD)	608.2	608.0	(0.2)
<u>Operating Expenses</u>			
Salaries and Benefits	555.0	543.9	(11.1)
Other Expenses	65.8	69.7	3.9
Total Operating Expenses	620.8	613.6	(7.2)
Compliance In-Year Position before POD	(12.6)	(5.6)	7.0
Proceeds of Disposition	6.0	-	(6.0)
Compliance In-Year Position after POD	(6.6)	(5.6)	1.0

2.7. Ministry Compliance Summary

The following table is a summary of the YCDSB 2022-23 Budget including both Operating and Non-Operating revenue and expenses:

Table 2 – Ministry Compliance Summary

(\$ millions)	2022-23 Operating	2022-23 Non-Operating	2022-23 Total
Revenues:			
GSN, PPF, Other Grants and Revenues	608.0	81.6	689.6
Compliance Adj-School Generated Funds	-	(13.0)	(13.0)
Compliance Adj-Revenues for Land	-	(18.0)	(18.0)
Compliance Revenues	608.0	50.6	658.6
Expenditures:			
Salaries and Benefits	543.9	-	543.9
Other Expenses	69.7	63.3	133.0
Expenditures before Compliance Adjustments	613.6	63.3	676.9
School Generated Funds	-	(13.0)	(13.0)
Interest Compliance Adjustment	-	0.3	0.3
Compliance Expenditures	613.6	50.6	664.2
Compliance In-Year (Deficit) / Surplus	(5.6)	-	(5.6)
Note (1) Non-Operating Details:			
(\$ millions)	Revenues	Expenses	Net
Capital	2.3	2.3	-
Education Development Charges	18.1	0.1	18.0
Debenture Interest	10.3	10.0	0.3
Deferred Capital Contributions	37.9	37.9	-
School Generated Funds	13.0	13.0	-
Total Non-Operating	81.6	63.3	18.3
Compliance Adj-School Generated Funds	(13.0)	(13.0)	-
Compliance Adj-Revenues for Land	(18.0)	-	(18.0)
Compliance Adj-Interest	-	0.3	(0.3)
Total	50.6	50.6	-

The annual Compliance adjustments result from the provincial implementation of Public Sector Accounting Standards (PSAB) and the capital wrap up for school boards. After over a decade of transitional impacts, there is one item left in the Board's Accumulated Surplus/Deficit balance:

- Accrued interest of \$0.3M representing the timing difference between payment of interest vs interest amount owing at year-end.

In addition the annual compliance is also adjusted for School Generated Funds, \$13M, in the Board's consolidated financial statements on a PSAB basis for accounting purposes and is excluded in the Board's compliance results.

2.8. Accumulated Financial Position

The projected Accumulated Surplus available is \$11.5M after incorporating the projected 2021-22 in-year deficit of \$0.4M. This balance assumes use of approved Proceeds of Disposition of \$6M and \$4.1M pending approval.

Table 3 – Accumulated Surplus/(Deficit)

	Assuming 21/22 POD Approval (1)			To be Reported to Ministry	
(\$ millions)	2020-21 Actuals	2021-22 Forecast	2022-23 Estimates	2021-22 Revised Estimates	2022-23 Estimates
In-Year Surplus/(Deficit)	(0.5)	(0.4)	(5.6)	(6.6)	(5.6)
Operating Allocation (GSN Revenue)	577.9	578.4	587.9	578.4	587.9
Ending Accumulated Surplus	17.4	17.0	11.5	10.8	5.3
Accumulated Surplus as a % of Operating Allocation	3.0%	2.9%	2.0%	1.9%	0.9%
In-Year Surplus/(Deficit) as a % of Operating Allocation	-0.1%	-0.1%	-0.9%	-1.1%	-0.9%

The Ministry of Education permits school boards to incur an in-year deficit if the following conditions are met:

- The in-year deficit is less than 1% of its operating funding allocation.
 - The projected operating funding allocation for YCDSB is \$587.9M; 1% of this amount \$5.9M. The projected deficit of \$5.6M is below this amount and therefore, compliant with the Ministry's requirement.
- The Board has an Accumulated Surplus balance available from the prior year
 - The estimated Accumulated Surplus from 2021-22 school year is \$17.0M which is sufficient for the projected 2022-23 in-year Deficit of \$5.6M.
- The Board submits a deficit elimination plan which indicates the Board will return to a balanced in-year position within two years (i.e. a school board can have a deficit in Year 1 and Year 2 but must return to a balanced position in Year 3).
 - The deficit elimination plan must be submitted as part of the Board's EFIS submission for the 2022-23 Estimates (Budget) and is required to be approved by the Board of Trustees.

2.9. Summary

The 2022-23 Preliminary Financial Position presented is a compliant in-year deficit of \$5.6M.

3. Enrolment

3.1. 2022-23 Enrolment Overview

The change in demographics and the COVID-19 pandemic have negatively impacted enrolment for all school boards both for domestic and international students. Below are the projected 2022-23 enrolment figures based on Average Daily Enrolment (ADE):

Table 4 – 2022-23 Enrolment Overview

	Average Daily Enrolment			
	2021-22 Revised Estimates	2022-23 Estimates	Change	Change %
Elementary				
Junior Kindergarten	2,248	2,094	(154)	(7%)
Senior Kindergarten	2,576	2,337	(239)	(9%)
Subtotal Kindergarten	4,824	4,431	(393)	(8%)
Grades 1-3	9,093	8,680	(413)	(5%)
Grades 4-6	10,638	10,308	(330)	(3%)
Grades 7-8	7,629	7,374	(255)	(3%)
Pupils of the Board	32,184	30,793	(1,391)	(4%)
International Students	23	36	13	57%
Total Elementary Day School	32,207	30,829	(1,378)	(4%)
Secondary				
Grades 9-12	18,135	18,478	343	2%
High Credit	4	3	(1)	(25%)
Pupils of the Board	18,139	18,481	342	2%
International Students	104	84	(20)	(19%)
Total Secondary Day School	18,243	18,565	322	2%
TOTAL ENROLMENT	50,450	49,394	(1,056)	(2%)

4. Revenue Overview

The funding overview table below includes the Ministry's GSN funding and the Board's other sources of revenue excluding School Generated Funds, Capital/Other Revenue (Proceeds of Disposition/Education Development Charges):

4.1. Funding Overview

Table 5 – Funding: 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ millions)	2021-2022 Revised Estimates	2022-2023 Estimates	Change \$
Grants for Student Needs (GSN)			
Pupil Foundation Grant	283.5	280.9	(2.6)
School Foundation Grant	36.2	36.7	0.5
Special Education Grant	70.7	70.1	(0.6)
Language Grant	14.7	14.8	0.1
Indigenous Education Grant	4.3	4.3	-
Geographic Circumstances Grant (RNEF and RRA)	0.1	0.1	-
Learning Opportunities Grant	7.2	7.3	0.1
Mental Health and Well-Being Grant	1.6	2.4	0.8
Supports for Students Fund	5.3	5.4	0.1
Continuing Education and Other Programs Grant	4.9	4.9	-
Cost Adjustment & Teacher Qualifications & Exp	56.4	59.6	3.2
ECE Q&E Allocation	2.4	2.5	0.1
New Teacher Induction Program Allocation	0.3	0.3	-
Student Transportation Grant	19.4	19.4	-
Declining Enrolment Adjustment	3.4	3.6	0.2
School Board Administration and Governance Grant	15.8	15.8	-
Restraint Savings Allocation	(0.5)	(0.5)	-
Trustee Association Fee	0.1	0.1	-
Program Leadership Allocation	1.0	1.0	-
School Facility Operations	50.8	51.1	0.3
Community Use of Schools Allocation	0.7	0.7	-
COVID-19 Learning Recovery Fund	-	7.2	7.2
Debt Service Support	0.2	0.2	-
Total Operating Education Funding Grants	578.5	587.9	9.4
Minor Tangible Capital Assets (TCA) (capitalized op'g exp)	(1.5)	(1.0)	0.5
GSN Revenue - ST Interest	0.2	0.2	-
GSN Before Debt Grants & Cap'd Op'g Exp & Def Rev	577.2	587.1	9.9
Transfer to/from Deferred Revenue	(0.1)	(0.2)	(0.1)
TOTAL GRANTS FOR STUDENT NEEDS	577.1	586.9	9.8
Other Revenue			
Proceeds of Disposition	6.0	-	(6.0)
International Student Tuition	2.1	2.1	-
Continuing Education Revenue	7.4	7.4	-
Other Operating Grants/Programs	15.7	5.9	(9.8)
Miscellaneous Revenue	5.9	5.7	(0.2)
Total Other Revenue	37.1	21.1	(16.0)
TOTAL REVENUE	614.2	608.0	(6.2)

Note: 2021-22 Revised Estimates Total Revenue, \$614.2M, includes operating revenue of \$608.2M and \$6.0M POD

4.2. Continuing Education

Table 6 – Continuing Education: 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ millions)	2021-22 Revised Estimates	2022-23 Estimates	Change \$
MCCSS* - Adult Non Credit Language Learning	7.1	7.1	-
Fees:			
ESL	0.2	0.2	-
General Interest	0.1	0.1	-
Total Other Fees	0.3	0.3	-
TOTAL	7.4	7.4	-

*Ministry of Children, Community and Social Services, Citizenship and Immigration Division

4.3. Miscellaneous Revenue

Table 7 – Miscellaneous Revenue: 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ millions)	2021-22 Revised Estimates	2022-23 Estimates	Change \$
Rental Revenue	2.5	2.7	0.2
Community Use Rental Revenue	0.8	1.5	0.7
Cafeteria Income	-	-	-
Interest Revenue	0.3	0.3	-
Energy Incentives	0.4	0.1	(0.3)
Solar Project	0.3	0.3	-
OSBIE Rebates	0.5	0.5	-
Other	1.1	0.3	(0.8)
TOTAL	5.9	5.7	(0.2)

4.4. Capital Grants

The Ministry continues its multi-year capital funding allocations designed to target board identified capital needs. The primary means for funding new construction is the Capital Priorities Grant while School Renewal and School Condition Improvement funding help address high and urgent renewal needs and facility condition. Time limited COVID-19 Resilience Infrastructure Stream funding has been provided by the federal and provincial governments to improve ventilation and optimize air quality, promote health & safety and enhance physical distancing. In addition, the ministry provides funding to create new licensed child care spaces, meet enrolment demands through temporary accommodation and build additions. Land purchases are funded by Education Development Charges. The Board may also access Proceeds of Disposition for School Condition Improvement costs and for other purposes with Ministry approval.

Table 8 – Capital Grants Funding Summary

(\$ millions)	2022-23 Opening Balance	2022-23 Allocation	Total Allocation Available	2022-23 Expenditures	2022-23 Closing Balance
School Renewal Allocation (SRA)	2.5	6.7	9.2	8.9	0.3
School Condition Improvement (SCI)	4.9	12.5	17.4	17.4	-
Temporary Accommodation Grant (TAG)	-	0.1	0.1	0.1	-
Capital Priorities (CP)	6.3	9.7	16.0	6.0	10.0
Capital Priorities - Land (CPL)	-	-	-	-	-
Child Care Capital (CCC)	2.2	1.7	3.9	2.2	1.7
Full Day Kindergarten (FDK)	1.5	-	1.5	1.5	-
School First Child Care (SFCC)	2.3	-	2.3	1.9	0.4
COVID-19 Resilience Infrastructure Stream (CVRIS)	0.2	-	0.2	0.2	-
Total Ministry Funding	19.9	30.7	50.6	38.2	12.4
Proceeds of Disposition (POD)	59.1	-	59.1	5.1	54.0
Education Development Charges (EDC)	16.9	8.1	25.0	18.1	6.9
Total Board/Other Funding	76.0	8.1	84.1	23.2	60.9
TOTAL CAPITAL FUNDING	95.9	38.8	134.7	61.4	73.3

Revenue Recognition: Capital is funded through Ministry Grants and Board/Other Funding and can be spent on Tangible Capital Assets (TCA) or Non-TCA expenses. Ministry Capital spent on depreciable tangible capital assets are recognized as revenue through the amortization of assets or Deferred Capital Contributions (DCC). Ministry Capital spent on non-TCA and Board/Other funding is recognized as revenue in the year it is spent. In the case of Education Development Charges where funds are not sufficient to cover land purchases/expenses, a capital deficit will exist.

5. Expense Overview

Expenses are comprised of Salaries and Benefits, Non-Labour Expenses, expenditures funded through PPF, Other Grants and Programs, and Ministry Compliance Adjustments EFB-Retirement Gratuities. These tables exclude School Generated Funds (SGF), Capital Debt, Capitalized Expenditures and Amortization.

Table 9 – Total Operating Expenses: 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	465,456	461,726	(3,730)	(1%)	5,834.3	5,675.1	(159.2)
Salaries-Discretionary Release Time	1,241	869	(372)	(30%)	-	-	-
Benefits	78,535	77,702	(833)	(1%)	-	-	-
Salaries and Benefits Total	545,232	540,297	(4,935)	(1%)	5,834.3	5,675.1	(159.2)
Expenses							
Expenses	59,812	67,335	7,523	13%	-	-	-
Expenses Total	59,812	67,335	7,523	13%	-	-	-
Grand Total	605,044	607,632	2,588	0%	5,834.3	5,675.1	(159.2)

Table 10 – Total PPF and Other Grants/Programs Expenses: 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	8,300	2,818	(5,481)	(66%)	48.4	13.0	(35.4)
Salaries-Discretionary Release Time	190	100	(90)	(47%)	-	-	-
Benefits	1,213	638	(575)	(47%)	-	-	-
Salaries and Benefits Total	9,702	3,556	(6,146)	(63%)	48.4	13.0	(35.4)
Expenses							
Expenses	6,019	2,389	(3,630)	(60%)	-	-	-
Expenses Total	6,019	2,389	(3,630)	(60%)	-	-	-
Grand Total	15,721	5,946	(9,776)	(62%)	48.4	13.0	(35.4)

5.1. Labour Expense: Salaries and Benefits

The Salaries & Benefits Budget summary is as follows:

Table 11 – Operating Labour Expenses: 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Teachers & Supply Teachers							
Teachers/Consultants & Coordinators	360,067	354,645	(5,422)	(2%)	3,222.6	3,127.3	(95.3)
Supply Teachers	18,623	16,943	(1,680)	(9%)	-	-	-
Teachers & Supply Teachers Sub-Total	378,690	371,588	(7,102)	(2%)	3,222.6	3,127.3	(95.3)
Principals and Vice Principals	22,752	23,569	817	4%	157.0	160.4	3.4
Academic Staffing Sub-Total	401,442	395,156	(6,286)	(2%)	3,379.6	3,287.7	(91.9)
Support Staff	132,941	134,149	1,207	1%	2,276.4	2,209.1	(67.3)
Continuing Education	10,849	10,992	143	1%	178.3	178.3	0.0
Support Staff Sub-Total	143,790	145,141	1,350	1%	2,454.7	2,387.4	(67.3)
Total Salaries and Benefits	545,232	540,297	(4,935)	(1%)	5,834.3	5,675.1	(159.2)

Table 12 – PPF and Other Grants/Programs Labour Expenses: 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Teachers & Supply Teachers							
Teachers/Consultants & Coordinators	7,990	474	(7,516)	(94%)	30.6	3.1	(27.5)
Supply Teachers	234	133	(101)	(43%)	-	-	-
Teachers & Supply Teachers Sub-Total	8,224	607	(7,617)	(93%)	30.6	3.1	(27.5)
Principals and Vice Principals	82	168	86	105%	0.5	1.1	0.6
Academic Staffing Sub-Total	8,306	775	(7,531)	(91%)	31.1	4.2	(26.9)
Support Staff	1,397	2,782	1,385	99%	17.3	8.8	(8.5)
Support Staff Sub-Total	1,397	2,782	1,385	99%	17.3	8.8	(8.5)
Total Salaries and Benefits	9,702	3,556	(6,146)	(63%)	48.4	13.0	(35.4)

The costing for Benefits has changed dramatically over the years with the implementation of Public Sector Accounting Board (PSAB) and provincially bargained benefits compensation including the transition to Employee Life and Health Trust (ELHT).

With PSAB, Employee Future Benefits (EFB) introduced material liabilities that were not part of school board operating expenses before PSAB. EFBs include Retirement Gratuities, Retirement Benefits, and WSIB. With provincial bargaining, the Accumulated Sick Leave liability was eliminated and Retirement Gratuities and Retiree Benefits were curtailed as at August 31, 2012. Since then a new, but small EFB surfaced for Sick Leave Top-up Benefits.

For 2022-23, Employee Benefits are comprised of the following:

- Statutory and “regular” benefits including EI (net of EI rebate), CPP, EHT
- OMERS Pension for non-teaching only (*)
- WSIB (**)
- EFB
- Employee Benefits Plans managed through ELHT; one for each union and employee group
- EAP

(*) Employer contributions for OMERS Pension Plan for non-teaching eligible employees are funded through the GSN and are included in the Board’s Salary and Benefits Expenses. Pension Contributions for Ontario Teacher Pension Plan (OTPP) for employees with an Ontario College of Teachers Certificate (OCT) are paid directly by the Ministry to the Pension Plan, i.e. not flowed through the Board. Therefore, there are no employer contributions for OTPP included in the Salary and Benefit Expenses for eligible employees.

(**) WSIB is separated from the “regular” benefits since the Board is a Schedule II employer. Whereas Schedule I employers pay standard WSIB rates as a percentage of salary (insured), Schedule II employers pay actual claims plus an administrative charge.

The WSIB top-up provisions in collective agreements can be material and unpredictable since the WSIB liability is an event-based liability that can result in significant in-year EFB expense and liability on top of the annual payouts.

5.2. Expenses – Non-Labour

The Non-Labour Budget summary is as follows:

Table 13 – Operating Non-Labour Expenditures: 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Fees and Contract Services	32,259	33,943	1,683	5%
Other Expenses	509	953	444	87%
Rental Expense	555	559	4	1%
Staff Development	721	749	27	4%
Supplies and Services	25,767	31,131	5,365	21%
Grand Total	59,812	67,335	7,523	13%

Table 14 – PPF and Other Grants/Programs Non-Labour Expenditures: 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Fees and Contract Services	1,527	494	(1,033)	(68%)
Other Expenses	10	57	47	478%
Staff Development	258	50	(208)	(80%)
Supplies and Services	4,224	1,788	(2,436)	(58%)
Grand Total	6,019	2,389	(3,630)	(60%)

6. Budget Unit Financial Summaries

6.1. Budget Unit Overview

These reports reflect the fiscal responsibilities of the entire Senior Management Team. Expenses are presented by expense categories (i.e. Labour and Non-Labour) as well as by Budget Units (departments). The budget reports will also provide financial summaries for various education programs and Ministry enveloped programs.

The Budget Units for the Financial Summaries have been grouped as follows:

Budget Units	Departments/Description
Director/Associate Director	Administrative offices of the Director (including Communications and Human Rights and Equity) and Associate Director.
Trustees	Administrative offices of the Trustees.
Superintendents of Education	Administrative offices of six (6) Academic Superintendents and includes Elementary & Secondary Safe Schools and special programs.
Curriculum	Reporting unit responsible to support teachers in the delivery of education programs and curriculum and to provide teachers in-services. The unit supports areas such as languages, 21 st Century learning, music/arts, new learning pedagogies, religion, etc. Also includes budgets for library, guidance, and physical education.
Continuing Education	Continuing Education Program Budgets
Student Services	Departments include: Psychology, Behaviour Resources, Physical Management, Speech Language, Attendance Counselling, Children's Treatment Network and Special Programs.
Corporate Finance	Departments include: Accounting (Accounts Payable and Receivable), Payroll, Budget, Purchasing, Treasury, Risk Management and Capital Budgeting services. YCDSB is the host board for the GTA area Regional Internal Audit Team (RIAT). It is considered part of the Finance Department under the current Ministry RIAT model; however, it is separately funded by the Ministry.
Human Resources	Departments include: Academic Services, Support Services, Benefits, Employee Relations, Freedom of Information & Privacy, and Employee Health & Wellness.
International Education	Recruitment for and support of International Students, working in partnership with the Planning/Admissions and Human Resources Departments, and schools where students attend.
Information Systems	Departments include: Network & Infrastructure Team, Software, Database and Web Application Team Customer Service & School Learning Team.
Planning and Operations	Departments include: Planning and Property Management, Transportation, Office Services and Admissions.
Plant and Accommodation	Departments include: Facilities, Energy, Maintenance & Environmental Services and Capital & Asset Renewal.

