

**YORK CATHOLIC DISTRICT SCHOOL BOARD
AGENDA
REGULAR BOARD MEETING
Wednesday, March 6, 2024
7:30 P.M.**

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

(Postponed from February 27, 2024)

REVISED

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	J. De Faveri	
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	
a) Regular Board Meeting of January 30, 2024		
b) Special Board Meeting of February 5, 2024		
c) Special Board Meeting of February 7, 2024		
d) Special Board Meeting of February 15, 2024		
e) Special Board Meeting of February 23, 2024		
f) Special Board Meeting of February 29, 2024		
8. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING	E. Crowe	
9. CHAIR'S REPORT / UPDATE / INSPIRATIONAL MESSAGES	E. Crowe	3
a) Commissioning of Interim Director of Education		
b) Inspirational Video: YCDSB international Education – ESL Students		
10. OCSTA BOARD OF DIRECTOR'S UPDATE	J. Wigston	5
11. DIRECTOR'S REPORT / UPDATE	J. De Faveri	12
12. STUDENT TRUSTEES' REPORT	J. James / A. Zamanifar / M. Galstyan	14
13. RECOGNITIONS / OUTSIDE PRESENTATIONS		
14. DELEGATIONS: NIL		
15. JOURNEY TOWARDS OUR VISION – STAFF PRESENTATIONS		
a) Communications / Media Update	M. Brosens	19
b) Multi-Year Strategic Plan Update <i>(Addendum)</i>	J. Sarna	26a
16. ACTION ITEM(S) (including Committee Reports)		
a) Pope Francis CES Enrolment Cap for 2024-2025 School Year	T. Pechkovsky	27
b) Appointment of YCDSB Representative to the OCSTA Board of Directors	E. Crowe	30
c) Proposed By-Law Change: Prayer to St. Michael the Archangel	A. Saggese	31
d) Dissolve YCDSB Charitable Foundation Committee	E. Crowe	33
e) Receipt of Report No. 2024:13 Committee of the Whole (Mar 6)	M. Iafrate	

ACTION ITEM(S) (including Committee Reports) - Continued

f) Receipt of Report No. 2024:03 Student Success & Pathways Committee (Feb 5)	A. Saggese	34
g) Approval of Report No. 2024:03 Corporate Services Committee (Feb 6)	C. Cotton	35
h) Approval of Report No. 2024:01 Policy Review Committee (Feb 7)	M. Iafrate	65
i) Approval of Report No. 2024:02 Policy Review Committee (Mar 5)	M. Iafrate	75a
j) Receipt of Report No. 2024:04 Special Education Advisory Committee (Feb 12)	A. Grella	79
k) Receipt of Report No. 2024:02 Transportation Review Committee (Feb 15)	M. Iafrate	80
l) Appointment of Trustee Membership to SEAC	E. Crowe	81
m) Appointment of Trustee Membership to YCDSB Anti-Black Racism Sub-Committee	E. Crowe	79a
17. DISCUSSION ITEM(S):		
a) Update on Motion to Bring Peace to YCDSB Using the Symbol of Our Faith	M. Brosens	79b
18. INFORMATION ITEM(S)		
a) TRUSTEE MOTION: Entry to St. Theresa of Lisieux CHS	M. Iafrate	82
b) Proposed Operational By-Law Changes	E. Crowe	83
c) 2022-2023 Trustee Expenditures	C. McNeil	84
d) OCSTA Letter to YCDSB re AODA Funding	E. Crowe	87
e) Stouffville Multi-Use Facility Update	K. Elgharbawy	88
f) Policy 203 Student Transportation Services Semi-Annual Update	T. Pechkovsky	95
g) Nominal Enrolment Projections 2024-2033	T. Pechkovsky	97
h) Entry to School Program – Proposed School Locations	T. Pechkovsky	125
i) March 2024 Calendar		128
j) Ontario Association of Parents in Catholic Education – YCDSB Letter + OAPCE Response Information		129
19. NOTICES OF MOTION		
<i>(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.)</i>		
20. FUTURE AGENDA ITEM(S) / REQUEST FOR INFORMATION	E. Crowe	
21. ADJOURNMENT	E. Crowe	

**NEXT
REGULAR BOARD MEETING**

**Tuesday, April 30, 2024
7:30 PM**

**PLEASE NOTE:
March 19, 2024 Regular Board
Meeting is CANCELLED**

Memo To: Board of Trustees
From: Elizabeth Crowe, Chair of the Board
Date: February 27, 2024
Re: **Chair's Report**

Lenten Season

In his message for Lent 2024, Pope Francis invites the faithful to "pause" for prayer and to assist our brothers and sisters in need, in order to change our own lives and the lives of our communities.