Budget Units	Departments/Description
Regular Day	Budget for school-based instructional classroom staff and resources. e.g. teachers, EA's etc.
School Administration	Budgets for school-based administration/ leadership staff and resources.
Schools (GSB)	General School Budgets

The 2022-23 Budget Unit total allocations are as follows:

Table 15 – 2022-23 Budget Unit Total Operating Allocations

(\$ 000's)	2021-22	2022-23	Change \$	2021-22		2022-23		FTE Change	Salaries	Benefits	Expenses
	Revised Estimates	Estimates		S.O. FTE	Support staff FTE	S.O. FTE	Support staff FTE				
Director's Office	1,567	1,775	208	1.0	6.1	1.0	6.5	0.4	947	168	660
Associate Director	454	579	125	1.0	1.5	1.0	2.5	1.0	467	69	43
Trustee	367	367	-	-	12.0	-	12.0	-	169	16	182
Trustee - OCSTA	9	152	143	-	-	-	-	-	-	-	152
Academic Superintendents	1,581	1,753	172	6.0	5.0	6.0	6.0	1.0	1,395	215	143
Superintendent - Elementary Safe Schools	317	317	-	-	-	-	-	-	-	-	317
Superintendent - Secondary Safe Schools	2,286	2,180	(107)	-	14.5	-	12.5	(2.0)	1,215	202	763
Curriculum	7,052	7,908	856	1.0	35.4	1.0	36.9	1.5	4,387	618	2,903
Continuing Education	11,362	11,504	143	-	178.3	-	178.3	0.0	8,946	2,046	512
Student Services	88,402	87,300	(1,103)	1.0	1,016.7	1.0	980.7	(36.0)	69,949	14,563	2,788
Finance	4,842	4,807	(35)	1.0	25.1	1.0	24.6	(0.5)	2,375	572	1,861
Regional Internal Audit Team (RIAT)	1,112	1,098	(13)	-	5.0	-	5.0	-	613	143	343
Human Resources	4,736	5,170	434	1.0	40.7	1.0	42.7	2.0	3,668	843	659
International Education	308	325	16	-	1.7	-	1.7	-	168	31	125
Information Systems	11,195	11,603	408	1.0	59.0	1.0	58.5	(0.5)	4,998	1,276	5,329
Planning / Operations	2,469	2,693	224	1.0	22.5	1.0	23.5	1.0	1,844	487	362
Planning / Operations - Transportation	21,870	22,627	757	-	16.0	-	16.0	-	1,274	332	21,020
Plant / Accom - Funded by Operating	56,597	60,270	3,673	1.0	515.0	1.0	506.0	(9.0)	29,437	7,955	22,878
Regular Day	348,312	341,731	(6,581)	-	3,442.5	-	3,330.2	(112.3)	298,775	42,826	129
School Administration	38,251	38,530	278	-	422.3	-	416.5	(5.8)	32,656	5,506	368
School Budgets (GSB)	7,147	6,516	(631)	-	-	-	-	-	-	-	6,516
Other	(5,193)	(1,571)	3,622	-	-	-	-	-	(687)	(166)	(718)
Grand Total	605,044	607,632	2,588	15.0	5,819.3	15.0	5,660.1	(159.2)	462,595	77,702	67,335

Table 16 – 2022-23 Budget Unit Total PPF and Other Grants/Programs Allocations

(\$ 000's)	2021-22	2022-23	Change \$	2021-22		2021-22		FTE Change	Salaries	Benefits	Expenses
	Revised Estimates	Estimates		S.O. FTE	Support staff FTE	S.O. FTE	Support staff FTE				
Director's Office	352	284	(68)	-	1.4	-	1.5	0.1	217	39	27
Associate Director	327	204	(123)	-	0.5	-	0.5	-	154	21	29
Academic Superintendents	55	-	(55)	-	-	-	-	-	-	-	-
Superintendent - Secondary Safe Schools	26	-	(26)	-	-	-	-	-	-	-	-
Curriculum	1,988	3,363	1,375	-	4.1	-	3.6	(0.5)	2,163	489	710
Student Services	1,799	878	(921)	-	17.4	-	7.4	(10.0)	372	88	418
Finance	244	75	(169)	-	-	-	-	-	-	-	75
Human Resources	35	42	6	-	-	-	-	-	12	-	30
Information Systems	1,849	1,000	(849)	-	-	-	-	-	-	-	1,000
Planning / Operations - Transportation	1,172	-	(1,172)	-	-	-	-	-	-	-	-
Plant	5,320	100	(5,220)	-	-	-	-	-	-	-	100
Regular Day	2,555	-	(2,555)	-	25.0	-	-	(25.0)	-	-	-
Grand Total	15,721	5,946	(9,776)	-	48.4	-	13.0	(35.4)	2,918	638	2,389

6.2. Director /Associate Director

The financial summaries in this section will include the offices of the Director (including Communications) and the Associate Director. The Human Rights and Equity Advisor is funded through PPF and partially through the Director's Office.

Director / Associate Director total budgets are as follow:

Table 17 – Total Operating Budget – Director / Associate Director 2022-23 Allocation

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	1,104	1,332	227	21%	9.6	11.0	1.4
Salaries-Discretionary Release Time	70	83	13	18%	-	-	-
Benefits	197	237	39	20%	-	-	-
Salaries and Benefits Total	1,372	1,651	279	20%	9.6	11.0	1.4
Expenses							
Expenses	650	703	53	8%	-	-	-
Expenses Total	650	703	53	8%	-	-	-
Grand Total	2,021	2,354	332	16%	9.6	11.0	1.4

Table 18 – Total PPF and Other Grants/Programs Budget – Director / Associate Director 2022-23 Allocation

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	395	371	(24)	(6%)	1.9	2.0	0.1
Benefits	72	61	(11)	(15%)	-	-	-
Salaries and Benefits Total	466	431	(35)	(7%)	1.9	2.0	0.1
Expenses							
Expenses	213	57	(156)	(73%)	-	-	-
Expenses Total	213	57	(156)	(73%)	-	-	-
Grand Total	679	488	(191)	(28%)	1.9	2.0	0.1

Salaries & Benefits Budget details are as follows:

Table 19 – Salary and Benefits Operating Details – Director / Associate Director 2022-23 Total Allocation

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Administration Support Staff	480	585	106	22%	5.0	6.0	1.0
Department Managers/Supervisors	169	381	212	126%	1.1	2.1	1.0
Principals	78	79	1	1%	0.5	0.5	-
Supervisory Officers	474	474	-	0%	2.0	2.0	-
Teachers - Supply	70	83	13	18%	-	-	-
Technicians - Student Support	101	-	(101)	(100%)	1.0	-	(1.0)
Vice-Principals	-	50	50	0%	-	0.4	0.4
Grand Total	1,372	1,651	279	20%	9.6	11.0	1.4

Table 20 – Salary and Benefits PPF and Other Grants/Programs Details – Director / Associate Director 2022-23 Total Allocation

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Coordinators & Consultants-Teacher Support	110	75	(35)	(32%)	-	-	-
Department Managers/Supervisors	170	170	-	0%	0.9	0.9	0.0
Principal Coordinating AQ Program	82	82	-	0%	0.5	0.5	-
Teachers	86	-	(86)	(100%)	0.5	-	(0.5)
Teachers - Supply	18	18	-	0%	-	-	-
Vice-Principals	-	86	86	0%	-	0.6	0.6
Grand Total	466	431	(35)	(7%)	1.9	2.0	0.1

Non-Labour Expense Budget allocations are as follows:

Table 21 – Non-Labour Operating Expenses – Director / Associate Director 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Associate Director	16	16	-	0%
Board Director - Student Legal	52	52	-	0%
Board Director -Legal	46	46	-	0%
Board Leadership Development	2	2	-	0%
Communications	35	29	(6)	(17%)
Director	173	173	-	0%
Director-Comm Events/Partnerships	58	48	(10)	(17%)
Human Rights/Equity	100	100	-	0%
Parent Engagement	65	72	7	11%
Parents Reaching Out	-	53	53	0%
Principal Association Fee	20	20	-	0%
Strategic Planning	16	25	9	57%
Student Transportation Exemption	42	42	-	0%
When Faith Meets Pedagogy	23	24	0	2%
YCDSB Theatre Arts	1	1	-	0%
Grand Total	650	703	53	8%

Table 22 – Non-Labour PPF and Other Grants/Programs Expenses – Director / Associate Director 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
AQ Courses	117	29	(88)	(75%)
Culturally Responsive & Relevant Pedagogy	12	-	(12)	(100%)
Graduation Coach Black Students	27	27	-	0%
Pro Regional	56	-	(56)	(100%)
Grand Total	213	57	(156)	(73%)

6.3. Trustees

The financial summaries in this section will include the offices of the Trustees.

Trustees' total budget is as follows:

Table 23 – Total Operating Budget – Trustees' 2022-23 Allocation

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	169	169	-	0%	12.0	12.0	-
Benefits	16	16	-	0%	-	-	-
Salaries and Benefits Total	185	185	-	0%	12.0	12.0	-
Expenses							
Expenses	190	333	143	75%	-	-	-
Expenses Total	190	333	143	75%	-	-	-
Grand Total	376	519	143	38%	12.0	12.0	-

Salaries & Benefits Budget details are as follows:

Table 24 – Salary and Benefits Operating Details – Trustees' 2022-23 Total Allocation

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Admin Support, Technical & Spec-Temporary	5	5	-	0%	2.0	2.0	-
Trustees	180	180	-	0%	10.0	10.0	-
Grand Total	185	185	-	0%	12.0	12.0	-

Non-Labour Expense Budget allocations are as follows:

Table 25 – Non-Labour Operating Expenses – Trustees' 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Trustee	182	182	-	0%
Trustee - OCSTA	9	152	143	1642%
Grand Total	190	333	143	75%

6.4. Academic Superintendents

There are six Academic Superintendents at YCDSB. They provide leadership to the Board's schools and the Elementary & Secondary Safe Schools Program, Alternative Education and special programs.

The financial summaries in this section will include the offices of the six Academic Superintendents and the Elementary & Secondary Safe Schools Program:

Academic Superintendents total budgets are as follows:

Table 26 – Total Operating Budget – Academic Superintendents – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	1,277	1,393	116	9%	11.0	12.0	1.0
Salaries-Discretionary Release Time	2	2	-	0%	-	-	-
Benefits	190	215	26	14%	-	-	-
Salaries and Benefits Total	1,469	1,610	142	10%	11.0	12.0	1.0
Expenses							
Expenses	113	143	30	27%	-	-	-
Expenses Total	113	143	30	27%	-	-	-
Grand Total	1,581	1,753	172	11%	11.0	12.0	1.0

Table 27 – Total PPF and Other Grants/Programs Budget – Academic Superintendent and Alternative Education – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries-Discretionary Release Time	35	-	(35)	(100%)	-	-	-
Benefits	3	-	(3)	(100%)	-	-	-
Salaries and Benefits Total	38	-	(38)	(100%)	-	-	-
Expenses							
Expenses	17	-	(17)	(100%)	-	-	-
Expenses Total	17	-	(17)	(100%)	-	-	-
Grand Total	55	-	(55)	(100%)	-	-	-

Salaries & Benefits Budget details are as follows:

Table 28 – Salary and Benefits Operating Details – Academic Superintendents – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Administration Support Staff	459	556	97	21%	5.0	6.0	1.0
Supervisory Officers	1,008	1,052	44	4%	6.0	6.0	-
Teachers - Supply	2	2	-	0%	-	-	-
Grand Total	1,469	1,610	142	10%	11.0	12.0	1.0

Table 29 – Salary and Benefits PPF and Other Grants/Programs Budget – Academic Superintendent and Alternative Education
– 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Teachers - Supply	38	-	(38)	(100%)	-	-	-
Grand Total	38	-	(38)	(100%)	-	-	-

Non-Labour Expense Budget allocations are as follows:

Table 30 – Non-Labour Operating Expenditures – Academic Superintendents – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Bullying Prevention	-	30	30	0%
IB - International Baccalaureate	11	11	-	0%
YSCPC	13	13	-	0%
Academic Superintendent - Area D - Other	5	5	-	0%
Academic Superintendent - Area C - Other	5	5	-	0%
Academic Superintendent - Area E - Other	5	5	-	0%
Academic Superintendent - Area F - Other	5	5	-	0%
Academic Superintendent - Area A - Other	5	5	-	0%
Academic Superintendent - Area B - Other	5	5	-	0%
Academic Superintendent - Area C - Admin	10	10	-	0%
Academic Superintendent - Area A - Admin	10	10	-	0%
Academic Superintendent - Area B - Admin	10	10	-	0%
Academic Superintendent - Area D - Admin	10	10	-	0%
Academic Superintendent - Area E - Admin	10	10	-	0%
Academic Superintendent - Area F - Admin	10	10	-	0%
Grand Total	113	143	30	27%

Table 31 – Non-Labour PPF and Other Grants/Programs Budget – Academic Superintendent and Alternative Education
– 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Well Being: Safe, Accepting & Healthy	17	-	(17)	(100%)
Grand Total	17	-	(17)	(100%)

Safe Schools (Elementary) Budget details are as follows:

Table 32 – Total Operating Budget – Safe Schools (Elementary) – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Expenses							
Expenses	317	317	-	0%	-	-	-
Expenses Total	317	317	-	0%	-	-	-
Grand Total	317	317	-	0%	-	-	-

Table 33 – Non-Labour Operating Expenditures – Safe Schools (Elementary) – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Safe schools - Elementary	317	317	-	0%
Grand Total	317	317	-	0%

Safe Schools (Secondary) and Alternative Education Budget details are as follow:

Table 34 – Total Operating Budget – Safe Schools (Secondary) and Alternative Education – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	1,294	1,215	(80)	(6%)	14.5	12.5	(2.0)
Benefits	229	202	(27)	(12%)	-	-	-
Salaries and Benefits Total	1,523	1,416	(107)	(7%)	14.5	12.5	(2.0)
Expenses							
Expenses	763	763	-	0%	-	-	-
Expenses Total	763	763	-	0%	-	-	-
Grand Total	2,286	2,180	(107)	(5%)	14.5	12.5	(2.0)

Table 35 – Total PPF and Other Grants/Programs Budget – Safe Schools (Secondary) and Alternative Education – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Expenses							
Expenses	26	-	(26)	(100%)	-	-	-
Expenses Total	26	-	(26)	(100%)	-	-	-
Grand Total	26	-	(26)	(100%)	-	-	-

Table 36 – Salaries and Benefits Operating – Safe Schools (Secondary) and Alternative Education – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Administration Support Staff	60	61	1	1%	1.0	1.0	-
Ed Assistants/Intervenor/SSWs/SEWs	123	-	(123)	(100%)	2.0	-	(2.0)
Principals	148	152	4	3%	1.0	1.0	-
Psychological Services	138	139	1	1%	1.0	1.0	-
Social Services	231	233	2	1%	2.5	2.5	-
Teachers	821	829	8	1%	7.0	7.0	-
Teachers - Home Instruction	2	2	0	1%	-	-	-
Grand Total	1,523	1,416	(107)	(7%)	14.5	12.5	(2.0)

Table 37 – Non-Labour Operating Expenditures – Safe Schools (Secondary) and Alternative Education – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Safe Schools - Secondary	738	738	-	0%
St Luke Catholic Learning Centre	26	26	-	0%
Grand Total	763	763	-	0%

Table 38 – Non-Labour PPF and Other Grants/Programs Expenditures – Safe School (Secondary) and Alternative Education – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Anti-Sex Trafficking Dev & Imp	26	-	(26)	(100%)
Grand Total	26	-	(26)	(100%)

Expenses include contractual outside support, transportation and St. Luke GSB.

6.5. Curriculum

The purpose of the Curriculum budget unit is to lead schools to support every student to become a successful Catholic graduate, a self-actualized, healthy, happy follower of Christ, who is accomplished in the Ontario curriculum expectations and global competencies and well prepared to lead in the future. Largely through Ministry grants, staff provide teacher in-services & support teachers in:

- the integration of Catholicity into learning throughout the day
- new curriculum from the Ministry, i.e. Mathematics, Kindergarten Program, Health & Phys. Ed., Canadian World Studies courses
- ensuring culturally relevant and responsive pedagogy which reflects our student community
- Indigenous Education, including Grade 11 English courses
- effective use of technology in the classroom
- new learning pedagogies, i.e. critical thinking questions
- focus on well-being
- the design of new programs, e.g. secondary French Immersion assessment and evaluation, new Communication of Learning report
- field testing and sharing new resources and ideas
- New Teacher Induction Program (NTIP): onboarding new teachers to develop the requisite skills and knowledge to be effective teachers in the YCDSB and Ontario

Curriculum areas include:

- STREAM (Science, Technology, Religion, Engineering, Arts & Math) Centres of Excellence will serve as YCDSB teaching and learning hubs with a goal to enhance the learning experiences of students through global-leading STREAM initiatives. Subjects will include Design Thinking, Robotics, Coding, 3D Printing, Virtual Reality, Experiential Learning and Cross-Curricular Learning using Technology.
- Indigenous Education
- French Immersion (FI), English as a Second Language (ESL), French as a Second Language (FSL)
- Religious Education Program
- Music Program
- Outdoor Education
- New Curriculum Implementation
- Student Success
- Experiential Learning
- Pathways
- Continuing Education – details in Continuing Education Section

Curriculum total budgets are as follow:

Table 39 – Total Operating Budget – Curriculum – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	3,340	3,850	509	15%	36.4	37.9	1.5
Salaries-Discretionary Release Time	522	537	15	3%	-	-	-
Benefits	527	618	91	17%	-	-	-
Salaries and Benefits Total	4,389	5,005	616	14%	36.4	37.9	1.5
Expenses							
Expenses	2,663	2,903	240	9%	-	-	-
Expenses Total	2,663	2,903	240	9%	-	-	-
Grand Total	7,052	7,908	856	12%	36.4	37.9	1.5

Table 40 – Total PPF and Other Grants/Programs Budget – Curriculum – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	442	2,063	1,621	366%	4.1	3.6	(0.5)
Salaries-Discretionary Release Time	155	100	(55)	(35%)	-	-	-
Benefits	85	489	404	476%	-	-	-
Salaries and Benefits Total	682	2,653	1,970	289%	4.1	3.6	(0.5)
Expenses							
Expenses	1,305	710	(595)	(46%)	-	-	-
Expenses Total	1,305	710	(595)	(46%)	-	-	-
Grand Total	1,988	3,363	1,375	69%	4.1	3.6	(0.5)

Salaries & Benefits Budget details are as follow:

Table 41 – Salaries and Benefits Operating Details – Curriculum – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Administration Support Staff	380	381	1	0%	5.5	5.0	(0.5)
Coordinators & Consultants-Teacher Support	2,021	2,345	324	16%	17.9	18.9	1.0
Department Managers/Supervisors	163	165	2	1%	1.0	1.0	-
Ed Assistants/Intervenors/SSWs/SEWs	210	239	29	14%	3.0	3.0	-
Instructors - Non-certified	40	40	0	1%	-	-	-
Principals	151	305	154	102%	1.0	2.0	1.0
Supervisory Officers	174	174	-	0%	1.0	1.0	-
Teachers	552	641	89	16%	5.5	5.5	-
Teachers - Supply	522	537	15	3%	-	-	-
Teachers-Learning Resource/Other School Based	176	178	2	1%	1.5	1.5	-
Grand Total	4,389	5,005	616	14%	36.4	37.9	1.5

2022-23 Estimates include 1 FTE STREAM Consultant and 4.0 FTE Teachers to support the STREAM initiative.

Table 42 – Salaries and Benefits PPF and Other Grants/Programs F Details – Curriculum – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Administration Support Staff	-	38	38	0%	-	0.5	0.5
Continuing Education Teachers	25	2,114	2,089	8355%	-	-	-
Coordinators & Consultants-Teacher Support	421	387	(34)	(8%)	3.6	3.1	(0.5)
Teachers	59	-	(59)	(100%)	0.5	-	(0.5)
Teachers - Supply	178	115	(63)	(35%)	-	-	-
Grand Total	682	2,653	1,970	289%	4.1	3.6	(0.5)

Non-Labour Expense Budget allocations are as follow:

Table 43 – Non-Labour Operating Expenditures – Curriculum – 2020-21 Revised Estimates vs. 2021-22 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Arts/Music	0	0	-	0%
Arts/Music Program	69	69	-	0%
Athletic Indoor & General Fees	99	99	-	0%
Athletic Outdoor Education-Central	90	90	-	0%
Athletics Outdoor Education-School	76	76	-	0%
Co-op expenses	25	25	-	0%
Curriculum - General	27	27	-	0%
Curriculum and Assess Impl	56	56	-	0%
Curriculum General Licences	40	40	-	0%
Curriculum Sr Administration	10	10	-	0%
E Learning	17	17	-	0%
Equity	5	5	-	0%
ESL - Elementary	1	1	-	0%
Experiential Learning	78	78	-	0%
French Immersion	103	103	-	0%
FSL	2	2	-	0%
FSL Areas on Intervention	-	94	94	0%
Indigenous Studies	232	232	-	0%
Learning and Innovation for Teachers	-	30	30	0%
MISA	53	53	-	0%
NTIP	112	153	41	37%
Phys Ed - Elementary	0	0	-	0%
Religion	504	504	-	0%
SHSM	526	526	-	0%
STREAM Program	229	304	75	33%
Student Success Expense	289	289	-	0%
Support Student Events	3	3	-	0%
Technology Enabled Learning	2	2	-	0%
Textbooks & Research for Schools	15	15	-	0%
Grand Total	2,663	2,903	240	9%

Table 44 – Non-Labour PPF and Other Grants/Programs Expenditures – Curriculum – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22	2022-23	Change	Change
	RE	EST	\$	%
Code ELL Policy Program	5	-	(5)	(100%)
Demographic Data Gathering (IBDC)	115	-	(115)	(100%)
De-Streaming Implementation Supports	60	-	(60)	(100%)
Dual Credit Accelerated	12	18	6	51%
Dual Credit Project	90	99	9	10%
Dual Credit SWAC	25	30	5	19%
Entrepreneurship Education Pilot Projects	-	30	30	0%
Focus on Youth	40	-	(40)	(100%)
FSL Initiatives	94	-	(94)	(100%)
Math Stratg Renw Ctr	191	191	-	0%
NTIP	85	-	(85)	(100%)
OYAP	177	171	(6)	(3%)
PSW Student Financial Support	373	-	(373)	(100%)
Skills Trade Bursary Program	-	17	17	0%
Spec High Skills	38	54	16	40%
Tutoring Supports	-	100	100	0%
Grand Total	1,305	710	(595)	(46%)

6.6. Continuing Education

Continuing Education total budget is as follows:

Table 45 – Total Operating Budget – Continuing Education – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	8,824	8,946	122	1%	178.3	178.3	0.0
Benefits	2,025	2,046	21	1%	-	-	-
Salaries and Benefits Total	10,849	10,992	143	1%	178.3	178.3	0.0
Expenses							
Expenses	512	512	-	0%	-	-	-
Expenses Total	512	512	-	0%	-	-	-
Grand Total	11,362	11,504	143	1%	178.3	178.3	0.0

Salaries & Benefits Budget details are as follow:

Table 46 – Salaries and Benefits Operating Details – Continuing Education – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Admin Support, Technical & Spec-Temporary	195	197	2	1%	4.9	4.9	0.0
Administration Support Staff	286	289	3	1%	4.4	4.4	(0.0)
Continuing Education Teachers	2,647	2,673	26	1%	49.3	49.3	0.0
Custodians-Overtime	121	122	1	1%	-	-	-
Department Managers/Supervisors	147	148	1	1%	1.0	1.0	-
Instructors - Non-certified	6,937	7,004	67	1%	114.4	114.4	0.0
Principals	403	445	42	10%	3.7	3.7	(0.0)
Student Help	48	48	-	0%	-	-	-
Technicians & Specialists-Custodians	16	16	0	1%	-	-	-
Vice-Principals	49	50	0	1%	0.6	0.6	(0.0)
Grand Total	10,849	10,992	143	1%	178.3	178.3	0.0

Non-Labour Expense Budget allocations are as follow:

Table 47 – Non-Labour Operating Expenditures – Continuing Education – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22	2022-23	Change	Change
	RE	EST	\$	%
ACE Central Office	60	60	-	0%
Assistive Technology Summer Camp	1	1	-	0%
Citizenship	0	0	-	0%
Credit Night School	1	1	-	0%
Credit Summer	7	7	-	0%
E-Learning/Correspondence	0	0	-	0%
ESL Day Programs	344	344	-	0%
ESL Summer Programs	23	23	-	0%
French Immersion Summer	1	1	-	0%
General Interest Adult	1	1	-	0%
General Interest Elementary	7	7	-	0%
International Lang - Evening/Afternoon	0	0	-	0%
International Lang - Extended Day	25	25	-	0%
International Lang - Saturday Morning	29	29	-	0%
International Lang - Summer	6	6	-	0%
Remedial - Sec After School	2	2	-	0%
Remedial (Math & Literacy Hmwk)	3	3	-	0%
Saturday Credit Program	1	1	-	0%
Grand Total	512	512	-	0%

6.7. Student Services

Student Services includes the following Services units/departments: Psychology, Behaviour Resource, PACE, Physical Management, Speech Language, Attendance Counselling, Children's Treatment Network, SEA and Special Programs.

Student Services is committed to providing consistent, accountable and focused quality service in response to identified needs of students through direct and effective intervention and building capacity of staff.

Anticipated Challenges in the 2022-2023 School Year:

- Continuing to honour our commitment to students and families as outlined in the YCDSB and Student Services Vision, Mission, and Value statement
- Meeting the complex needs of an increased number of special education students has become increasingly challenging due to the pandemic and other compounding factors.
- Learning loss and regression of student skills/concepts mastered due to ongoing interruptions to learning.
- Demands of developing a robust response to the Right to Read Inquiry and de-streaming of grade 9 courses.
- State of mental health and well-being for staff and students return.

Comparison of Total YCDSB Students Accessing Special Education Supports Elementary and Secondary		
YEAR	2021-2022	2022-2023
TOTAL STUDENTS	8,289	~ 7,641 *

Comparison of Total YCDSB Students Accessing EA/EI Support Elementary and Secondary		
YEAR	2021-2022	2022-2023
TOTAL STUDENTS	1,366	~ 1,136 *

* Due to the ongoing Special Education Referral Process, it is anticipated that the projected number for the upcoming school year will increase

Student Services total budget are as follow:

Table 48 – Total Operating Budget – Student Services – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	70,842	69,811	(1,031)	(1%)	1,017.7	981.7	(36.0)
Salaries-Discretionary Release Time	539	139	(400)	(74%)	-	-	-
Benefits	14,556	14,563	6	0%	-	-	-
Salaries and Benefits Total	85,937	84,512	(1,425)	(2%)	1,017.7	981.7	(36.0)
Expenses							
Expenses	2,465	2,788	322	13%	-	-	-
Expenses Total	2,465	2,788	322	13%	-	-	-
Grand Total	88,402	87,300	(1,103)	(1%)	1,017.7	981.7	(36.0)

Table 49 – Total PPF and Other Grants/Programs Budget – Student Services – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	1,082	372	(710)	(66%)	17.4	7.4	(10.0)
Benefits	244	88	(156)	(64%)	-	-	-
Salaries and Benefits Total	1,326	460	(866)	(65%)	17.4	7.4	(10.0)
Expenses							
Expenses	472	418	(55)	(12%)	-	-	-
Expenses Total	472	418	(55)	(12%)	-	-	-
Grand Total	1,799	878	(921)	(51%)	17.4	7.4	(10.0)

Salaries & Benefits Budget details are as follow:

Table 50 – Salaries and Benefits Operating Details – Student Services – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Administration Support Staff	498	560	62	12%	7.7	7.7	(0.0)
Attendance Counselors	310	313	3	1%	3.0	3.0	-
Coordinators & Consultants-Teacher Support	1,817	1,835	18	1%	14.5	14.5	-
Department Managers/Supervisors	559	565	5	1%	4.0	4.0	-
Ed Assistants/Intervenors/SSWs/SEWs	33,760	31,983	(1,777)	(5%)	571.0	546.2	(24.8)
Educational Assistants - Supply	3,314	4,169	855	26%	-	-	-
Other Professional & Para-professional	1,153	1,315	161	14%	10.0	11.0	1.0
Psychological Services	2,154	2,238	84	4%	21.1	19.1	(2.0)
Social Services	2,808	3,300	492	18%	29.5	33.5	4.0
Speech Services	1,756	2,381	624	36%	17.4	22.2	4.8
Supervisory Officers	174	174	-	0%	1.0	1.0	-
Teachers	1,896	2,112	215	11%	16.7	17.8	1.1
Teachers - Department Head	1,758	1,775	17	1%	15.0	15.0	-
Teachers - Department Head - Allowance	23	23	0	1%	-	-	-
Teachers - Supply	800	806	7	1%	-	-	-
Teachers-Learning Resource/Other School Based	32,731	30,533	(2,198)	(7%)	301.7	281.7	(20.0)
Technicians - Student Support	426	430	4	1%	5.0	5.0	-
Grand Total	85,937	84,512	(1,425)	(2%)	1,017.7	981.7	(36.0)

Educational Assistants include Educational Assistants, Educational Intervenors, Student Support Workers and Specialized Educational Workers. Details in Table 52.

Table 51 – Salaries and Benefits PPF and Other Grants/Programs Details – Student Services – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Coordinators & Consultants-Teacher Support	125	-	(125)	(100%)	1.0	-	(1.0)
Ed Assistants/Intervenors/SSWs/SEWs	174	-	(174)	(100%)	3.0	-	(3.0)
Other Professional & Para-professional	371	259	(112)	(30%)	5.0	4.0	(1.0)
Social Services	279	-	(279)	(100%)	3.0	-	(3.0)
Speech Services	377	201	(176)	(47%)	5.4	3.4	(2.0)
Grand Total	1,326	460	(866)	(65%)	17.4	7.4	(10.0)

Table 52 – Breakdown of Educational Assistants FTE – 2021-22 Revised Estimates vs. 2022-23 Estimates

	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Educational Assistants (EA)	458.0	439.2	(18.8)
Educational intervenor (EI)	87.0	79.0	(8.0)
Student Support Worker (SSW)	15.0	11.0	(4.0)
Specialized Educational Worker (SEW)	14.0	17.0	3.0
Total	574.0	546.2	(27.8)

Non-Labour Expense Budget allocations are as follow:

Table 53 – Non-Labour Operating Expenditures – Student Services – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
After School Schools Development	12	11	(1)	(11%)
Attendance Counselling	12	12	-	0%
BEA Funds	73	69	(3)	(5%)
Behaviour Management Sys Training	14	14	-	0%
Chief Psychologist Admin	7	7	-	0%
Childcare	2	2	-	0%
Life skills - Secondary	73	73	-	0%
Mental Health	169	281	112	66%
Mental Health Workers	50	50	-	0%
PACE - Elementary	24	24	-	0%
PDD/Other Contrct Staff	112	131	19	17%
Psych Tools/Resource	75	75	-	0%
Rose of Sharon	3	3	-	0%
SEA Claims	1,443	1,647	204	14%
Special Ed - Audiologist	29	29	-	0%
Special Ed - Elementary	21	13	(8)	(38%)
Special Ed - Elementary Programs	24	24	-	0%
Special Ed - General	10	10	-	0%
Special ed - Hearing	8	8	-	0%
Special Ed - Inservices/PD	3	3	-	0%
Special Ed - Language	7	7	-	0%
Special Ed - Other	92	92	-	0%
Special Ed - Programs	34	34	-	0%
Special Ed - Psychology	3	3	-	0%
Special Ed - Secondary	4	4	-	0%
Special Ed - Secondary Programs	8	8	-	0%
Special Ed - Speech/Language Resource	9	9	-	0%
Special Ed - Technology	30	30	-	0%
Special ed - Vision	3	3	-	0%
Student Services Sr Administration	10	10	-	0%
Support for Student Serv and Well-being	92	92	-	0%
York Hills Chld's Program	3	3	-	0%
York Hills OLL Chld's Program	3	3	-	0%
York Hills OLL Youth Program	3	3	-	0%
York Hills Youth Program	3	3	-	0%
Grand Total	2,465	2,788	322	13%

Table 54 – Non-Labour PPF and Other Grants/Programs Expenditures – Student Services – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Children Treatment Network	46	85	39	83%
COVID: Re-engaging Students	186	-	(186)	(100%)
Dev Disabilities Pilot-Student Transitions	29	-	(29)	(100%)
Early Intervention Math for Spec Ed Needs	-	113	113	0%
Mental Health Professional	15	-	(15)	(100%)
Prof Assessments & Systematic Reading Prog	-	220	220	0%
Special Education Return to School	32	-	(32)	(100%)
Supporting Student Mental Health	165	-	(165)	(100%)
Grand Total	472	418	(55)	(12%)

6.8. Corporate Finance, Regional Internal Audit Team & Other

The Corporate Finance department is responsible for end-to-end financial activities from procurement and to all payments from the Board to vendors, Trustees and employees. The Corporate Finance department includes Accounting (Accounts Payable and Receivable), Budget, Payroll, Purchasing, Treasury, Risk Management and Capital Budgeting.

Corporate Finance total budget are as follow:

Table 55 – Total Operating Budget – Corporate Finance Department – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	2,406	2,375	(31)	(1%)	26.1	25.6	(0.5)
Benefits	575	572	(3)	(1%)	-	-	-
Salaries and Benefits Total	2,981	2,946	(35)	(1%)	26.1	25.6	(0.5)
Expenses							
Expenses	1,861	1,861	(1)	(0%)	-	-	-
Expenses Total	1,861	1,861	(1)	(0%)	-	-	-
Grand Total	4,842	4,807	(35)	(1%)	26.1	25.6	(0.5)

Table 56 – Total PPF and Other Grants/Programs Budget – Corporate Finance Department – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Expenses							
Expenses	244	75	(169)	(69%)	-	-	-
Expenses Total	244	75	(169)	(69%)	-	-	-
Grand Total	244	75	(169)	(69%)	-	-	-

Salaries & Benefits Budget details are as follow:

Table 57 – Salaries and Benefits Operating Details – Corporate Finance Department – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Admin Support, Technical & Spec-Temporary	11	22	10	90%	-	-	-
Administration Support Staff	1,565	1,434	(131)	(8%)	17.1	15.6	(1.5)
Department Managers/Supervisors	1,195	1,232	38	3%	8.0	9.0	1.0
Student Help	25	25	-	0%	-	-	-
Supervisory Officers	185	233	49	26%	1.0	1.0	-
Grand Total	2,981	2,946	(35)	(1%)	26.1	25.6	(0.5)

Non-Labour Expense Budget allocations are as follow:

Table 58 – Non-Labour Operating Expenditures – Corporate Finance Department – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Accounting/Financial Services	19	59	40	213%
Budget & Financial Rptg	20	20	-	0%
Business Services	78	13	(66)	(84%)
Cafeteria	56	56	-	0%
Insurance Claims/Board	59	59	-	0%
Insurance Premium/Rebate	1,582	1,607	25	2%
Payroll	26	26	-	0%
Purchasing	15	15	-	0%
Sr Budget, Payroll & Benefit Administration	7	7	-	0%
Grand Total	1,861	1,861	(1)	(0%)

Cafeteria includes equipment repair and replacement in all Board cafeterias.

Table 59 – Non-Labour PPF and Other Grants/Programs Expenditures – Corporate Finance Department – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Excellence in Education Administration Fund	150	-	(150)	(100%)
Food for Learning	75	75	-	0%
RIAT Host Board	19	-	(19)	(100%)
Grand Total	244	75	(169)	(69%)

York Catholic District School Board is the host board for the Regional Internal Audit Team (RIAT) which serves six member boards in the GTA region: York Catholic District School Board, York Region District School Board, Toronto Catholic District School Board, Toronto District School Board, Dufferin Peel Catholic District School Board and Peel District School Board. RIAT is fully funded by the Ministry of Education and functions independently:

Table 60 – Total Operating Budget – Regional Internal Audit Team – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	607	613	6	1%	5.0	5.0	-
Benefits	141	143	1	1%	-	-	-
Salaries and Benefits Total	749	756	7	1%	5.0	5.0	-
Expenses							
Expenses	363	343	(20)	(6%)	-	-	-
Expenses Total	363	343	(20)	(6%)	-	-	-
Grand Total	1,112	1,098	(13)	(1%)	5.0	5.0	-

Table 61 – Salaries and Benefits Operating – Regional Internal Audit Team – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Department Managers/Supervisors	749	756	7	1%	5.0	5.0	-
Grand Total	749	756	7	1%	5.0	5.0	-

Table 62 – Non-Labour Operating Details – Regional Internal Audit Team – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Regional Internal Audit Team	363	343	(20)	(6%)
Grand Total	363	343	(20)	(6%)

Other total budget is as follows:

Table 63 – Total Operating Budget –Other – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Salaries and Benefits				
Salaries	(1,008)	(687)	321	(31.8%)
Benefits	(254)	(166)	88	(34.6%)
Salaries and Benefits Total	(1,262)	(854)	408	(32.4%)
Expenses				
Expenses	(3,931)	(718)	3,214	(81.7%)
Expenses Total	(3,931)	(718)	3,214	(81.7%)
Grand Total	(5,193)	(1,571)	3,622	(69.7%)

The above includes legal and audit fees, minor TCA allocation, interest on Ministry accounts receivable, recovery from YRDSB for the transportation consortium and PSAB compliance entries.

6.9. Human Resources & International Education

The Human Resources Department is comprised of Academic Services, Support Services, Benefits Employee Relations, Freedom of Information & Privacy and Health & Wellness as well as International Education working in partnership with the Planning/Admissions.

Human Resources Budget excluding International Education total budgets are as follow:

Table 64 – Total Operating Budget – Human Resources – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	3,316	3,659	343	10%	41.7	43.7	2.0
Salaries-Discretionary Release Time	8	8	-	0%	-	-	-
Benefits	784	843	60	8%	-	-	-
Salaries and Benefits Total	4,108	4,511	403	10%	41.7	43.7	2.0
Expenses							
Expenses	628	659	31	5%	-	-	-
Expenses Total	628	659	31	5%	-	-	-
Grand Total	4,736	5,170	434	9%	41.7	43.7	2.0

Table 65 – Total PPF and Other Grants/Programs Budget – Human Resources – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	10	12	2	20%	-	-	-
Benefits	2	-	(2)	(100%)	-	-	-
Salaries and Benefits Total	12	12	-	0%	-	-	-
Expenses							
Expenses	23	30	6	27%	-	-	-
Expenses Total	23	30	6	27%	-	-	-
Grand Total	35	42	6	18%	-	-	-

Salaries & Benefits Budget details are as follow:

Table 66 – Salaries and Benefits Operating Details – Human Resources – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Administration Support Staff	2,720	2,870	150	6%	32.0	33.0	1.0
Department Managers/Supervisors	842	906	64	8%	6.0	6.0	-
Ed Assistants/Intervenors/SSWs/SEWs	56	56	1	1%	0.9	0.9	0.0
Educational Assistants - Supply	-	21	21	0%	-	-	-
Instructors - Non-certified	-	10	10	0%	-	-	-
Principals	148	304	156	106%	1.0	2.0	1.0
Supervisory Officers	179	179	-	0%	0.8	0.8	-
Teacher on Secondment	75	75	1	1%	1.0	1.0	-
Teachers - Supply	88	89	1	1%	-	-	-
Grand Total	4,108	4,511	403	10%	41.7	43.7	2.0

Table 67 – Salaries and Benefits PPF and Other Grants/Programs Details – Human Resources – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Teachers	12	12	-	0%	-	-	-
Grand Total	12	12	-	0%	-	-	-

Non-Labour Expense Budget allocations are as follow:

Table 68 – Non-Labour Operating Expenditures – Human Resources – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Accommodation - Health & Safety	50	50	-	0%
Benefits	8	8	-	0%
Employee Health & Safety	28	35	7	23%
Employee Wellness Program	49	49	-	0%
HR - Board Training	13	10	(3)	(20%)
HR Superintendent	8	8	-	0%
HR-Administration	405	433	27	7%
HR-Employee Relations	66	66	-	0%
Grand Total	628	659	31	5%

HR-Administration includes legal expenses, professional fees, labour bargaining expenses, software licenses and recruitment.

Table 69 – Non-Labour PPF and Other Grants/Programs Expenditures – Human Resources – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Health Resources, Training & Supports	-	27	27	0%
Practice Teaching	3	3	-	0%
Staff Well-Being	20	-	(20)	(100%)
Grand Total	23	30	6	27%

International Education Budget details are as follow:

Table 70 – Total Operating Budget – International Education – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	155	168	13	9%	1.7	1.7	-
Benefits	29	31	3	10%	-	-	-
Salaries and Benefits Total	183	200	16	9%	1.7	1.7	-
Expenses							
Expenses	125	125	-	0%	-	-	-
Expenses Total	125	125	-	0%	-	-	-
Grand Total	308	325	16	5%	1.7	1.7	-

Salaries & Benefits Budget details are as follow:

Table 71 – Salaries and Benefits Operating Details – International Education – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Administration Support Staff	58	73	15	27%	1.0	1.0	-
Principals	78	79	1	1%	0.5	0.5	-
Supervisory Officers	48	48	-	0%	0.2	0.2	-
Grand Total	183	200	16	9%	1.7	1.7	-

Non-Labour Expense Budget allocations are as follow:

Table 72 – Non-Labour Operating Expenditures – International Education – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
International Education	125	125	-	0%
Grand Total	125	125	-	0%

6.10. Information Systems

The Information Systems department includes the following teams: Network & Infrastructure Team, Software, Database and Web Application Team, Customer Service & School Learning Team.

Information Systems total budgets are as follow:

Table 73 – Total Operating Budget – Information Systems – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	4,959	4,998	39	1%	60.0	59.5	(0.5)
Benefits	1,275	1,276	2	0%	-	-	-
Salaries and Benefits Total	6,233	6,274	41	1%	60.0	59.5	(0.5)
Expenses							
Expenses	4,962	5,329	367	7%	-	-	-
Expenses Total	4,962	5,329	367	7%	-	-	-
Grand Total	11,195	11,603	408	4%	60.0	59.5	(0.5)

Table 74 – Total PPF and Other Grants/Programs Budget – Information Systems – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Expenses							
Expenses	1,849	1,000	(849)	(46%)	-	-	-
Expenses Total	1,849	1,000	(849)	(46%)	-	-	-
Grand Total	1,849	1,000	(849)	(46%)	-	-	-

Salaries & Benefits Budget details are as follow:

Table 75 – Salaries and Benefits Operating Detail – Information Systems – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Admin Support, Technical & Spec-Overtime	8	8	0	1%	-	-	-
Administration Support Staff	1,441	1,455	14	1%	14.0	14.0	-
Department Managers/Supervisors	1,089	1,100	11	1%	8.0	8.0	-
Student Help	8	8	-	0%	-	-	-
Supervisory Officers	198	198	-	0%	1.0	1.0	-
Technicians - Student Support	3,489	3,505	16	0%	37.0	36.5	(0.5)
Grand Total	6,233	6,274	41	1%	60.0	59.5	(0.5)

Non-Labour Expense Budget allocations are as follow:

Table 76 – Non-Labour Operating Expenditures – Information Systems – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
21st Century Learning	16	16	-	0%
Application Systems	697	617	(80)	(11%)
Customer Support System	5	5	-	0%
Information Systems	4,220	4,667	447	11%
Network & Infrastructure	8	8	-	0%
SEA - Info Systems	4	4	-	0%
Software, DB & Web Apps	4	4	-	0%
Sr CIO Administration	8	8	-	0%
Grand Total	4,962	5,329	367	7%

Information Systems budget includes licensing and fees for Internet/Broadband, VOIP, Firewall/Security, SAP license fees, Maplewood, Smart Find Express, Google G-Suite Enterprise, IEP (Individual Education Planner), School Messenger and other software programs, licenses, services and maintenance contracts.

Table 77 – Non-Labour PPF and Other Grants/Programs Expenditures – Information Systems – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Connectivity and Schools Program Intake	1,849	1,000	(849)	(46%)
Grand Total	1,849	1,000	(849)	(46%)

6.11. Planning and Operations

The Planning and Operations department includes the following units: Planning and Property Management, Transportation, Office Services and Admissions.