In our Catholic schools, Valentine's Day celebrations came a day early, so that we could set aside February 14th as a solemn day of prayer and fasting to mark the beginning of our Lenten journey. In all our schools, our students and staff were marked with the sign of the Cross. Trustees and central staff gathered in the Catholic Education Centre's Boardroom for an Ash Wednesday Mass celebrated by Bishop John Boissonneau." On this Ash Wednesday, may the ashes on your forehead be a reminder of God's love and forgiveness. We are loved with eternal love. We are ashes onto which God has breathed His life, earth shaped by His hands, dust from which we shall rise for an everlasting life. "Pope Francis 2024.

On Tuesday, March 21st, we will have our annual board wide Mass of Reconciliation and Renewal. We are very grateful for Bishop Boissonneau's support of our Board, as he will once again celebrate this Mass that will be live-streamed in all York Catholic classrooms. I thank Trustee Alexander for bringing the idea of this Mass to the Board and invite Trustees to join us at the Catholic Education Centre. This is the one and only time during the school year that the entire York Catholic community gathers together in prayer. "For where two or three are gathered together in My name, I am there in the midst of them." Matthew 18: 20

Welcome, John De Faveri

The Board of Trustees welcome John De Faveri to YCDSB as our Interim Director of Education while we search for a new Director during the coming months. He has invaluable experience working in Catholic school boards across the province and in community-based organizations. We are grateful that John was willing to step into this position, and I know that his deep roots in the York Catholic DSB have helped him get off to a great start in this leadership role.

Best Buddies Valentine's Dinner Dance

The annual Best Buddies Valentine's Dinner Dance is one of the unique ways that our Catholic learning community shows our commitment to inclusion by providing an opportunity for our neuro-diverse students and their "best buddies" to celebrate the end of first term. I want to thank the Trustees, Senior Team and OECTA Executive who all generously donated from their budget to make this evening possible. Students and adults alike had a memorable time!

Long-Term Accommodation Plan

On Monday, February 26, Trustees and Senior Staff met to review student enrollment data and demographic projections to help us develop our Long-Term Accommodation Plan (LTAP). This information ensures that York Catholic DSB effectively uses our resources by determining where we have surplus school space and where there are growth needs, if our current programs are sustainable and if we have opportunities to form new partnerships and programs.

March Board Meeting Cancelled

The Regular Board Meeting scheduled for Tuesday, March 19, 2024, has been cancelled. Because of March Break and an early Holy Week, Board committee work was limited during the month of March. Instead, a Special Board Meeting will be held immediately after the Policy Review Committee meeting on March 5, 2024, to pass any business arising from that committee meeting.

School Visit

On Friday, March 1, we will welcome Billy Pang, MPP for Markham-Unionville, to St. John XXIII CES in Unionville. We are always happy to show our elected officials the fantastic things happening in our schools, and I have seen how impressed and enthused politicians are when they leave a York Catholic school. We have to take every opportunity to promote the value of publicly funded Catholic schools and how we are distinctly different in our wholistic approach to education.

Memo To: Board of Trustees
From: Jennifer Wigston, OCSTA Regional Director
Date: February 27, 2024
Re: **OCSTA Report to Board**

Catholic Virtual Ontario: Happy to report that under the leadership of OCSTA Director of Catholic Education, Anne O'Brien, an additional number of quality and distinctly Catholic online learning courses have been developed and released through the Catholic Virtual Ontario (CVO) platform. There are now over 80 courses on the platform. These courses span all grade levels and disciplines, from grade 9 de-streamed science to Business Leadership: Management Fundamentals, Grade 12, University preparation. A list of the courses from the CVO website is included as an appendix, as well as the CVO brochure with FAQs and a QR code for more information. The CVO website can be accessed directly at: <https://www.catholicvirtualontario.org/>

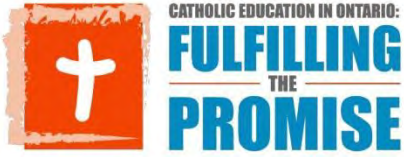
Bill 98: OCSTA has participated in a number of meetings and consultations with regard to regulations flowing from Bill 98. President Daly reported that topics discussed during these meetings included: Director of Education Performance Appraisals; Trustee Codes of Conduct; Use of Integrity Commissioners; Shared use Facilities, and Disposition of Properties. During each of these sessions, OCSTA has stated clearly the Association's expectations that the regulations as finally drafted will respect the denominational and constitutional rights of Catholic school boards.