Planning and Operations total budget, excluding Transportation (shown separately below), is as follows:

Table 78 – Total Operating Budget excluding Transportation – Planning and Operations – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	1,716	1,844	128	7%	23.5	24.5	1.0
Benefits	441	487	46	10%	-	-	-
Salaries and Benefits Total	2,157	2,331	174	8%	23.5	24.5	1.0
Expenses							
Expenses	312	362	51	16%	-	-	-
Expenses Total	312	362	51	16%	-	-	-
Grand Total	2,469	2,693	224	9%	23.5	24.5	1.0

Salaries & Benefits Budget details are as follow:

Table 79 – Salaries and Benefits Details – Planning and Operations – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Administration Support Staff	1,293	1,460	167	13%	16.5	17.5	1.0
Department Managers/Supervisors	429	433	4	1%	3.0	3.0	-
Supervisory Officers	216	216	-	0%	1.0	1.0	-
Technicians & Specialists-Custodians	81	82	1	1%	1.0	1.0	-
Technicians & Specialists-Non-Instructional	138	140	1	1%	2.0	2.0	-
Grand Total	2,157	2,331	174	8%	23.5	24.5	1.0

Non-Labour Expense Budget allocations are as follow:

Table 80 – Non-Labour Expenditures – Planning and Operations – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Admissions	8	8	-	0%
Community Planning & Partnerships	4	53	49	1111%
Courier	43	43	-	0%
Office Services	27	27	-	0%
Planning	22	22	-	0%
Planning & Operations Admin	3	3	-	0%
Printing	2	2	-	0%
Sr Cont Planning & Operations	7	7	-	0%
Visa Agency Fees	175	175	-	0%
Warehouse	20	22	2	10%
Grand Total	312	362	51	16%

Transportation total budgets are as follow:

Table 81 – Total Operating Budget – Transportation – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	1,251	1,274	24	2%	16.0	16.0	-
Benefits	328	332	4	1%	-	-	-
Salaries and Benefits Total	1,579	1,607	28	2%	16.0	16.0	-
Expenses							
Expenses	20,291	21,020	729	4%	-	-	-
Expenses Total	20,291	21,020	729	4%	-	-	-
Grand Total	21,870	22,627	757	3%	16.0	16.0	-

50% FTE and salaries and benefits for the transportation consortium is recovered from the York Region DSB. Recoveries are reflected in the Other section under the Corporate Finance (Table 63).

Table 82 – Total PPF and Other Grants/Programs Budget – Transportation – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Expenses							
Expenses	1,172	-	(1,172)	(100%)	-	-	-
Expenses Total	1,172	-	(1,172)	(100%)	-	-	-
Grand Total	1,172	-	(1,172)	(100%)	-	-	-

Transportation Salaries & Benefits Budget details are as follow:

Table 83 – Salaries and Benefits Operating Details – Transportation – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Administration Support Staff	1,190	1,214	24	2%	13.0	13.0	-
Department Managers/Supervisors	277	280	3	1%	2.0	2.0	-
Technicians - Student Support	112	113	1	1%	1.0	1.0	-
Grand Total	1,579	1,607	28	2%	16.0	16.0	-

Transportation Expense Budget allocations are as follow:

Table 84 – Non-Labour Operating Expenditures – Transportation – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Transportation	20,291	21,020	729	4%
Grand Total	20,291	21,020	729	4%

Table 85 – Non-Labour PPF and Other Grants/Programs Expenditures – Transportation – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Transportation Service Stability	1,172	-	(1,172)	(100%)
Grand Total	1,172	-	(1,172)	(100%)

6.12. Plant and Accommodation

Through effective communication, planning and use of resources, the Plant and Accommodation Services Department is responsible for ensuring a clean, safe, comfortable and healthy environment for our students, staff and communities.

The Plant and Accommodation department encompasses three service units: Facilities, Capital Asset & Renewal and Maintenance, Energy & Environmental Services. All units collaborate in the strategic planning and delivery of Plant services.

Plant and Accommodation total budgets are as follow:

Table 86 – Total Operating Budget – Plant and Accommodation – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	28,495	29,437	942	3%	516.0	507.0	(9.0)
Benefits	8,066	7,955	(111)	(1%)	-	-	-
Salaries and Benefits Total	36,561	37,392	831	2%	516.0	507.0	(9.0)
Expenses							
Expenses	20,037	22,878	2,841	14%	-	-	-
Expenses Total	20,037	22,878	2,841	14%	-	-	-
Grand Total	56,597	60,270	3,673	6%	516.0	507.0	(9.0)

Table 87 – Total PPF and Other Grants/Programs Budget – Plant and Accommodation – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	4,160	-	(4,160)	(100%)	-	-	-
Benefits	462	-	(462)	(100%)	-	-	-
Salaries and Benefits Total	4,622	-	(4,622)	(100%)	-	-	-
Expenses							
Expenses	697	100	(597)	(86%)	-	-	-
Expenses Total	697	100	(597)	(86%)	-	-	-
Grand Total	5,320	100	(5,220)	(98%)	-	-	-

Salaries & Benefits Budget details are as follow:

Table 88 – Salaries and Benefits Operating Details – Plant and Accommodation – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Admin Support, Technical & Spec-Overtime	41	42	0	1%	-	-	-
Administration Support Staff	2,667	2,793	127	5%	29.0	29.0	-
Custodians-Overtime	594	599	6	1%	-	-	-
Custodians-Temporary Assistants	1	1,011	1,010	140649%	-	-	-
Department Managers/Supervisors	597	603	6	1%	4.0	4.0	-
Student Help	21	21	-	0%	-	-	-
Supervisory Officers	193	193	-	0%	1.0	1.0	-
Technicians & Specialists-Custodians	29,882	29,418	(464)	(2%)	453.0	443.0	(10.0)
Technicians & Specialists-Non-Instructional	2,565	2,712	147	6%	29.0	30.0	1.0
Grand Total	36,561	37,392	831	2%	516.0	507.0	(9.0)

Note: Support for Temporary Custodians for enhanced cleaning previously funded by PPF.

Table 89 – Salaries and Benefits PPF and Other Grants/Programs Details – Plant and Accommodation – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Custodians-Temporary Assistants	4,622	-	(4,622)	(100%)	-	-	-
Grand Total	4,622	-	(4,622)	(100%)	-	-	-

Non-Labour Expense Budget allocations are as follow:

Table 90 – Non-Labour Operating Expenditures – Plant and Accommodation – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Capital & Asset Renewal	-	14	14	0%
Community Use of Schools	72	72	-	0%
Draperies & Furniture Purchase	30	30	-	0%
Energy	9,766	11,508	1,741	18%
Facilities Contracts	5,830	5,680	(150)	(3%)
Facilities/Caretaking	418	418	-	0%
Leased Schools	250	250	-	0%
Maintenance - Child Care	22	22	-	0%
Maintenance Services	4,561	4,967	405	9%
Plant - Administration	42	42	-	0%
Recycling	379	360	(19)	(5%)
Solar Energy	9	9	-	0%
Sr Cont Plant & Accommodation	7	7	-	0%
Maintenance - Transfer to Capital	(1,350)	(500)	850	(63%)
Grand Total	20,037	22,878	2,841	14%

Table 91 – Non-Labour PPF and Other Grants/Programs Expenditures – Plant and Accommodation – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Investing in Canada Infrastructure Prog-Ventilation	-	100	100	0%
Ventilation in Classrooms	697	-	(697)	(100%)
Grand Total	697	100	(597)	(86%)

6.13. Regular Day

Regular Day primarily includes budgets for school based instructional classroom staff and resources.

Regular Day's total budgets are as follow:

Table 92 – Total Operating Budget – Regular Day – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	304,122	298,675	(5,448)	(2%)	3,442.5	3,330.2	(112.3)
Salaries-Discretionary Release Time	100	100	-	0%	-	-	-
Benefits	43,963	42,826	(1,136)	(3%)	-	-	-
Salaries and Benefits Total	348,185	341,601	(6,584)	(2%)	3,442.5	3,330.2	(112.3)
Expenses							
Expenses	127	129	3	2%	-	-	-
Expenses Total	127	129	3	2%	-	-	-
Grand Total	348,312	341,731	(6,581)	(2%)	3,442.5	3,330.2	(112.3)

Table 93 – Total PPF and Other Grants/Programs Budget – Regular Day – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	2,210	-	(2,210)	(100%)	25.0	-	(25.0)
Benefits	345	-	(345)	(100%)	-	-	-
Salaries and Benefits Total	2,555	-	(2,555)	(100%)	25.0	-	(25.0)
Grand Total	2,555	-	(2,555)	(100%)	25.0	-	(25.0)

Salaries & Benefits Budget details are as follow:

Table 94 – Salaries and Benefits Operating Details – Regular Day – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Early Childhood Educators	9,998	8,786	(1,212)	(12%)	179.0	153.0	(26.0)
Early Childhood Educators-Supply	815	772	(43)	(5%)	-	-	-
Ed Assistants/Intervenors/SSWs/SEWs	63	98	35	55%	1.5	1.5	-
Instructors - Non-certified	63	47	(16)	(25%)	0.8	0.8	(0.0)
Noon Hour Supervisors	1,592	1,633	40	3%	396.0	387.0	(9.0)
Teachers	268,640	264,597	(4,043)	(2%)	2,406.8	2,332.3	(74.5)
Teachers - Department Head	21,565	21,776	211	1%	185.0	185.0	-
Teachers - Home Instruction	258	261	3	1%	-	-	-
Teachers - Supply	17,141	15,425	(1,716)	(10%)	-	-	-
Teachers-Learning Resource/Other School Based	26,620	26,540	(81)	(0%)	250.0	247.1	(2.8)
Technicians - Student Support	1,431	1,515	85	6%	23.5	23.5	-
Technicians - Student Support-Temporary	-	151	151	0%	-	-	-
Grand Total	348,185	341,601	(6,584)	(2%)	3,442.5	3,330.2	(112.3)

Table 95 – Salaries and Benefits PPF and Other Grants/Programs Details – Regular Day – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Teachers	2,555	-	(2,555)	(100%)	25.0	-	(25.0)
Grand Total	2,555	-	(2,555)	(100%)	25.0	-	(25.0)

Non-Labour Expense Budget allocations are as follow:

Table 96 – Non-Labour Operating Expenditures – Regular Day – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
All Elementary Schools	5	-	(5)	(100%)
All Secondary Schools	6	6	-	0%
Arts/Music	6	6	-	0%
Co-op Education	15	20	5	33%
ESL - Elementary	10	10	-	0%
FSL	15	20	5	33%
Guidance	1	1	-	0%
Guidance - Elementry	10	5	(5)	(50%)
Phys Ed - Elementary	12	12	-	0%
RNEF	47	49	3	6%
Grand Total	127	129	3	2%

6.14. School Administration

School administration encompasses budgets for school based administration/leadership staff and resources.

School Administration's total budgets are as follow:

Table 97 – Total Operating Budget – School Administration – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Salaries and Benefits							
Salaries	32,586	32,656	70	0%	422.3	416.5	(5.8)
Benefits	5,448	5,506	58	1%	-	-	-
Salaries and Benefits Total	38,034	38,162	127	0%	422.3	416.5	(5.8)
Expenses							
Expenses	217	368	151	69%	-	-	-
Expenses Total	217	368	151	69%	-	-	-
Grand Total	38,251	38,530	278	1%	422.3	416.5	(5.8)

Salaries & Benefits Budget details are as follow:

Table 98 – Salaries and Benefits Operating Details – School Administration – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %	2021-22 RE FTE	2022-23 EST FTE	Change FTE
Admin Support, Technical & Spec-Temporary	1,261	1,070	(192)	(15%)	-	-	-
Administration Support Staff	13,205	13,046	(159)	(1%)	215.3	208.5	(6.8)
Noon Hour Supervisors	306	322	16	5%	54.0	54.0	-
Principals	15,117	15,477	359	2%	100.0	101.0	1.0
Teachers - Department Head - Allowance	1,112	1,124	11	1%	-	-	-
Vice-Principals	7,032	7,123	92	1%	53.0	53.0	-
Grand Total	38,034	38,162	127	0%	422.3	416.5	(5.8)

Non-Labour Expense Budget allocations are as follow:

Table 99 – Non-Labour Operating Expenditures – School Administration – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
All Elementary Schools	146	247	101	69%
All Secondary Schools	71	121	50	69%
Grand Total	217	368	151	69%

6.15. School GSB

General School Budgets (GSB) budget is as follows:

Table 100 – General School Budgets – 2021-22 Revised Estimates vs. 2022-23 Estimates

(\$ 000's)	2021-22 RE	2022-23 EST	Change \$	Change %
Instructional Other	7,147	6,516	(631)	(9%)
Grand Total	7,147	6,516	(631)	(9%)

Note: Decrease to the GSB is driven by a one-time 5% reduction, budget for VOIP phones transferred from GSB to Information Systems and declining enrolment.

York Catholic District School Board

2022-23 Estimates:

Salary, Benefits and FTE

As at June 21, 2022



Prepared by: Kim Scanlon, Senior Budget Specialist
 Submitted by: Calum McNeil, Chief Financial Officer & Treasurer of the Board
 Endorsed by: Domenic Scuglia, Director of Education and Secretary of the Board

<p>Mission Statement</p> <p>Guided by Gospel values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.</p>	<p>Vision Statement</p> <p>Our students will become creative and critical thinkers who integrate Catholic Values into their daily lives, as socially responsible global citizens.</p>	<p>Core Values</p>	<p>Strategic Commitments</p>
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Introduction

The tables in this report provide Full Time Equivalent (FTE) salary and benefit budgets for the 2022-23 Estimates.

The Ministry has increased labour benchmarks by 1% and requested that boards include a 1% labour provision in the budget. The labour provision is included in the 2022-23 Estimates in the tables below. For 2021-22, staff funded from COVID grants and Proceeds of Disposition (POD) are included in tables 2 and 3.

1. Employee Salary, Benefits and Full Time Equivalent (FTE) Summary

Employee Groups	Full Time Equivalent (FTE)				Budget (\$000's)			
	2021-22 Revised Estimates	2022-23 Estimates	Change	Change (%)	2021-22 Revised Estimates	2022-23 Estimates	Change	Change (%)
Principals	101.0	102.0	1.0	1.0%	15,266	15,629	363	2.4%
Vice Principals	53.0	53.4	0.4	0.8%	7,032	7,173	141	2.0%
Seconded Principals - Central	3.0	5.0	2.0	66.7%	455	767	312	68.6%
Elementary Teachers	2,080.0	1,950.3	(129.7)	-6.2%	228,581	217,838	(10,743)	-4.7%
Secondary Teachers	1,131.7	1,139.1	7.4	0.7%	125,797	128,060	2,263	1.8%
Coordinators and Add'l Teaching Staff	36.9	37.9	1.0	2.7%	4,344	4,691	347	8.0%
Total Academic Staff	3,405.6	3,287.7	(117.9)	-3.5%	381,475	374,158	(7,317)	-1.9%
Classroom Supporting Staff	1,370.2	1,306.7	(63.5)	-4.6%	60,860	58,586	(2,274)	-3.7%
Non-Classroom Supporting Staff	915.2	902.4	(12.8)	-1.4%	67,764	68,243	479	0.7%
Total Support Staff	2,285.4	2,209.1	(76.3)	-3.3%	128,624	126,829	(1,795)	-1.4%
SUBTOTAL	5,691.0	5,496.8	(194.2)	-3.4%	510,099	500,987	(9,112)	-1.8%
PPF, Other Grants and Programs	13.4	13.0	(0.4)	-3.0%	1,286	1,222	(64)	-5.0%
Continuing Education Staff	178.3	178.3	-	0.0%	10,560	10,701	141	1.3%
Other Salaries & Benefits (Non-FTE)	-	-	-		32,990	30,944	(2,046)	-6.2%
TOTAL SALARIES & BENEFITS	5,882.7	5,688.1	(194.6)	-3.3%	554,935	543,854	(11,081)	-2.0%

2. Academic Staff FTE Details

Employee Groups	Full Time Equivalent (FTE)			
	2021-22 Revised Estimates	2022-23 Estimates	Change	Change (%)
ACADEMIC STAFF				
Principals				
Elementary	85.0	85.5	0.5	0.6%
Secondary	15.0	15.5	0.5	3.3%
Alternative Education & Safe Schools	1.0	1.0	-	0.0%
Subtotal Principals	101.0	102.0	1.0	1.0%
Vice Principals				
Elementary	16.0	16.0	-	0.0%
Secondary	37.0	37.0	-	0.0%
Graduation Coach	-	0.4	0.4	
Subtotal Vice Principals	53.0	53.4	0.4	0.8%
Seconded Principals - Central	3.0	5.0	2.0	66.7%
Total Principals and Vice Principals	157.0	160.4	3.4	2.2%
Elementary Teachers				
Kindergarten, Grades 1-8 (except OLL 7-8)	1,720.5	1,662.8	(57.7)	-3.4%
Our Lady of the Lake (OLL) Grade 7-8	8.0	10.0	2.0	25.0%
Intermediate Itinerant Pathways /Careers Teachers (PCT)	8.0	8.0	-	0.0%
STREAM Centre	4.0	4.0	-	0.0%
English Second Language (ESL)	34.0	32.0	(2.0)	-5.9%
Remote Teachers / Virtual Schools	63.0	11.0	(52.0)	-82.5%
Subtotal Elementary Teachers	1,837.5	1,727.8	(109.7)	-6.0%
Special Education Elementary Teachers				
Core Resources	172.5	163.5	(9.0)	-5.2%
Itinerant Literacy Intensive Support Tchr (Transition from ISA))	23.0	23.0	-	0.0%
Section 23	2.0	2.0	-	0.0%
Hearing (Itinerant)	8.0	8.0	-	0.0%
Subtotal Special Education Elementary Teachers	205.5	196.5	(9.0)	-4.4%
Elementary Self-Contained Classes				
Program for Academic and Creative Extension (PACE)	20.0	17.0	(3.0)	-15.0%
Transition Diagnostic (TD) Centre	5.0	1.0	(4.0)	-80.0%
Language Centre (LC)	4.0	-	(4.0)	-100.0%
Autism Spectrum Disorder (ASD) Centre	6.0	6.0	-	0.0%
Hearing Centre (HC)	2.0	2.0	-	0.0%
Subtotal Elementary Self-Contained Classes	37.0	26.0	(11.0)	-29.7%
Subtotal Elementary Special Education Teachers	242.5	222.5	(20.0)	-8.2%
Subtotal Elementary Teachers	2,080.0	1,950.3	(129.7)	-6.2%

Employee Groups	Full Time Equivalent (FTE)			
	2021-22 Revised Estimates	2022-23 Estimates	Change	Change (%)
ACADEMIC STAFF				
Secondary Teachers				
Grades 9-12 (not incl. OLL 7-8)	936.9	937.1	0.2	0.0%
E-Learning	5.0	5.0	-	0.0%
Library	15.0	15.0	-	0.0%
Guidance	34.0	34.0	-	0.0%
Chaplains	15.0	15.0	-	0.0%
English Second Language (ESL)	18.6	18.8	0.2	0.9%
Alternative Education	7.0	7.0	-	0.0%
Virtual Schools	-	7.0	7.0	
Subtotal Secondary Teachers	1,031.5	1,038.9	7.4	0.7%
Special Programs (Approved by Motion)				
Advance Placement	2.7	2.7	-	0.0%
International Baccalaureate	2.0	2.0	-	0.0%
High-Performance Athlete	1.0	1.0	-	0.0%
Regional Arts Program	1.0	1.0	-	0.0%
Northern Initiative	3.5	3.5	-	0.0%
Subtotal Special Programs	10.2	10.2	-	0.0%
Subtotal Secondary Teachers (Exc. Special Ed.)	1,041.7	1,049.1	7.4	0.7%
Special Education Secondary Teachers				
Core Resources	30.7	31.7	1.0	3.3%
Learning Strategies (GLE)	9.3	9.3	-	0.0%
Tutorial	5.0	5.0	-	0.0%
Work Experience	5.7	5.7	-	0.0%
Ed. Support(ES)/Functional Life Skills(FSL)/Social Comm(SC)	28.1	28.1	-	0.0%
Vision	1.0	1.0	-	0.0%
Section 23	3.0	3.0	-	0.0%
Subtotal Special Education Secondary Teachers	82.8	83.8	1.0	1.2%
Special Education Self-Contained Classes				
Program for Academic and Creative Extension (PACE)	2.7	2.7	-	0.0%
Autism Spectrum Disorder (ASD) Centre	3.0	3.0	-	0.0%
Transition Diagnostic (TD) Centre	1.0	-	(1.0)	-100.0%
Hearing Centre (HC)	0.5	0.5	-	0.0%
Subtotal Special Education Self-Contained Classes	7.2	6.2	(1.0)	-13.9%
Total Special Education Secondary Teachers	90.0	90.0	-	0.0%
Subtotal Secondary Teachers	1,131.7	1,139.1	7.4	0.7%

Employee Groups	Full Time Equivalent (FTE)			
	2021-22 Revised Estimates	2022-23 Estimates	Change	Change (%)
ACADEMIC STAFF				
Consultants, Coordinators and Addt'l Teaching Staff				
Coordinators	2.0	2.0	-	0.0%
Consultants	15.4	16.4	1.0	6.5%
Special Education Coordinators	3.0	3.0	-	0.0%
Special Education Consultants	12.5	11.5	(1.0)	-8.0%
Mental Health Instructional Program Lead	-	1.0	1.0	
Special Programs Teacher	0.5	0.5	-	0.0%
Central ESL Resource Staff	2.5	2.5	-	0.0%
Health & Safety Officer	1.0	1.0	-	0.0%
Subtotal Consultants, Coordinators and Addt'l Teaching Staff	36.9	37.9	1.0	2.7%
Total Teaching	3,248.6	3,127.3	(121.3)	-3.7%
TOTAL ACADEMIC STAFF	3,405.6	3,287.7	(117.9)	-3.5%

3. Support Staff FTE Details

Employee Groups	Full Time Equivalent (FTE)			
	2021-22 Revised Estimates	2022-23 Estimates	Change	Change (%)
SUPPORT STAFF				
Teacher Assistants				
Educational Assistants (EA)	458.0	439.2	(18.8)	-4.1%
Educational Intervenor (EI)	87.0	79.0	(8.0)	-9.2%
Student Support Worker (SSW)	15.0	11.0	(4.0)	-26.7%
Specialized Educational Worker (SEW)	14.0	17.0	3.0	21.4%
Designated H&S /School Support (EA)	1.7	1.7	-	0.0%
Food Services (EA)	1.5	1.5	-	0.0%
Alternative Education (EI)	2.0	-	(2.0)	-100.0%
Subtotal Teacher Assistants	579.2	549.4	(29.8)	-5.1%
Designated Early Childhood Educator	179.0	153.0	(26.0)	-14.5%
Professional / Paraprofessional				
Behaviour Resource (Social Services) - Mobility Officer	25.5	25.5	-	0.0%
Behaviour Resource (Social Services) - Alternative Education	2.5	2.5	-	0.0%
Speech Pathologist	19.4	20.2	0.8	4.1%
Psychological Services	21.1	19.1	(2.0)	-9.5%
Psychological Services - Alternative Ed / Safe Schools	1.0	1.0	-	0.0%
Technicians - Student Support	33.0	32.5	(0.5)	-1.5%
SEA Claims Management	5.0	9.0	4.0	80.0%
SEA Computer and Other Technical Services	4.0	4.0	-	0.0%
Library Technician - Central Catalogers	3.0	3.0	-	0.0%
Library Technician	23.5	23.5	-	0.0%
Courier Drivers	3.0	3.0	-	0.0%
Lunchtime Supervisors (Classroom and Office Support)	450.0	441.0	(9.0)	-2.0%
Attendance Counselors	3.0	3.0	-	0.0%
Mental Health	7.0	8.0	1.0	14.3%
Physiotherapist/Occupational Therapist/ABA	11.0	9.0	(2.0)	-18.2%
Subtotal Professional / Paraprofessional	612.0	604.3	(7.7)	-1.3%
Subtotal Classroom Support Staff	1,370.2	1,306.7	(63.5)	-4.6%

Employee Groups	Full Time Equivalent (FTE)			
	2021-22 Revised Estimates	2022-23 Estimates	Change	Change (%)
SUPPORT STAFF				
School Administration Clerical/Secretarial	215.3	208.5	(6.8)	-3.2%
Administration and Governance				
Trustees	10.0	10.0	-	0.0%
Student Trustees	2.0	2.0	-	0.0%
Director & Supervisory Officers	15.0	15.0	-	0.0%
Managerial/Professional	29.1	31.1	2.0	6.9%
Administration Support	102.8	103.8	1.0	1.0%
Regional Internal Audit Team (RIAT)	5.0	5.0	-	0.0%
Subtotal Administration and Governance	163.9	166.9	3.0	1.8%
Pupil Transportation				
Managerial/Professional	2.0	2.0	-	0.0%
Administration Support	13.0	13.0	-	0.0%
Technicians	1.0	1.0	-	0.0%
Subtotal Pupil Transportation	16.0	16.0	-	0.0%
School Operations				
Managerial/Professional	6.0	6.0	-	0.0%
Administration Support	32.0	32.0	-	0.0%
Custodial	453.0	443.0	(10.0)	-2.2%
Maintenance	29.0	30.0	1.0	3.4%
Subtotal School Operations	520.0	511.0	(9.0)	-1.7%
Subtotal Non-Classroom Support Staff	915.2	902.4	(12.8)	-1.4%
TOTAL SUPPORT STAFF	2,285.4	2,209.1	(76.3)	-3.3%

4. Other Staff FTE Details

Employee Groups	Full Time Equivalent (FTE)			
	2021-22 Revised Estimates	2022-23 Estimates	Change	Change (%)
PPF, Other Grants and Programs				
AQ Coordinator	0.5	0.5	-	0.0%
Graduation Coach	0.5	0.6	0.1	20.0%
Academic Staff	0.5	-	(0.5)	-100.0%
Consultants	3.6	3.1	(0.5)	-13.9%
Support Staff	8.3	8.8	0.5	6.0%
Total PPF, Other Grants and Programs	13.4	13.0	(0.4)	-3.0%
Continuing Education Staff	178.3	178.3	-	0.0%
TOTAL ALL STAFF	5,882.7	5,688.1	(194.6)	-3.3%

Appendix 1: Support Staff Costing

This table excludes Supply and Non-FTE Salaries and Benefits.

Employee Groups	Budget (\$000s)			
	2021-22 Revised Estimates	2022-23 Estimates	Change	Change (%)
SUPPORT STAFF				
Teacher Assistants				
Educational Assistants (EA)	27,382	25,943	(1,439)	-5.5%
Educational Intervenor (EI)	5,201	4,666	(535)	-11.5%
Student Support Worker (SSW)	964	711	(253)	-35.6%
Specialized Educational Worker (SEW)	343	619	276	44.6%
Designated H&S /School Support (EA)	119	103	(15)	-14.8%
Food Services (EA)	63	98	35	35.5%
Alternative Education (EI)	123	-	(123)	
Subtotal Teacher Assistants	34,195	32,140	(2,055)	-6.4%
Designated Early Childhood Educator	9,928	8,716	(1,213)	-13.9%
Professional / Paraprofessional				
Behaviour Resource (Social Services) - Mobility Officer	2,315	2,338	22	1.0%
Behaviour Resource (Social Services) - Alternative Education	231	233	2	0.9%
Speech Pathologist	1,911	2,167	257	11.8%
Psychological Services	2,154	2,239	85	3.8%
Psychological Services - Alternative Ed / Safe Schools	138	139	1	1.0%
Technicians - Student Support	3,115	3,127	12	0.4%
SEA Claims Management	426	848	422	49.7%
SEA Computer and Other Technical Services	374	378	4	1.0%
Library Technician - Central Catalogers	210	239	29	12.1%
Library Technician	1,431	1,515	85	5.6%
Courier Drivers	220	222	2	0.9%
Lunchtime Supervisors (Classroom and Office Support)	1,899	1,955	56	2.9%
Attendance Counselors	310	313	3	1.0%
Mental Health	739	930	190	20.5%
Physiotherapist/Occupational Therapist/ABA	1,265	1,088	(177)	-16.2%
Subtotal Professional / Paraprofessional	16,737	17,730	993	5.6%
Subtotal Classroom Support Staff	60,860	58,586	(2,275)	-3.9%

Employee Groups	Budget (\$000s)			
	2021-22 Revised Estimates	2022-23 Estimates	Change	Change (%)
SUPPORT STAFF				
School Administration Clerical/Secretarial	13,205	13,047	(159)	-1.2%
Administration and Governance				
Trustees	180	180	-	0.0%
Student Trustees	5	5	-	0.0%
Director & Supervisory Officers	2,848	2,941	93	3.2%
Managerial/Professional	4,151	4,483	332	7.4%
Administration Support	8,771	9,128	357	3.9%
Regional Internal Audit Team (RIAT)	749	756	7	1.0%
Subtotal Administration and Governance	16,704	17,493	789	4.5%
Pupil Transportation				
Managerial/Professional	277	280	3	1.0%
Administration Support	1,190	1,214	24	2.0%
Technicians	112	113	1	1.0%
Subtotal Pupil Transportation	1,579	1,607	28	1.7%
School Operations				
Managerial/Professional	879	888	9	1.0%
Administration Support	2,950	3,079	129	4.2%
Custodial	29,882	29,418	(464)	-1.6%
Maintenance	2,565	2,712	147	5.4%
Subtotal School Operations	36,277	36,097	(179)	-0.5%
Subtotal Non-Classroom Support Staff	67,764	68,243	479	0.7%
TOTAL SUPPORT STAFF	128,624	126,829	(1,796)	-1.4%

Appendix 2: FTE and Budget by Department

Category	Full Time Equivalent (FTE)			FTE and Non-FTE Budget (\$000's)		
	2021-22 Revised Estimates	2022-23 Estimates	Change	2021-22 Revised Estimates	2022-23 Estimates	Change
Director	8.5	9.0	0.5	1,207	1,371	164
Associate Director	3.0	4.0	1.0	631	711	80
Trustee	12.0	12.0	-	185	185	-
Academic Superintendents	11.0	12.0	1.0	1,507	1,610	103
Secondary Safe Schools	14.5	12.5	(2.0)	1,523	1,416	(107)
Curriculum	40.5	41.5	1.0	5,072	7,658	2,586
Continuing Education	178.3	178.3	-	10,849	10,992	143
Student Services	1,035.1	989.1	(46.0)	87,263	84,972	(2,291)
Finance	26.1	25.6	(0.5)	2,981	2,946	(35)
Regional Internal Audit Team (RIAT)	5.0	5.0	-	749	756	7
Human Resources	41.6	43.7	2.1	4,120	4,523	403
International Education	1.7	1.7	-	183	200	17
Information Systems	60.0	59.5	(0.5)	6,233	6,274	41
Planning / Operations	23.5	24.5	1.0	2,157	2,331	174
Planning / Operations - Transportation	16.0	16.0	-	1,579	1,607	28
Plant	516.0	507.0	(9.0)	41,183	37,392	(3,791)
Regular Day	3,467.6	3,330.2	(137.4)	350,740	341,601	(9,139)
School Administration	422.3	416.5	(5.8)	38,034	38,162	128
Other Including Transportation Recoveries	-	-	-	(1,261)	(853)	408
TOTAL	5,882.7	5,688.1	(194.6)	554,935	543,854	(11,081)

Appendix 3: Priorities & Partnerships Funds, Other Grants and Programs

			Full Time Equivalent (FTE)		
Category	Budget Unit	Name of Grant	2021-22 Revised Estimates	2022-23 Estimates	Change
PPF	Director	Human Rights and Equity Advisor	0.9	0.8	(0.1)
PPF	Director	Graduation Coach Black Students	0.5	0.6	0.1
PPF	Curriculum	De-Streaming Implementation Supports	-	0.5	0.5
PPF	Curriculum	FSL Initiatives	1.0	-	(1.0)
PPF	Curriculum	Math Strategy Renewal (FMS/RMS) - Central	1.6	1.6	-
PPF	Curriculum	Specialist High Skills Major (SHSM)	0.5		(0.5)
Other Ministry	Curriculum	Ontario Youth Apprenticeship Program (OYAP)	0.9	1.5	0.6
Non-Ministry	Curriculum	School College Work Initiative	0.1	-	(0.1)
Non-Ministry	Student Services	Children's Treatment Network (CTN)	7.4	7.5	0.1
YCDSB Program	Associate Director	AQ Courses	0.5	0.5	-
TOTAL PPF, OTHER GRANTS AND PROGRAMS			13.4	13.0	(0.4)

Note – for 2021-22, staff funded from one-time COVID PPF grants are not included in this table.

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORTED TO: Board of Trustees

FROM: Administration

Date: June 21, 2022

RE: Tutoring Supports Update

BACKGROUND

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

UPDATE

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

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

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

SUMMER PROGRAMMING

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

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

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

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

COMMUNITY PARTNERSHIPS

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

Prepared by:	<u>Christine deHaas</u> , Principal Con. Ed. Elementary Programs
Reviewed & Submitted by:	Anthony Arcadi, Superintendent of Curriculum and Assessment
Endorsed by:	Domenic Scuglia, Director of Education; and Eugene Pivato, Associate Director

York Catholic District School Board

Report To: Board of Trustees
From: Administration
Date: June 21, 2022
Report: Right to Read Inquiry Update

EXECUTIVE SUMMARY:

This report was developed as an information update for Trustees regarding the ongoing messaging being communicated centrally about early reading instruction in light of the *Right to Read* report by the Ontario Human Rights Commission.

BACKGROUND INFORMATION:

The *Right to Read* report (refer to this [executive summary](#)) provides recommendations, 157 in total, for promoting early reading success. To meet this objective, this report advocates that school boards give more priority to evidence-based approaches (e.g., decoding and spelling words, practice with reading words in stories to build word-reading accuracy and speed, etc...). These types of approaches, which are backed by research that reading experts have conducted on how students learn to read is known as the *science of reading*.

In response to the *Right to Read* report, as a preliminary step, the Ministry of Education has released a science-based guide (refer to this [link](#)) for educators to support effective early reading instruction. To ensure that instructional staff are familiar with this document, it will be a focal point for the upcoming PA Day in September 2022 that caters to early reading. The Ministry has also articulated a commitment to revise the elementary Language curriculum with scientific, evidence-based approaches that emphasize direct, explicit and systematic instruction and removing references to unscientific discovery and inquiry-based learning by 2023.

As part of the Curriculum Department's ongoing efforts to strategically support literacy at the K-3 level, the re-engagement lead role was established this year at each elementary school (refer to [System Memo C:171](#)). Through this role, centralized professional learning was offered that addressed timely topics related to early reading (e.g., phonics, phonological awareness, phonemic awareness, and assessment considerations). Furthermore, release time was also allotted to all re-engagement leads so that school-based planning was conducive to building capacity around the key concepts showcased in the aforementioned professional learning (refer to the [session 1 presentation](#) and [session 2 presentation](#)).

The Ministry of Education has already confirmed that further guidelines around early reading instruction will be forthcoming. Since all school boards must follow the curriculum mandates of the Ministry, the Curriculum Department will continue to be responsive to such information as it becomes available and incorporate it into the supports given to schools. For consistency and cohesion, all departmental work next year will align with the Board's new literacy goal (i.e., Students will develop specific skills and strategies based on explicit instruction related to reading and writing in order to explore texts for meaning, think critically, and communicate ideas) and give attention to evidence-based approaches.

Prepared by: Maxine Hight, Elementary Program Consultant with a Focus on the Early Years
Daniel La Gamba, Coordinator of Elementary Programs

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

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

York Catholic District School Board

REPORT

Report To: Board of Trustees
From: Administration
Date: June 21, 2022
Re: Capital Projects Update

Executive Summary

The purpose of this report is to provide an update on the ongoing Capital Projects

Capital Projects are being funded through the School Renewal Allocation (SRA), School Condition Improvement funding (SCI), Full Day Kindergarten (FDK), and Temporary Accommodation Grant (TAG), plus the carryover from the previous years.

As a result of creating a dedicated Capital and Renewal Division under the new Plant Department organizational structure, the Board's staff managed to execute the ambition Capital projects plan for approximately 89 projects in the 2021-22 Capital plan and completed 41 projects until now. The remaining 48 projects are at various stages and are scheduled to be completed by September 1, 2022 (Appendix A).

The Capital team also managed to complete 45 projects for the 2020-21 capital plan Appendix B, as well as completing 138 CVRIS projects, the remaining 16 projects at the last stage of completion Appendix C

Background Information

1. As a result of the new Plant Department Organizational Structure and the creation of a dedicated Capital and Renewal Department, the Board Staff managed to execute about 89 new projects in the 2021-22 Capital and Renewal Plan, funded under School Renewal Allocation (SRA) and School Condition Improvement (SCI) grants plus the carryover from the previous years in the total amount of approximately \$21,800,000 and completed 41 projects until now. The remaining 48 projects are at various stages and are scheduled to be completed by September 1, 2022 (Appendix A).
2. The Capital team also managed to complete 45 projects for the 2020-21 capital plan Appendix B, as well as completing 138 CVRIS projects, the remaining 16 projects at the last stage of completion Appendix C.

3. Staff follows an objective process for developing the annual Capital and Renewal Plan. This process involves consideration of the following:
 - Ministry of Education funding envelopes
 - Ministry funding criteria
 - Evaluation of building conditions throughout the system (informed by the Ministry database and building inspections every five years)
 - Prioritization of critical repairs is required from a structural/health and safety perspective
 - Consultation with the Facilities and Maintenance & Energy Departments, who provide direct feedback and requests from local schools
 - Various stakeholders and school community requests
 - Checks against E-Base Work Orders from the Maintenance Department
 - Consultant Assessments and Reports
 - Feedback from the Preventative Maintenance and Energy Conservation Program Administration
 - Program requirements to support accommodation pressures, curriculum changes, and accessibility needs
4. Based on the above vetting process, the 2020-21 Capital and Renewal Plan contain 87 new projects for a wide variety of asset replacement and upgrades, including, but not limited to: HVAC system improvements, Roofing replacement, Painting, Electrical, Groundwork, etc.. as detailed in Appendix A.
5. The main focus of the capital plan is to implement projects that will result in reductions in operating expenditures, address stakeholders' inputs, reduce energy consumption, and preserve and upkeep Board's tangible assets.
6. Projects identified as accessibility, program, and health and safety will always be prioritized for immediate completion. Additionally, building systems that have failed or are on the verge of failure will also be completed immediately.
7. The Board regularly updates the Ministry on the progress of its Renewal Plan. The Ministry's facility database must be updated twice a year to align with the Board's financial accountability submissions overseen by the Board's Finance department. This is critical to the release of funding for the next cycle of projects.
8. To maintain communication to stakeholders at the system level to ensure system leaders and school communities are aligned, the Renewal Plan will be shared with Superintendents and Trustees. A bi-annual update will continue to be provided, as projects may be added to address critical needs that arise during the year, and some projects may be deferred for various reasons. A contingency allowance is included to address unanticipated projects.
9. Planning for the next year includes choosing and completing design during the current fiscal year for early tendering in the next fiscal year to reduce costs and avoid market pressures in summer.
10. It is essential to note the dynamic nature of the proposed projects list. With ongoing CVRIS Projects and the current situation in the supply chain, the project's completed dates may change, and the project list may also be affected by higher priority projects or emergencies that need to be addressed.

Summary

As a result of the new Plant Department Organizational Structure and the creation of a dedicated Capital and Renewal Department, the Board Staff managed to execute about 89 new projects in the 2021-22 Capital and Renewal Plan, funded under School Renewal Allocation (SRA) and School Condition Improvement (SCI) grants plus the carryover from the previous years in the total amount of approximately \$21,800,000 and completed 41 projects until now. The remaining 48 projects are at various stages and are scheduled to be completed by September 1, 2022 (Appendix A).

The Capital team also managed to complete 45 projects for the 2020-21 capital plan Appendix B, as well as completing 138 CVRIS projects, the remaining 16 projects at the last stage of completion Appendix C

The goal is to complete the maximum number of projects as economically as possible to take advantage of the new Plant Department Re-org Structure with the least disruption to our stakeholders.

It's important to note that the list of proposed projects may change due to emergencies and actual costs varying from budget estimates and the identification of higher priority projects and the current supply chain situation.