Links to the most recent OCSTA Briefs were provided in last month's report, but have been included again here for reference.

- [Submission Letter to Minister of Education re: Director Performance Regulations Bill 98](#) – January 12, 2024
- [Pre-Budget Submission to the Standing Committee on Finance & Economic Affairs](#) – January 17, 2024

You will remember that OCSTA requested feedback from Boards regarding the Ministry's proposed models for Accelerated Apprenticeship Pathways. All feedback was consolidated and OCSTA sent it as a submission to the Ministry of Education and Skills Development Apprenticeship.

If you would like further information on this submission, please let me know and I will be happy to direct you to the appropriate resources.



2024 OCSTA AGM and Conference

May 2 – 4, 2024

Sheraton Fallsview Hotel, Niagara Falls

I am pleased to report that OCSTA has secured theologian, author and presenter Dr. Josephine Lombardi (<https://josephinelombardi.com/>) as our closing keynote speaker for Saturday morning.

Appendix: CVO Courses

The Arts

- AVI10 - Visual Arts, Grade 9, Open
- ASM20 - MEDIA ARTS, GRADE 10, OPEN
- AVI3M - Visual Arts, Grade 11, University/College Preparation

Business Studies

- BAF3M - Financial Accounting Fundamentals, Grade 11, University/College Preparation
- BAT4M - FINANCIAL ACCOUNTING PRINCIPLES, GRADE 12, UNIVERSITY/COLLEGE PREPARATION
- BBB4M - INTERNATIONAL BUSINESS FUNDAMENTALS, GRADE 12, UNIVERSITY/COLLEGE PREPARATION
- BBI2o - INTRODUCTION TO BUSINESS, GRADE 10, OPEN
- BDI3C - Entrepreneurship: The Venture, Grade 11, College Preparation
- BMI3C - MARKETING: GOODS, SERVICES, EVENTS, GRADE 11, COLLEGE PREPARATION
- BMX3E - Marketing: Retail and Service, Grade 11, Workplace Preparation
- BOH4M - BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS, GRADE 12, UNIVERSITY preparation

Canadian and World Studies

- CGF3M - Forces of nature, grade 11, university/college preparation
- CGG3O - Travel and tourism: a geographic perspective, grade 11, open
- CGR4M - Environment resource management, grade 12, university/college preparation
- CGW4U - WORLD ISSUES: A GEOGRAPHIC ANALYSIS, GRADE 12, UNIVERSITY PREPARATION
- CHC2D - Canadian History Since WWI, Grade 10, Academic
- CHC2P - Canadian History Since WWI, Grade 10, Applied
- CHI4U - Canada: history, identity, and culture, grade 12, university preparation
- CHV2O - CIVICS AND CITIZENSHIP, GRADE 10, OPEN
- CHW3M - World history to the end of the 15th century, grade 11, university/college preparation
- CHY4U - WORLD HISTORY SINCE THE 15TH CENTURY, GRADE 12, UNIVERSITY PREPARATION
- CIA4U - ANALYSING CURRENT ECONOMIC ISSUES, GRADE 12, UNIVERSITY PREPARATION
- CLN4U - Canadian and international law, grade 12, university preparation
- CLU3M - Understanding Canadian Law, Grade 11, University/College Preparation

Cooperative Education

- DCO3O - CREATING OPPORTUNITIES THROUGH CO-OP, GRADE 11, OPEN

English

EBT4O - BUSINESS AND TECHNOLOGICAL COMMUNICATION, GRADE 12, OPEN
EMS3O - Media studies, grade 11, open
ENG2D - English, grade 10, academic
ENG2P - English, grade 10, applied
ENG3C - English, Grade 11, College Preparation
ENG3E - English, Grade 11, Workplace Preparation
ENG3U - English, Grade 11, University Preparation
ENG4C - English, Grade 12, College Preparation
ENG4E - English, Grade 12, Workplace Preparation
ENG4U - English, Grade 12, University Preparation
ETS4U - STUDIES IN LITERATURE, GRADE 12, UNIVERSITY PREPARATION
EWC4U - The Writer's Craft, Grade 12, University Preparation
OLC4O - ONTARIO SECONDARY SCHOOL LITERACY COURSE, GRADE 12, OPEN