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

2021-22 Capital Plan Projects Appendix A

2021-22 Capital Projects

Category	School	Description of project	Project Status	Trustees
Accessibility				
Accessibility	St Theresa of Lisieux	Braille Signs	20.00%	Mazzotta/lafrate
Accessibility	Our Lady Queen of the World	Braille Signs	20.00%	Mazzotta/lafrate
Accessibility	Pope Francis	Special needs washroom	20.00%	Cantisano
Accessibility	St. John Chrysostom	Calming Room	Awarded	McNicol
Accessibility	Light of Christ	Calming Room	Awarded	Crowe
Accessibility	Our Lady of Grace	Calming room	Awarded	Crowe
Accessibility	St. Kateri Tekawitha	Barrier-Free Washroom/Calming Room/Admin	Awarded	Alexander
Accessibility	St. Mark	Specials Needs Washroom	Awarded	Crowe
Electrical				
Electrical	various	main switches/service	50.00%	
Electrical	St. Augustine	Ground service/duct replacement	completed	Cotton
Fire Alarm				
Fire Alarm	St. Anne CES	Replace and Upgrade F/A System	Awarded	Mazzotta/lafrate
Fire Alarm	Divine Mercy	Replace and Upgrade Sim 4005	40.00%	Cantisano
Flooring				
Flooring	St Elizabeth CHS	Room 108 & Tectum (Emergency)	completed	Wigston
Flooring	St. Mary Immaculate	Pit at main entrance	Tendered	Mazzotta/lafrate
Flooring	St Theresa of Lisieux	Moisture lifting tiles, work rooms, 106 & 109	Awarded	Mazzotta/lafrate
Emergency generator upgrades				
Emergency generator upgrades	Cardinal Carter	Diesel fuel storage upgrades	completed	Crowe
Emergency generator upgrades	CEC	Diesel fuel storage upgrades	completed	
Emergency generator upgrades	Fr. Michael McGivney	Diesel fuel storage upgrades	completed	Alexander

Emergency generator upgrades	St. Augustine	Diesel fuel storage upgrades	completed	Cotton
Emergency generator upgrades	St. Elizabeth CHS	Diesel fuel storage upgrades	completed	Wigston
Emergency generator upgrades	St. Joan of Arc	Diesel fuel storage upgrades	completed	Cantisano
Grounds				
Grounds	Holy Spirit	Play area and west parking	Awarded	Crowe
Grounds	Blessed Scalabrini	Hard Surfaces & Retaining wall	Awarded	Wigston
Grounds	Notre Dame	Playground & daycare area	Tendered	McNicol
Grounds	St. Joseph the Worker	North play area January 26 Tendered February 2	Awarded	Wigston
Grounds	St. Augustine (2 school tender)	West area asphalt	Awarded	Cotton
Grounds	St. Monica (2 school tender)	Concrete walkways and front loop	Awarded	Cotton
Grounds	St Peter	All hard surfaces	Awarded	Giuliani
Grounds	St. Rene Goupil	North Parking Area and loop (Childcare reno)	Awarded	Cotton
Grounds	St. Gregory the Great	All Hard surfaces	Awarded	Marchese
Grounds	Fr Michael McGivney	Reconfig parking lot (Reimbursed by Stateview Homes) City Project	Design	Alexander
Grounds	Holy Cross CHS	Driveway/Parking Phase1 North area & all concrete	Tendered	Giuliani
HVAC				
HVAC	Holy Jubilee	Replace atmospheric boilers	Awarded	Cantisano
HVAC	St. Agnes of Assisi	Replace atmospheric boilers	40.00%	Marchese
HVAC	St Jean de Brebeuf	Replace AC in 3 Lan Rooms	40.00%	Marchese
HVAC	Various Schools	Coil Cleaning	50.00%	
HVAC-BAS	Various	ALC	80.00%	
HVAC-BAS	Various	Delta Controls	80.00%	
HVAC-BAS	Various	Reliable Controls	80.00%	
LED Lighting				
LED Lighting	Fr. Michael McGivney	High School Non-linear high access	Design	Alexander
LED Lighting	Our Lady of the Lake	Attrium HID -LED	95.00%	McNicol
DHW				
DHW	Fr. Bressani Stay localized	Install tankless DHW	Awarded	Marchese
DHW	Good Shepherd	Install tankless DHW	completed	McNicol
DHW	St. Robert	Replace failed DHW heaters	completed	Cotton
DHW	St. Margaret Mary	Install tankless DHW	completed	Giuliani
Inst. Program				

Inst. Program	Sacred Heart CHS	Regional Arts Program Phase II and Main office renovation	Awarded	McNicol
Inst. Program	Our Lady Help of Christians	Orff Music Room	completed	Mazzotta/lafrate
Inst. Program	St. Andrew	Orff Music Room	completed	Giuliani
Inst. Program	St. Elizabeth Seton	Orff Music Room	completed	McNicol
Inst. Program	St. Francis Xavier	Orff Music Room	completed	Alexander
Inst. Program	St. Joseph, Aurora	Orff Music Room	completed	Crowe
Inst. Program	St. John Paul II*	Orff Music Room	completed	Mazzotta/lafrate
Inst. Program	St. Raphael the Archangel	Orff Music Room	completed	Cantisano
Inst. Program	Fr John Kelly	Renos for Cont Ed/ESL Adult	40.00%	Cantisano
Inst. Program	St Joseph, RH	Renos for Cont Ed/ESL Adult	20.00%	Mazzotta/lafrate
Inst. Program	St Julia Billiard	Renos for Cont Ed/ESL Adult	50.00%	Alexander
Masonry Walls & Structural				
Masonry Walls & Structural, next year	Fr. Bressani CHS	Cladding over exterior walls, Phase II design only	Design	Marchese
Masonry, Walls & Structural	Our Lady of the Rosary	Expansion joints caulking Elevator	completed	Wigston
New Construction				
Major Capital	St. Rene Goupil	Childcare Renovation & Grounds	20.00%	Cotton
Major Capital	St Theresa of Lisieux	Cafeteria Addition	Design	Mazzotta/lafrate
Major Capital	Stouffville Multi Use	New School	20.00%	
Major Capital	San Marco	3 classroom renovation Permit	70.00%	Giuliani
PA Systems				
PA Systems	Holy Cross CHS	Replace PA	Design	Giuliani
PA Systems	St. Brother Andre	Replace PA (St. Brother Andre?)	Design	Cantisano
PA Systems	St Patrick, Schom	Emergency PA Replacement	completed	Crowe
PA Systems	Fr Henri Nouwen	Emergency PA Replacement	completed	Mazzotta/lafrate
PA Systems	O Lady Queen of the World	Emergency PA Replacement	completed	Mazzotta/lafrate
PA Systems	St Michael the Archangel	Emergency PA Replacement	completed	Marchese
Painting - Elementary				
Painting - Elementary	St. Catherine of Siena CES	Paint common areas	20.00%	Giuliani
Painting - Elementary	St. Edward	Paint common areas	20.00%	Alexander
Painting - Elementary	Divine Mercy	Paint Foyer & Main Office	Design	Cantisano
Painting - Elementary	St. Patrick Schomberg	Paint common areas	Awarded	Crowe
Portables				
Port Relocations	Various	Relocation of Portables	0.00%	
New Portable	TBD	New portable	0.00%	

Roof				
Roof	Blessed Trinity (solar)	Replace all sections	Awarded	Cantisano
Roof	Divine Mercy (solar)	Restore all areas	Awarded	Cantisano
Roof	Fr. Henri Nouwen (solar)	Replace all areas	Awarded	Mazzotta/lafrate
Roof	Our Lady of Hope	All of the main building	Awarded	Mazzotta/lafrate
Roof	St. Anne CES	Replace all roofs	Awarded	Mazzotta/lafrate
Security				
Security	Sacred Heart CHS	CCTV system full-upgrade	Design	McNicol
Security	Fr. Bressani CHS	CCTV system full-upgrade	Design	Marchese
Security	St Theresa of Lisieux	CCTV recording equipment replacement	completed	Mazzotta/lafrate
Security	Fr. Michael McGivney	CCTV recording equipment replacement	completed	Alexander
Security	St Anthony	CCTV recording equipment replacement	completed	Cotton
Security	St Michael Academy	CCTV recording equipment replacement	completed	Cotton
Security	St. Rene Goupil	CCTV recording equipment replacement	completed	Cotton
Security	All Saints	CCTV recording equipment replacement	completed	Cotton
Security	St Joseph Markham	CCTV recording equipment replacement	completed	Alexander
Security	St Patrick Markham	CCTV recording equipment replacement	completed	Alexander
Security	San Lorenzo Ruiz	CCTV recording equipment replacement	completed	Cotton
Security	St Julia Billiard	CCTV recording equipment replacement	completed	Alexander
Security	St John XXIII	CCTV recording equipment replacement	completed	Cotton
Security	St Kateri Tekawitha	CCTV recording equipment replacement	completed	Alexander
Security	St Matthew	CCTV recording equipment replacement	completed	Cotton
Security	St. Edward	CCTV recording equipment replacement	completed	Alexander
Security	St. Francis Xavier	CCTV recording equipment replacement	completed	Alexander
Security	St Justin Martyr	CCTV recording equipment replacement	completed	Cotton
Security	St Monica	CCTV recording equipment replacement	completed	Cotton
Security	Sir Richard Scott	CCTV recording equipment replacement	completed	Alexander
Washrooms/Plumbing				
Washrooms/Plumbing	St. Gabriel the Archangel	Floor mounted urinals	Awarded	Marchese

Washrooms/Plumbing	St John Bosco	Floor mounted urinals and wall mounted flush valve	Awarded	Marchese
Washrooms/Plumbing	St. Margaret Mary	Floor mounted urinals and wall mounted flush valve and underfloor piping	Awarded	Giuliani
Design				
Investigation	St Patrick Markham	15 Borehole geotechnical & Enviro testing	Design	Alexander
Investigation	Our Lady of Grace	15 Borehole geotechnical & Enviro testing	Design	Crowe
Investigation	St Paul	15 Borehole geotechnical & Enviro testing	Design	McNicol
Investigation	Sacred Heart CHS	15 Borehole geotechnical & Enviro testing	Design	McNicol
CEC Projects				
CEC	Catholic Education Center	HVAC Upgrade	Design	

2020-21 Capital Projects Appendix B

Category	School	Project Description	Project Status	Trustee
Accessibility	St. Peter	Special Needs Washroom	Completed	Giuliani
Fire Alarm	CEC	Replace the fire alarm system	Completed	
Grounds	Christ the King	Replace all hard surfaces	Completed	Mazzotta/Iafrate
Grounds	Fr. Michael McGivney	South west parking, curbs & drive way	Completed	Alexander
Grounds	St. Augustine	East, south & west hard surfaces	Completed	Cotton
Grounds	St. Clare	All hard surfaces	Completed	Marchese
Grounds	St. Rene Goupil	Childcare Renovation, drop off loop and parking	Completed	Cotton
Grounds	CEC	West side of the CEC, south parking area, replace hard surfaces	Completed	
HVAC	All Saints	Replace atmospheric boilers	Completed	Cotton
HVAC	Divine Mercy	Replace atmospheric boilers	Completed	Cantisano
HVAC	St. Emily	Replace atmospheric boilers	Completed	Marchese
HVAC	St. Bernadette	Gym RTUs Replacement	Completed	McNicol
HVAC	Our Lady of the Lake	Install a new Makeup Air Unit	Completed	McNicol
HVAC	St. Mark	Replacement of Heat Pump and Unit Ventilators	Completed	Crowe

HVAC	50 Schools	Coil cleaning program	Completed	
HVAC BAS	101 Schools	BAS Optimization and Retro-Commissioning	Completed	
Inst. Program	St Robert	Shop Hoist	Completed	Cotton
Inst. Program	Holy Cross CHS/St. Elizabeth	Gym Bleachers	Completed	Giuliani/Wigston
Inst. Program	Various	ORFF Music rooms 8 schools	Completed	
Masonry walls	Fr. Bressani	Cladding the exterior, north elevation	Completed	Marchese
Masonry walls	Fr. Bressani	Wall repairs interior, 2 rooms	Completed	Marchese
Masonry walls	Our Lady of the Rosary	Caulk expansion joints	Completed	Wigston
Masonry walls	St. Anthony	Masonry repairs	Completed	Cotton
Masonry walls	St. David	Efflorescence on exterior walls	Completed	Cantisano
PA Systems	St. Margaret Mary	Replace PA head unit	Completed	Giuliani
PA Systems	Our Lady of the Lake	Emergency replacement	Completed	McNicol
PA Systems	St. Maximillian Kolbe	Emergency replacement	Completed	Crowe
PA Systems	Our Lady Queen of the World	Emergency replacement	Completed	Mazzotta/Iafrate
PA Systems	Our Lady of the Rosary	Replace the system	Completed	Wigston
Portable Relocation	Various	June 30 Pope Frances 3-4	Completed	
Roof	St. Augustine	Remainder of roof, north area	Completed	Cotton
Roof	St. Bernadette	All areas	Completed	McNicol
Roof	St. Mark	south/west and metal wall cladding	Completed	Crowe
Roof	St. Mary Immaculate	All areas	Completed	Mazzotta/Iafrate
Roof	St. Patrick Markham	All areas	Completed	Alexander
Stairs	All Saints	Replace 3 sets of heavily rusted stairs	Completed	Cotton
Stairs	Holy Jubilee	Replace rusted south/east stairs	Completed	Cantisano
Stairs	St. John Chrysostom	Replace rusted south/east stairs	Completed	McNicol
Stairs	St. Joseph Aurora	Replace rusted south set of stairs	Completed	Crowe
STREAM Lab	All Saints	Painting	Completed	Cotton
STREAM Lab	Corpus Christi	Painting	Completed	Mazzotta/Iafrate
STREAM Lab	Divine Mercy	Painting	Completed	Cantisano

STREAM Lab	OL of Grace	Painting	Completed	Crowe
STREAM Lab	St. Agnes of Assisi	Painting	Completed	Marchese
STREAM Lab	St. Stephen	Painting	Completed	Giuliani

CVRIS Projects Update Appendix C

CVRIS Projects Update				
School Name	Title	Project Scope	Status	Trustee
St. Anne CES	HVAC Upgrades	Upgrade Air Handling Unit for optimal ventilation	Completed	Mazzotta/lafrate
St. Clement CES MS	HVAC Upgrades	Upgrade Air Handling Unit for optimal ventilation	Completed	Giuliani
Christ the King CES	HVAC Upgrades	Install Makeup Air Unit	80%	Mazzotta/lafrate
St. Clare CES	HVAC Upgrades	Upgrade Ventilation and Heat Pumps	80%	Marchese
St. Joseph the Worker CES	HVAC Upgrades	1 Roof Top Unit replacement	Completed	Wigston
St. Charles Garnier CES	HVAC Upgrades	1 Roof Top Unit replacement	70%	Mazzotta/lafrate
Our Lady of Peace CES	HVAC Upgrades	4 Roof Top Units replacement	70%	Board of Trustees
Holy Cross CHS	HVAC Upgrades	4 Roof Top Units replacement	Completed	Giuliani
St. Brother Andre CHS	HVAC Upgrades	5 Roof Top Units replacement	Completed	Giuliani
St. Robert CHS	HVAC Upgrades	2 Roof Top Unit replacement and upgrade exhaust fans	Completed	Cotton
Prince of Peace CES	HVAC Upgrades	1 AHU replacement, 2 Heat Pumps replacement, 8 pumps replacement	Completed	McNicol
St. Patrick (Schomberg) CES	HVAC Upgrades	2 Heat Recovery Units replacement	Completed	Crowe
Good Shepherd CES	HVAC Upgrades	2 Heat Recovery Units replacement	Completed	McNicol
St. Francis Xavier CES	HVAC Upgrades	Replacement of 12 Unit Ventilators	85%	Alexander
Fr. Michael McGivney CHS	HVAC Upgrades	Upgrade 3 Air Handling Units	Completed	Alexander
St. Catherine of Siena CES	HVAC Upgrades	Installing a New Rooftop unit	95%	Giuliani
St. Anthony CES	HVAC Upgrades	Upgrade 3 Air Handling Units	70%	Cotton
St. Joseph (Aurora) CES	HVAC Upgrades	Add 18 Unit Ventilators and upgrade exhaust fans (same as portables) and boiler	Completed	Crowe

St. Patrick (Markham) CES	HVAC Upgrades	Upgrade Exhaust fans for optimal ventilation	Completed	Alexander
Holy Name CES	HVAC Upgrades	Add control to 2 HRU Heat Wheel and repair (BAS)	Completed	Crowe
St. Brendan CES	HVAC Upgrades	Add control to 2 HRU Heat Wheel and repair (BAS)	Completed	Crowe
St. John Chrysostom CES	HVAC Upgrades	Add control to 2 HRU Heat Wheel and repair (BAS)	75%	McNicol
St. Michael the Archangel CES	HVAC Upgrades	Add control to 2 HRU Heat Wheel and repair (BAS)	Completed	Marchese
Pope Francis CES	HVAC Upgrades	Add control to 2 HRU Heat Wheel and repair (BAS)	Completed	Cantisano
Blessed Scalabrini CES	Replace Gym Divider Wall	divider wall	Completed	Wigston
Sacred Heart CHS	Replace Gym divider wall	Replace one gym divider with a large gym	Completed	McNicol
Cardinal Carter CHS	Gym divider wall	Replace 1 divider in the gym	Completed	Crowe
Fr. Michael McGivney CHS	Gym divider wall	Replace the east gym divider	Completed	Alexander
Fr. Michael McGivney CHS	Gym divider wall	Replace the west gym divider	Completed	Alexander
Sacred Heart CHS	Install Bottle fill station	Improve facility condition 1st floor	Completed	McNicol
Our Lady of Grace CES	Install Bottle fill station	Improve the facility condition 2nd floor	Completed	Crowe
Our Lady of Grace CES	Install Bottle fill station	Improve the facility condition 1st floor	Completed	Crowe
St. Thomas Aquinas CES	Install Bottle fill station	Improve facility condition 2nd floor	Completed	McNicol
St. Bernadette CES	Install Bottle fill station	Improve facility condition 2nd floor	Completed	McNicol
Our Lady of the Lake CHS	Install Bottle fill station	Improve facility condition 2nd floor	Completed	McNicol
Our Lady of the Lake CHS	Install Bottle fill station	Improve facility condition 1st floor	Completed	McNicol
St Paul CES	Install Bottle fill station	Improve Facility condition	Completed	McNicol
Our Lady of Hope CES	Install Bottle fill station	Improve Facility Condition	Completed	Mazzotta/lafrate
St. John Chrysostom CES	Install Bottle fill station	Improve Facility Condition 1st floor	Completed	McNicol
St. John Chrysostom CES	Install Bottle fill station	Improve Facility Condition 2nd floor	Completed	McNicol
Good Shepherd CES	Install Bottle fill station	Improve Facility Condition	Completed	McNicol

St Nicholas CES	Install Bottle fill station	Improve Facility Condition	Completed	McNicol
Prince of Peace CES	Install Bottle fill station	Improve Facility Condition	Completed	McNicol
St Joseph Richmond Hill CES	Install Bottle fill station	Improve Facility Condition	Completed	Mazzotta/lafrate
St Joseph Richmond Hill CES	Install Bottle fill station	Improve Facility Condition	Completed	Mazzotta/lafrate
Holy Spirit CES	Install Bottle fill station	Improve Facility Condition	Completed	Crowe
Holy Spirit CES	Install Bottle fill station	Improve Facility Condition	Completed	Crowe
St. Augustine CHS	Install Bottle fill station	Improve Facility Condition	Completed	Cotton
San Lorenzo Ruiz CES	Install Bottle fill station	Improve Facility Condition	Completed	Cotton
San Lorenzo Ruiz CES	Install Bottle fill station	Improve facility condition	Completed	Cotton
St. Benedict CES	Install Bottle fill station	Improve facility condition	Completed	Alexander
St. Edward CES	Install Bottle fill station	Improve facility condition	Completed	Alexander
St. Francis Xavier CES	Install Bottle fill station	Improve facility condition	Completed	Alexander
St. Francis Xavier CES	Install Bottle Fill Station	Improve facility condition 3rd floor	Completed	Alexander
St. Francis Xavier CES	Install Bottle Fill Station	improve facility condition tech wing	Completed	Alexander
Cardinal Carter CHS	Install Bottle Fill Station	Improve facility condition 1st floor	Completed	Crowe
Cardinal Carter CHS	Install Bottle Fill Station	Improve Facility Condition 2nd floor	Completed	Crowe
Cardinal Carter CHS	Install Bottle Fill Station	Improve Facility Condition 3rd floor	Completed	Crowe
St. Maximilian Kolbe CHS	Install Bottle Fill Station	Improve Facility Condition	Completed	Crowe
St. Brother Andre CHS	Install Bottle Fill Station	Improve Facility Condition	Completed	Giuliani
St. Brother Andre CHS	Install Bottle Fill Station	Improve Facility Condition	Completed	Giuliani
Fr. Henri JM Nouwen CES	Install Bottle fill station	Improve Facility Condition	Completed	Mazzotta/lafrate
Sir Richard Scott CES	Install Bottle fill station	Improve facility condition	Completed	Alexander
St. Agnes of Assisi CES	Install Bottle fill station	Improve facility condition	Completed	Marchese
Fr. John Kelly CES	Install Bottle fill station	Improve facility condition	Completed	Cantisano

Divine Mercy CES	Install Bottle fill station	Improve facility condition	Completed	Cantisano
Blessed Trinity CES	Install Bottle fill station	Improve facility condition	Completed	Cantisano
St. Andrew CES	Install Bottle fill station	Improve facility condition	Completed	Giuliani
St. Emily CES	Install Bottle fill station	Improve facility condition	Completed	Marchese
Divine Mercy CES	Install Bottle fill station	Improve facility condition	Completed	Cantisano
Blessed Trinity CES	Install Bottle fill station	Improve facility condition	Completed	Cantisano
St. Charles Garnier CES	Install Bottle fill station	Improve Facility Condition	Completed	Mazzotta/lafrate
Fr. Henri JM Nouwen CES	Install Bottle fill station	Improve Facility Condition	Completed	Mazzotta/lafrate
Sir Richard Scott CES	Install Bottle fill station	Improve facility condition	Completed	Alexander
St. Andrew CES	Install Bottle fill station	Improve facility condition	Completed	Giuliani
St. Emily CES	Install Bottle fill station	Improve facility condition	Completed	Marchese
St Gabriel the Archangel CES	Install Bottle fill station	Improve facility condition	Completed	Marchese
St. Clare CES	Install Bottle fill station	Improve facility condition	Completed	Marchese
Fr. Michael McGivney CHS	Install Bottle fill station	Improve facility condition	Completed	Alexander
St. Theresa of Lisieux CHS	Install Bottle fill station	Improve facility condition	Completed	Mazzotta/lafrate
St. Theresa of Lisieux CHS	Install Bottle Fill Station	Improve facility condition	Completed	Mazzotta/lafrate
St.Joan of Arc CHS	Install Bottle Fill Station	Improve facility condition	Completed	Cantisano
St. Robert CHS	Install Bottle Fill Station	Improve facility condition	Completed	Cotton
Holy Cross CHS	Install Bottle fill station	Improve facility condition	Completed	Giuliani
St. Robert CHS	Install Bottle Fill Station	Improve Facility Condition	Completed	Cotton
St.Joan of Arc CHS	Install Bottle Fill Station	Improve facility condition	Completed	Cantisano
Holy Cross CHS	Install Bottle fill station	Improve facility condition	Completed	Giuliani
Our Lady Queen of the World CHS	Install Bottle Fill Station	Improve facility condition	Completed	Mazzotta/lafrate
Fr. Michael McGivney CHS	Install Bottle Fill Station	Improve facility condition	Completed	Alexander

ST. David CES	Install Bottle fill station	Improve facility condition	Completed	Cantisano
Fr. John Kelly CES	Install Bottle fill station	Improve facility condition	Completed	Cantisano
Sacred Heart CHS	Install Bottle fill station	Improve facility condition 2nd floor	Completed	McNicol
San Marco CES	Install Bottle fill station	Improve facility condition	Completed	Giuliani
St Gabriel the Archangel CES	Install Bottle fill station	Improve facility condition	Completed	Marchese
St. Agnes of Assisi CES	Install Bottle fill station	Improve facility condition	Completed	Marchese
San Marco CES	Install Bottle fill station	Improve facility condition	Completed	Giuliani
Christ the King CES	Portable Classroom	Replace the portable	Completed	Mazzotta/Iafrate
Christ the King CES	Portable Classroom	Replace the portable	Completed	Mazzotta/Iafrate
Christ the King CES	Portable Classroom	Replace the portable	Completed	Mazzotta/Iafrate
St. Brendan CES	Portable Classroom	Replace the portable	Completed	Crowe
St. Brendan CES	Portable Classroom	Replace the portable	Completed	Crowe
St. Mark CES	Portable Classroom	Replace the portable	Completed	Crowe
St. Mark CES	Portable Classroom	Replace the portable	Completed	Crowe
St. Mark CES	Portable Classroom	Replace the portable	Completed	Crowe
St. Mark CES	Portable Classroom	Replace the portable	Completed	Crowe
St. Mark CES	Portable Classroom	Replace the portable	Completed	Crowe
St. Mark CES	Portable Classroom	Replace the portable	Completed	Crowe
St. Mark CES	Portable Classroom	Replace the portable	Completed	Crowe
Christ the King CES	Portable Classroom	Replace the portable	Completed	Mazzotta/Iafrate
Christ the King CES	Portable Classroom	Replace the portable	Completed	Mazzotta/Iafrate
Christ the King CES	Portable Classroom	Replace the portable	Completed	Mazzotta/Iafrate
Christ the King CES	Portable Classroom	Replace the portable	Completed	Mazzotta/Iafrate
St. Brigid CES	Portable Classroom	Replace the portable	Completed	Crowe

St. Brigid CES	Portable Classroom	Replace the portable	Completed	Crowe
St. Elizabeth Seton CES	Portable Classroom	Replace the portable	Completed	McNicol
St. Elizabeth Seton CES	Portable Classroom	Replace the portable	Completed	McNicol
St. Angela Merici CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Giuliani
St. Angela Merici CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Giuliani
St. Brendan CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Crowe
St. Mary of the Angels CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Marchese
St. Mary of the Angels CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Marchese
St. Mary of the Angels CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Marchese
St. Mary of the Angels CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Marchese
St. Mary of the Angels CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Marchese
St. Mary of the Angels CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Marchese
St. Mary of the Angels CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Marchese
St. Mary of the Angels CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Marchese
St. Mary of the Angels CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Marchese
St. Brendan CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Crowe
St. Brendan CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Crowe
St. Brendan CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Crowe
St. Brendan CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Crowe
St. Brendan CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Crowe
St. Brendan CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Crowe
St. Brendan CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Crowe

St. Angela Merici CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Giuliani
St. Angela Merici CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Giuliani
St. Angela Merici CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Giuliani
St. Angela Merici CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Giuliani
St. Angela Merici CES	Portable Classroom	Installing Unit ventilator with AC	Completed	Giuliani
Blessed Scalabrini CES	Replace windows	Increase opening size for better ventilation	Completed	Wigston
Canadian Martyrs CES	Replace Windows	Increase opening size for better ventilation	Completed	McNicol
Fr. John Kelly CES	Replace Windows	Increase opening size for better ventilation	90%	Cantisano
Our Lady of the Annunciation CES	Replace Windows	Increase opening size for better ventilation	20%	Mazzotta/lafrate
St. Joseph the Worker CES	Replace Windows	Increase opening size for better ventilation	Completed	Wigston
St. Monica CES	Replace Windows	Increase opening size for better ventilation	30%	Cotton
St. Edward CES	Replace Windows	Increase opening size for better ventilation	90%	Alexander
St. Margaret Mary	Replace Windows	Increase opening size for better ventilation	20%	Giuliani
St. Peter CES DC	Replace Windows	Increase opening size for better ventilation	95%	Giuliani
Immaculate Conception CES	Replace Windows	Increase opening size for better ventilation	85%	Marchese
St. Clement CES MS	Replace Windows	Increase opening size for better ventilation	Completed	Giuliani
St. Catherine of Siena CES	Replace Windows	Increase opening size for better ventilation	95%	Giuliani

**York Catholic District School
Board**
Report

Report To: Board of Trustees
From: Administration
Date: June 21, 2022
Report: Orff Music Renovations Projects Plan

EXECUTIVE SUMMARY

This report is intended to provide Trustees with an update on the status of the renovations for the Orff music program and the plan to complete all these projects.

BACKGROUND

In the 2015-2016, 2016-2017, and 2017-2018 school years, \$200,000 per annum was allocated to perform renovations to classrooms designated to be used for the Orff music program. This amount was identified in the 2018-2019 capital plan for Music room renovations and will continue to be identified every year.

The general scope of work for the Orff music room renovations is as follows:

- Selection of designated main music room (typically at the end of the hallway) and separate breakout room. Some schools only have one music room without a breakout room, and the rooms vary in size;
- Demolition and removal of chalkboards, white boards, and vinyl baseboards;
- Install and fasten Tectum soundboard panels to the block wall over top of acoustic insulation between furring strips.
- Installation of soundproofing door gaskets for doors leading to the hallway or other classrooms;
- Installation of automatic drop-down door sweeps;
- Installation of new vinyl baseboard;
- Installation and fastening to the block wall of three (3) school-grade millwork shelving units for music equipment storage;
- Install and whiteboards where chalkboards were removed/demolished.

Criteria used to determine a space for a permanent music room include a larger classroom, preferably located at the end of a corridor or adjacent to a service space to minimize disruption to other classes. Once a school identifies a room, the location is reviewed by the music consultant and a Plant and Accommodations Department representative.

Normally, the renovations can be completed in the evenings with minimal impact on the school. This facilitates completing the renovations during the school year from October to May.

RECOMMENDATION:

Until now, the Board's staff has completed 24 music room projects; The remaining 60 music room projects will be planned for the next three years as 20 projects/year (Appendix A).

The total budget required for these projects is approximately \$800,000 /year, funded from the School renewal Budget.

Orff Music Rooms Projects (Appendix A)

Area	Schools COMPLETED (TOTAL: 24)	Proposed Schools for 2022-23 (TOTAL: 20)	Proposed Schools for 2023-24 (TOTAL: 20)	Proposed Schools for 2024-25 (TOTAL: 20)
1	Our Lady of Good Counsel	Notre Dame	Good Shepherd	St. Mary
	St. Thomas Aquinas	Canadian Martyrs	Holy Name	St. Nicholas
	Our Lady of Hope	St. John Chrysostom	Holy Spirit	St. Paul
	Our Lady of Annunciation	St. Patrick, Schomberg	Light of Christ	St. Jerome
	St. Joseph Aurora	St. John Chrysostom	Our Lady of Grace	St. Mary
	St. Elizabeth Seton		St. Bernadette	St. Jerome
			Prince of Peace	
2	St. Michael the Archangel	St. Patrick Markham	San Lorenzo Ruiz	St. Anthony
	St. Joseph the Worker	Blessed Chiara Badano	St. Brigid	St. Kateri Tekakwitha
	Sir Richard Scott	St. Brendan	St. Edward	St. Benedict
	St. Justin Martyr	St. Mark	St. John XXIII	All Saints
	St. Joseph Markham	Our Lady of the Rosary	Blessed Scalabrini	St. Monica
	St. Matthew			
	St. Francis Xavier			
3	St. Peter	St. Emily	St. Gabriel the Archangel	St. Gregory the Great
	St. John Bosco	St. Stephen	St. Agnes of Assisi	St. Padre Pio
	San Marco	Guardian Angels	St. Catherine of Siena	St. Margaret Mary
	St. Andrew	Immaculate Conception	St. Clare	St. Veronica
		St. Clement		St. Angela Merici
4	St. Cecilia	Holy Jubilee	Blessed Trinity	St. Charles Garnier
	St. Anne	St. James	Christ the King	St. Joseph Richmond Hill
	Fr. John Kelly	Fr. Frederick McGinn	St. David	St. Marguerite d'Youville
	St. Mary of the Angels	Fr. Henri Nouwen	Corpus Christi	Divine Mercy
	Our Lady Help of Christians	St. Mary Immaculate		
	St. John Paul II			
	St. Raphael the Archangel			

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

Report To: Board of Trustees
From: Administration
Date: June 21, 2022
Report: YCDSB Employee Suggestion Box

EXECUTIVE SUMMARY:

This report is to inform the Board of Trustees of the Senior Team's responses to employee suggestions via the "Suggestion Box".

BACKGROUND INFORMATION:

For many years, Board employees have been able to provide the Senior Team with suggestions on how to improve upon our services. In November 2021, the Senior Team opened up the pathway of how to submit suggestions to the Board by offering a digital forum rather than simply a physical "drop box" option.

Since then, the senior team has received many recommendations, all of which have been responded to. We will continue to address all communications we receive from employees using this network.

SUMMARY:

The digital and hard copy suggestion "drop box" continues to provide the Board with a progressive means to system improvements. Ongoing, the Senior Team will invest time and resources into the recommendations provided by the employees of the YCDSB.

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: June 21, 2022
RE: Alternative Education Report

Executive Summary:

The purpose of this report is to provide the Board of Trustees with information on the St. Luke Alternative School Learning model as well as to provide recommendations focusing on how to better serve students throughout the region and how to save costs associated with the program.

Background Information:

The Alternative Education program is offered for students who are unable to attend school for a variety of reasons, and it supports the Safe Schools initiative of the Ministry of Education. These students may have challenges related to anxiety or social interactions, which make it extremely difficult for them to be successful in a regular school. Alternative education sites are also utilized to service long term suspended students, of over 6 days, and our expelled students who, by law, cannot serve their consequences on school property.

Secondary School Administrators refer students to the Alternative Education sites for:

- credit deficiencies;
- school avoidance/attendance concerns; and/or,
- social emotional/mental health.

Students are only admitted to Alternative Education once all in-school supports have been explored/exhausted. Decisions are made via Student Success Team discussions in consultation with central support and parents/guardians.

Current practice requires students from all 15 secondary schools in need of an alternative learning environment to be transported to Our Lady of Peace Catholic Learning Centre located in Maple. Whilst the practice allows for a centralized use of resources in a rent free space, there are a few challenges that need to be addressed:

1. High cost of transporting students from their homes to Maple;
2. Level of engagement for students who have been pulled out of their communities;
3. Long distance traveling for students taking away from the learning experience.

For the 2021-2022 academic year, the following provisions have been put in place to allow the school to run efficiently:

1) **Staffing:**

- 7 Teachers
 - 6 classroom teachers
 - 1 Guidance/Coop teacher
- 1 School Psychologist
- 2 Behaviour Resource Support Workers

2) Student Enrolment

	2018-19			2019-20			2020-21			2021-22		
	Alt Ed	Susp.	Exp.	Alt Ed	Susp.	Exp.	Alt Ed	Susp.	Exp.	Alt Ed	Susp.	Exp.
Sept	46	3	0	58	0	2	43	2	1	32	0	0
Oct	43	1	2	67	5	2	46	2	1	32	0	0
Nov	52	3	3	68	8	3	52	0	0	37	0	0
Dec	52	0	4	70	6	4	56	0	0	39	0	0
Jan	51	1	5	68	0	4	54	0	0	39	0	0
Feb	52	3	3	54	5	4	47	0	0	38	0	0
Mar	59	2	6	57	5	5	44	0	0	39	0	0
Apr	61	5	8	58	5	5	44	0	0	46	1	0
May	62	5	10	58	0	5	44	0	0	53	0	0
Jun	63	1	10	58	0	5	44	0	0			

- 7 teachers x 12 = 84 students maximum

3) Transportation Cost -

- 2020-21 school year: \$299k
- 2021-22 school year (as of June 6, 2022): \$252k

4) Students with IEPS by grade

Grade	# of students
9	0
10	4
11	8
12	11
<i>Total</i>	23

- # of students receiving mental health supports (Mental Health Worker): 4

Recommendations:

We are proposing that a committee be struck to review and evaluate the efficacy of the existing practice. The committee would include representation from administrators, OECTA, Secondary SO's, the Curriculum team, and Student Services and School Trustees.

Prepared By: Joel Chiutsi, Superintendent of Education: School Leadership
Reviewed By: Eugene Pivato, Associate Director
Endorsed By: Dom Scuglia, Interim Director of Education

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: June 21, 2022

RE: Hospitality Courses and Cafeteria Services at OLLCA

Executive Summary:

The purpose of this report is to provide the Board of Trustees with information on the hospitality courses and the cafeteria services at Our Lady of the Lake Catholic Academy.

Background Information:

The cafeteria services at Our Lady of the Lake Catholic Academy have been historically provided by the students who take hospitality courses, under the direction of one teacher and a Cafeteria Coordinator. The Coordinator was responsible for managing the operational aspects of the services. The hospitality teacher retired last year and the cafeteria coordinator was laid off. Nella's Catering Services is currently running the cafeteria.

Finding a new qualified teacher to run the hospitality program at Our Lady of the Lake Catholic Academy has been a challenge. The employment of Technology teachers is extremely complicated. In Ontario, some sub specializations such as manufacturing are growing but overall, we have experienced shrinkage in many of our technology sections such as auto, hair and aesthetics, and even construction and hospitality. The vast majority of these teachers do not have a degree; they have diplomas. As a result we can only assign them tech courses to teach. We have teachers who have to teach at two different schools in order to provide a full timetable for them. The teacher who retired from Our Lady of the Lake had a degree and was able to teach courses outside of the Tech department. Human Resources has advised us that we do not have hospitality teachers available as we begin to plan for next year.

Recommendation:

1. Initiate a robust hiring process to secure teachers for the hospitality program for the 2023-24 academic year
2. Continue to engage Nella's Catering to staff and manage the cafeteria services at Our Lady of the Lake for the 2022-23 academic year.
3. In the interim, students who have chosen a pathway in the hospitality industry will be provided practical hands-on placements through cooperative education.
4. If and when a hospitality teacher is hired, consider providing a separate contract to the teacher to top up his part time work at the school by being employed as a cafeteria manager; alternatively, explore a partnership with Nella Catering.

Prepared By: Joel Chiutsi, Superintendent of Education: School Leadership
Reviewed By: Eugene Pivato, Associate Director
Endorsed By: Domenic Scuglia, Interim Director of Education



York Catholic District School Board

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

James Ecker
Markham
Area 2, Wards 4, 5, 7, 8

Dominic Mazzotta
Chair
Richmond Hill

Maria Iafrate
Richmond Hill

Rose Cantisano
Vaughan
Area 1, Ward 1

Dino Giuliani
Vaughan
Area 2, Ward 2

Maria Marchese
Vice-Chair
Vaughan
Area 3, Ward 3

Jennifer Wigston
Vaughan,
Area 4, Wards 4, 5

Matthew Ho
Sr. Student Trustee

Teresa Siby
Jr. Student Trustee

September 18, 2019

The Hon. Stephen Lecce, Minister of Education
Ministry of Education
438 University Avenue, 5th Floor
Toronto, ON M7A 2A5

The Hon. Caroline Mulroney
Minister of Transportation and Minister Responsible for Francophone Affairs
Ministry of Francophone Affairs
700 Bay Street, Suite 2501
Toronto, ON M7A 0A2

Dear Ministers Lecce and Mulroney:

The York Catholic District School Board (YCDSB) prides itself on offering a variety of programs that meet the needs of all learners, which includes a French Immersion program. On September 5, 2019 you jointly announced additional funding to support French-Language Education and we appreciate the funding that has been allocated to English language Boards that offer French Immersion programs.

We write to you today to identify an inequity in funding specific to the YCDSB relating to transportation for students enrolled in our French Immersion Programs. If this inequity were to be addressed, the YCDSB would be able to redirect funds into enhancing the delivery of French Immersion and French as a Second language in our schools, as well as other pressure areas such as Special Education. We are asking that you find the means to address this matter through your roles as Minister of Education and Minister of Transportation and Francophone Affairs, as well as York Region Members of Provincial Parliament.

The inequity arises from the fact that the York Region District School Board (YRDSB) receives Transportation Funding for French Immersion students whereas we do not.

This is because the current funding formula is based on adjusted 1997 expenditure levels. French Immersion schools serve large geographic areas hence the majority of elementary students are bused. The routes are long and it is often impractical to reuse the bus for a second route. For the 2018/19 school year French Immersion busing cost YCDSB \$2 M.

We are proud of the fact that in 1993 the first School Board Transportation Consortium was formed in Ontario in York Region. In 1998, the previous Conservative government changed the funding model and since then YCDSB transportation funding has been frozen at 1997 expenditure levels adjusted annually



York Catholic District School Board

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

James Ecker
Markham
Area 2, Wards 4, 5, 7, 8

Dominic Mazzotta
Chair
Richmond Hill

Maria Iafate
Richmond Hill

Rose Cantisano
Vaughan
Area 1, Ward 1

Dino Giuliani
Vaughan
Area 2, Ward 2

Maria Marchese
Vice-Chair
Vaughan
Area 3, Ward 3

Jennifer Wigston
Vaughan,
Area 4, Wards 4, 5

Matthew Ho
Sr. Student Trustee

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Jr. Student Trustee

for enrolment growth, gas indexation and inflation. At the time, YRDSB had a robust French Immersion program but the YCDSB was unable to have a comparable program due to inequities in taxation that had existed prior to 1998.

In 2009, recognizing that Catholic ratepayers were going to YRDSB for French Immersion, the YCDSB opened its first elementary French Immersion program in Markham with three Grade 1 classes. This program quickly expanded, due to high demand, and currently we provide French Immersion in 13 elementary schools and four high schools throughout the region to 3553 students.

We appreciate your recent announcement confirming your government's commitment to French Language Education in Ontario and thank you for your consideration in this important matter,

Sincerely,

Dominic Mazzotta,
Chair of the Board
York Catholic District School Board

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: June 21, 2022

RE: Semi-Annual Development Circulation Report
January – June 2022

EXECUTIVE SUMMARY

The purpose of this report is to provide Trustees with a summary of major development applications received during the period of January – June 2022.

The report includes a summary of new development applications exceeding 100 low density and 250 high density units, as well as reporting of all development within Urban Growth Centres. In addition, the report highlights Administration's involvement in various land use planning processes such as secondary plans, block and precinct plans and other land use studies undertaken from January - June 2022. The report also includes a brief description of recent residential related Minister's Zoning Orders (MZOs) and Enhanced Minister's Zoning Orders (eMZOs) proposed and granted by the Province and includes a summary and map of the various MZOs and eMZOs proposed and granted on lands in York Region.

Of the 42 new development applications received since the last report of January 2022, 22 development applications meet the threshold for inclusion in this report. A summary of the development applications received and a map identifying their location are included as appendices to this report.

BACKGROUND

The semi-annual development report was established in 2009 with the intent of informing the Board of significant development activity within the Region. The report includes all low/medium density applications proposing 100 units or more, and any high density applications proposing 250 units or more (Table 1 and Map 1).

In an effort to provide increased transparency, Administration has included three additional summaries: Table 2 includes information specific to all development within the Urban Growth Centres regardless of the number of units proposed; Table 3 summarizes other land use studies which have been active over the past 6 months; and Table 4 summarizes current residential related MZOs and eMZOs.

Official plans, secondary plans and block plans with a site designation will continue to come to the Board individually for approval as they are received.

DEVELOPMENT ACTIVITY FROM JANUARY – JUNE 2022

Of the 42 new development applications received since the last report of January 2022, 22 plans meet the established thresholds for inclusion in the Semi-Annual Development Report (Table 1). None of the remaining 20 applications were located within an Urban Growth Centre (Table 2).

OTHER LAND USE PLANNING STUDIES

Administration continues to be involved in a number of other land use planning activities and studies including secondary plans, block plans, Ontario Land Tribunal (OLT) matters, and other land use studies over the January - June reporting period. Table 3 provides a summary of the broader land use planning exercises that Administration has participated in over the January - June time period. Administration will continue to participate in these studies and provide the Board with further updates as required. No action from the Board is required at this time.

MINISTER’S ZONING ORDERS (MZO and eMZOs)

A MZO is part of Ontario’s Planning Act that allows the Minister of Municipal Affairs and Housing to control how a piece of land is to be used and zoned, with no public consultation or opportunity to appeal by municipalities or other stakeholders such as school boards or citizens. A MZO may restrict or allow certain types of development and replace any existing official plan and zoning by-law designations by a local municipality on the parcel of land. Once a MZO is issued by the Province, the landowner is required to fulfil the MZO requirements and is subject to other regional/municipal servicing requirements.

The approval of a MZO is outside of the regular municipal process of circulating a plan to the Board for review and comment. There is no requirement for the Province to circulate any material to commenting agencies (including school boards) that would typically be notified by a municipality.

An Enhanced Minister’s Zoning Order (eMZO) is similar to a MZO, however when implemented, an eMZO allows the Minister of Municipal Affairs and Housing to remove municipal use of site plan control and instead require these matters to be dealt with by agreements between landowner(s) and the applicable municipality.

Over the last several months, one (1) MZO and two (2) eMZOs have been granted by the Province throughout York Region. A summary of the residential related MZOs is included in Table 4 of the Appendix and identified on Map 2.

Administration will continue to monitor the long term accommodation impact of MZOs granted throughout York Region and provide further updates to the Board as required.

SUMMARY

This report and attached table provides Trustees with a summary of major applications processed by Administration, and reviewed in the context of accommodation needs, during the time period of January - June 2022. Additional details on various secondary plans and other planning processes that Administration has participated in over the January - June 2022 timeframe have been included for Trustee review. The next Semi-Annual Development Report will be provided in January 2023.

LIST OF ATTACHMENTS:

1. Table 1. [Development Applications Over 100 Low Density and 250 High Density Units](#)
2. Table 2. [Development Applications within Urban Growth Centres](#)
3. Table 3. [Summary of Recent Planning Studies Participated in by Planning Services Staff](#)
4. Table 4. [Summary of Minister's Zoning Orders](#)
5. Map 1. [Location Map of Semi-Annual Development Applications](#)
6. Map 2. [Location Map of Planning Study Areas and MZOs](#)

Prepared By: Karyn McAlpine-Tran, Planner and Project Analyst
Submitted By: Tom Pechkovsky, Coordinating Manager of Planning & Operations
Endorsed By: Domenic Scuglia, Director of Education & Eugene Pivato, Associate Director of Education

Semi-Annual Development Report
Table 1
Development Applications over 100 low density and 250 high density units
January 2022 - June 2022

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Townhouse / Stacked	Condo / Apt						
1	OPA(V)-21026	OPA, ZBA, SP	17-Jan-22	Vaughan Ward 3	Maria Marchese	0	18	1172	2032	TBD	St Catherine of Siena	Holy Cross	36	8
2	OPA(V)-21025	OPA, ZBA	19-Jan-22	Vaughan Ward 2	Dino Giuliani	0	0	339	2028	No	St. Stephen	Holy Cross	10	2
3	OPA(V)-21027	OPA, ZBA	20-Jan-22	Vaughan Ward 2	Dino Giuliani	0	0	330	2028	No	St. Peter	Holy Cross	10	2
4	OPA(M)-21146653	OPA, ZBA	26-Jan-22	Markham Ward 1	Carol Cotton	0	0	593	2029	No	St. Michael Academy	St. Robert	9	8
5	OPA(N)-2022-001	OPA, ZBA	31-Jan-22	Newmarket Ward 5	Theresa McNicol	0	0	418	2029	No	St. Paul	Sacred Heard	4	5
6	OPA(V)-21028	OPA, ZBA	28-Jan-22	Vaughan Ward 4	Jennifer Wigston	0	0	4,641	2031	No	Our Lady of the Rosary	St. Elizabeth	46	19
7	OPA(R)-22001	OPA, ZBA	2-Feb-22	Richmond Hill Ward 6	Maria lafrate/Dominic Mazzotta	0	0	922	2031	No	St. John Paul II	St. Robert	17	11
8	OP(V)-21019	OPA, ZBA	16-Nov-21	Vaughan Ward 3	Maria Marchese	0	0	3,013	2031	No	Guardian Angels	St. Jean De Brebeuf	54	36
9	OPA(A)-202202	OPA, ZBA	3-Mar-22	Aurora Ward 1	Elizabeth Crowe	0	59	541	2029	No	Holy Spirit	St. Maximilian Kolbe	20	5
10	OP(V)-21030	OPA, ZBA	1-Mar-22	Vaughan Ward 5	Jennifer Wigston	0	0	198	2029	No	Our Lady of the Rosary	St. Elizabeth	2	1
11	Z(W)-22003	ZBA, SUBD.	10-Mar-22	Whitchurch-Stouffville Ward 4	Elizabeth Crowe	134	0	0	2030	No	St. Mark	St. Brother Andre	27	10
12	OPA(M)-21120261	OPA, ZBA	11-Mar-22	Markham Ward 7	Frank Alexander	0	0	154	2028	No	Sir Richard W. Scott	Father Michael McGivney	3	1
13	Z(M)-18140091	ZBA	18-Mar-22	Markham Ward 5	Frank Alexander	0	0	933	2031	No	St. Julia Billiard	St. Brother Andre	15	8
14	OPA(M)-21145907	OPA, ZBA, SUBD.	22-Mar-22	Markham Ward 3	Carol Cotton	0	30	1,742	2029	No	St. John XXIII	St. Augustine	30	21
15	OPA(V)-22003	OPA, ZBA	24-Mar-22	Vaughan Ward 2	Dino Giuliani	0	0	168	2028	No	St. Margaret Mary	Holy Cross	5	1
16	OPA(V)-22002	OPA	30-Mar-22	Vaughan Ward 3	Maria Marchese	0	0	13,000	2032	TBD	St. Catherine of Siena	Holy Cross	390	91
17	OPA(V)-22001	OPA, ZBA, SUBD.	4-Apr-22	Vaughan Ward 5	Jennifer Wigston	0	29	4,713	2031	No	Blessed Scalabrini	St. Elizabeth	50	22
18	Z(W)-22004	ZBA, SUBD.	7-Apr-22	Whitchurch-Stouffville Ward 4	Elizabeth Crowe	192	102	0	2029	No	St. Mark	St. Brother Andre	52	13
19	OPA(V)-22007	OPA, ZBA	18-May-22	Vaughan Ward 2	Dino Giuliani	0	0	3,390	2031	No	St Peter	Holy Cross	102	24
20	SU(M)-22114368	SUBD.	18-May-22	Markham Ward 6	Carol Cotton	233	244	423	2028	No	St. Mark	St. Brother Andre	86	33
21	OPA(V)-22004	OPA, ZBA	24-May-22	Vaughan Ward 4	Jennifer Wigston	0	0	6,122	2032	Yes	Our Lady of the Rosary	St. Elizabeth	183	43
22	OP(V)-17002	OPA, ZBA	27-May-22	Vaughan Ward 1	Rose Cantisano	0	0	250	2029	No	Divine Mercy	Cardinal Carter	8	2

Semi-Annual Development Report

Table 2

Development Applications within Urban Growth Centres (Regardless of unit count)

Plans highlighted in yellow are duplicated on Table 1.

Markham Centre Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
*	No plans received													

Richmond Hill Centre Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
*	No plans received													

Langstaff Gateway Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
*	No plans received													

Vaughan Metropolitan Centre Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
	OPA(V)-22004	OPA, ZBA	24-May-22	Vaughan Ward 4	Jennifer Wigston	0	0	6,122	2032	Yes	Our Lady of the Rosary	St. Elizabeth	183	43

Newmarket Urban Centre Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
*	No plans received													

Semi Annual Development Report

Recent Planning Studies Attended/Participated in by Planning Services staff

January 2022 - June 2022

Table 3

Map ID	Planning Study Name	Municipality (Ward)	Trustee	Status / Type	Recent Activity	Estimated new units ¹	Elementary School / Secondary Schools	Designated School Sites
A	Block 41 Block Plan	Vaughan	Rose Cantisano	Draft Block Plan	A revised block plan and terms of reference was circulated for comment on February 1, 2022 that identifies YCDSB's request for 2 elementary school sites and 1 secondary school site. Staff are generally satisfied with the proposed location and configuration of each school site.	4,417 (low/medium/high density units)	St. Clare / St. Jean De Brebeuf	2 elementary 1 secondary
B	Block 62 West Block Plan	Vaughan	Rose Cantisano	Draft Block Plan	A revised block plan was circulated for comment on March 9, 2022 that proposes a reconfiguration of unit type and a slight reduction in the total number of units. The revised block plan also identifies YCDSB's request for 1 elementary school site. YCDSB staff are generally satisfied with the proposed location and configuration of the school site.	973 (low/medium/high density units)	St. Stephen / Father Bressani	1 elementary
C	VMC Secondary Plan	Vaughan	Jennifer Wigston	Update to Secondary Plan	The City of Vaughan has initiated a study to update the secondary plan with a targeted completion of 2023; ongoing discussions with Vaughan staff regarding the development of urban schools and potential additional school site needs due to revised unit forecast.	65,000-75,000 high density units	Our Lady of the Rosary / St. Elizabeth	2 elementary
D	Weston 7 Secondary Plan	Vaughan	Maria Marchese	Draft Secondary Plan	Site specific applications have been circulated for review and comment in advance of the secondary plan approval. Administration has indicated that comments are premature until the secondary plan is approved.		TBD	TBD
E	Angus Glen Secondary Plan	Markham	Carol Cotton	Draft Secondary Plan	Appealed to Ontario Land Tribunal (OLT) by Landowners Group for a non-decision by the City of Markham. The Board has been granted party status and will monitor the appeal to ensure the provision of adequate school sites.	Approximately 4,900 low / medium density units	St. Monica / St. Augustine	1 elementary 1 secondary

NOTES:

1. Unit totals are subject to change

Semi Annual Development Report
Minister's Zoning Orders
January 2022 - June 2022

Table 4

Map ID	Reference Number	Municipality (Ward)	Trustee	Status	Description	Estimated new units ¹	Elementary School / Secondary Schools	Designated School Sites
1	39/22	Richmond Hill Ward 3	Maria Iafate/Dominic Mazzotta	Granted Jan 28, 2022	Major Mackenzie Drive E. and Hwy 404 Employment lands conversion. Facilitates a mix of residential, commercial and institutional uses.	Unit estimate not provided	St. Joseph CES (RH) / Our Lady Queen of the World	None required
2	344/22*	Richmond Hill	Maria Iafate/Dominic Mazzotta	Granted April 14, 2022	Richmond Hill Centre - High Tech Station Mixed use transit oriented community around transit stations along the proposed York North Subway extension.	Approximately 21,000	St. John Paul II CES / St. Robert	TBD
3	345/22*	Markham	Carol Cotton	Granted April 14, 2022	Markham Centre - Bridge Station Mixed use transit oriented community around transit stations along the proposed York North Subway extension.	Approximately 21,000	St. Anthony CES / St. Robert	TBD

NOTES:





¹ Unit totals are subject to change

*Enhanced Minister's Zoning Order

Location of Development Applications

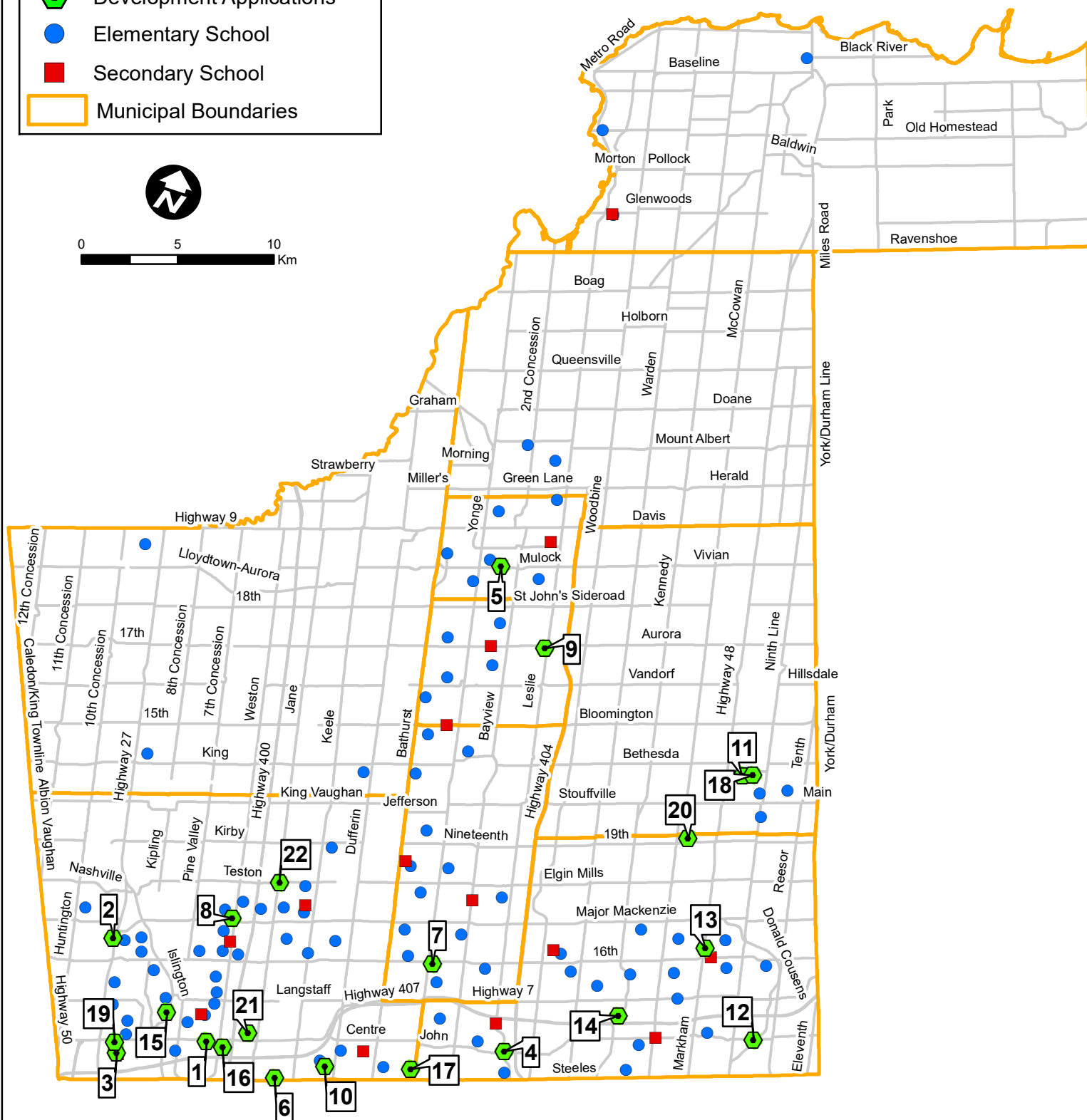
Planning Services Unit

Legend

-  Development Applications
-  Elementary School
-  Secondary School
-  Municipal Boundaries



0 5 10 Km



Location of Recent MZO's and Land Use Planning Studies

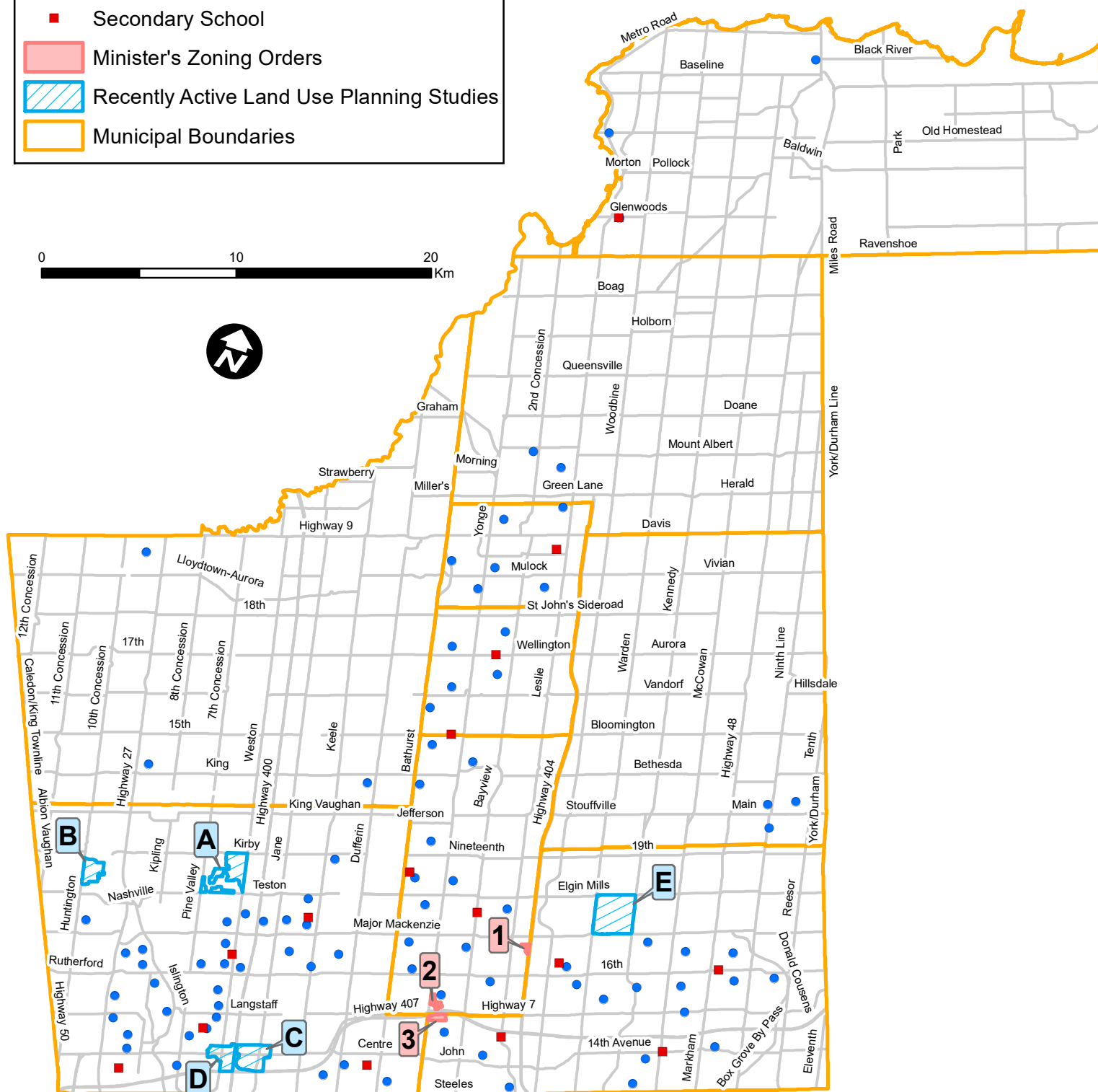
Planning Services Unit

Legend

Legend

- Elementary School
- Secondary School
- Minister's Zoning Orders
- Recently Active Land Use Planning Studies
- Municipal Boundaries

0 10 20 Km



YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: June 21, 2022

RE: York Region Official Plan - Update

EXECUTIVE SUMMARY:

The purpose of this report is to provide Trustees with an update regarding the ongoing development of a new Official Plan for the Regional Municipality of York (York Region).

In 2019, York Region initiated a Municipal Comprehensive Review (MCR) of its Regional Official Plan to incorporate significant updates to Provincial plans and policies as well as changes to other applicable legislation and regulations since its adoption in 2010.

As part of these policy updates, in 2020 the Province introduced a new planning horizon year of 2051 and a corresponding population forecast of 2.02 million people for the Region. This required the Region to undertake a land needs assessment to determine how much land will be needed to accommodate this growth and where to distribute the growth across the Region.

York Region has collaborated with local municipalities, stakeholders and members of the public in preparing the draft Regional Official Plan. It is anticipated the draft Regional Official Plan will be adopted by Regional Council at its June 2022 meeting. Following its adoption, York Region will submit the Regional Official Plan to the Province for approval.

BACKGROUND:

Official Plans are guided and developed under a framework of overarching policies and plans established by the provincial government and are visionary documents intended to provide a long-term framework for how a region or local municipality should develop and grow.

The York Region Official Plan was last approved in 2010 and establishes policy direction for the entire Region. Since its approval, many Provincial plans, policies and regulations have been revised and the Regional Official Plan and local municipal Official Plans are required to align with provincial policy.

In 2019, Regional staff prepared a series of background technical studies and proceeded with public consultation throughout 2020 and 2021. In November 2021, the Region released a draft Regional Official Plan for the public and stakeholders review and comment.

The draft Regional Official Plan focuses on: building complete communities; prioritizing sustainable growth and financial responsibility by phasing growth, infrastructure and other community services over time; protecting natural and agricultural areas; developing affordable housing targets; encouraging employment close to existing and future transit service; and planning for an interconnected and accessible public transit system.

ANALYSIS:

Over the past three years, Board staff have closely monitored the MCR process and subsequent update to the Region's Official Plan. The draft Regional Official Plan modernizes the current Regional Official Plan by incorporating updates to Provincial Plans and policies and changes to other relevant legislation and regulations since 2010. The Plan also responds to a new planning horizon to 2051 and population forecast of 2.02 million people.

Land Needs Assessment

As part of the MCR process York Region undertook a land needs assessment to determine how much additional land the Region would need to accommodate the population forecast to 2051 and where the growth should be distributed across the Region.

The resulting draft plan attempts to balance intensification of building within urban boundaries, with the remaining growth to expand outside of settlement areas in municipalities including East Gwillimbury, Vaughan, Markham and Whitchurch-Stouffville. The urban area expansion mapping for these areas will be refined at the local municipal level.

Intensification of existing urban areas and expansion of urban boundaries for future growth may have implications on the future provision of school sites in these areas.

Schools

With respect to schools, the Region's draft Official Plan draft policies are generally consistent with the current 2010 Official Plan, with respect to planning for and designing schools as part of complete communities. Provisions continue to focus on facilitating safe school traveling by centrally locating schools, incorporating pedestrian friendly design and developing active transportation and transit linkages.

The intensification policies of the draft Official Plan continue to require secondary plans and comprehensive planning studies in strategic growth areas to identify requirements for infrastructure like community facilities and new school sites to be built to an urban standard. This includes alternative site size and design standards, multi-storey buildings and shared facilities.

The draft Plan continues to include provisions that support the importance of the phasing of new community areas to ensure that they are developed as complete communities with access to a range of services such as schools in a timely manner.

NEXT STEPS:

York Region's draft Official Plan is anticipated to be adopted by Regional Council in June 2022. Following its adoption, the Plan will require approval by the Provincial government. Once approved, local municipalities within the Region will be required to review and update their Official Plans to conform with the new policy direction.

Board staff will continue to monitor the progression of the draft Regional Official Plan and participate in the review process to ensure the interests of YCDSB are considered. Further information will be brought to the Board as it becomes available.

Prepared by:	Karyn McAlpine-Tran, Planner and Project Analyst
Submitted by:	Tom Pechkovsky, Coordinating Manager, Planning & Operations
Endorsed by:	Domenic Scuglia, Director of Education and Eugene Pivato, Associate Director of Education.



Pope Francis

September 2022

Sept 5—Labour Day
 Sept 6— E/S PA Day
 Sept 7—First Day of School
 Sept 13—Policy Review 6:30 pm
 Sept 19—SEAC 7pm
 Sept 20—Executive 3pm
 Sept 23—E/S PA Day
 Sept 26—YCPIC 7pm
 Sept 27—Audit 5pm
 Sept 27—Committee of the Whole 6:30 pm
 Sept 27 —Regular Board 7:30pm
 Sept 29—YCDSB Board Retirement

*Long warm days....
 The pace of life slows...
 A time for picnics
 and rest in the shade...
 Lord,
 Help me to rest awhile
 in the cooling shade
 of Your presence.*

*Slow down my restless heart and
 fill me with gentle
 compassion for all
 Your people.
 Amen.*

AUGUST 2022 TRUSTEE SERVICES

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
	1 CIVIC HOLIDAY	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24 Exec 3 pm	25	26	27
28	29	30 Director's Council 6:30 pm CTW 7:30 pm Mass /	31			