First Nations, Metis, and Inuit studies

NBE3U - English: UNDERSTANDING CONTEMPORARY FIRST NATIONS, METIS, AND INUIT VOICES, GRADE 11, UNIVERSITY PREPARATION
NDA3M - CONTEMPORARY FIRST NATIONS, METIS, AND INUIT VOICES, GRADE 11, UNIVERSITY/COLLEGE PREPARATION

French and French Immersion

CLN4CF - Legal studies, grade 12, college preparation, French immersion
FSF4U - Core French, grade 12, university preparation
GLC2OF - Career studies, grade 10, open, French immersion
HSB4UF - Challenge and change in society, grade 12, university preparation, French immersion

Guidance and Career Education

GLC2O - CAREER STUDIES, GRADE 10, OPEN
GLS1O - Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open
GWL3O - DESIGNING YOUR FUTURE, GRADE 11, OPEN

Health and Physical Education

PSK4U - INTRODUCTORY KINESIOLOGY, GRADE 12, UNIVERSITY PREPARATION

Mathematics

MAP4C - Foundations for College Mathematics, Grade 12, College Preparation
MBF3C - Foundations for College Mathematics, Grade 11, College Preparation
MCF3M - Functions AND Applications, Grade 11, University/College Preparation
MCR3U - FUNCTIONS AND RELATIONS, GRADE 11, UNIVERSITY PREPARATION
MCT4C - Mathematics for College Technology, Grade 12, College Preparation
MCV4U - Calculus AND Vectors, Grade 12, University Preparation
MDM4U - MATHEMATICS OF DATA MANAGEMENT, GRADE 12, UNIVERSITY PREPARATION
MEL3E - MATHEMATICS FOR WORK AND EVERYDAY LIFE, GRADE 11, WORKPLACE PREPARATION
MFM2P - FOUNDATIONS OF MATHEMATICS, GRADE 10, APPLIED
MHF4U - Advanced Functions, Grade 12, University Preparation
MPM2D - Principles of Mathematics, Grade 10, Academic
MTH1W - Mathematics, Grade 9, Destreamed

Science

SBI3C - BIOLOGY, GRADE 11, COLLEGE PREPARATION
SBI3U - BIOLOGY, GRADE 11, UNIVERSITY PREPARATION
SBI4U - BIOLOGY, GRADE 12, UNIVERSITY PREPARATION
SCH3U - Chemistry, Grade 11, University Preparation
SCH4C - Chemistry, Grade 12, College Preparation
SCH4U - Chemistry, Grade 12, University Preparation
SES4U - Earth & Space Science, Grade 12, University Preparation
SNC1W - SCIENCE, GRADE 9, DESTREAMED
SNC2D - Science, Grade 10, Academic
SNC2P - SCIENCE, GRADE 10, APPLIED
SNC4E - Science, Grade 12, Workplace Preparation
SNC4M - Science, Grade 12, College/University Preparation
SPH3U - Physics, Grade 11, University Preparation
SPH4U - Physics, Grade 12, University Preparation
SVN3E - Environmental Science, Grade 11, Workplace Preparation
SVN3M - Environmental Science, Grade 11, College/University Preparation

SOCIAL SCIENCES AND HUMANITIES

HHS4C - FAMILIES IN CANADA, GRADE 12, COLLEGE PREPARATION
HHS4U - FAMILIES IN CANADA, GRADE 12, UNIVERSITY PREPARATION
HPC3O - RAISING HEALTHY CHILDREN, GRADE 11, OPEN
HSB4U - CHALLENGE AND CHANGE IN SOCIETY, GRADE 12, UNIVERSITY PREPARATION
HSP3C - INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY, GRADE 11, COLLEGE PREPARATION
HSP3U - INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY, GRADE 11, UNIVERSITY PREPARATION

Technological Education

TOJ4C - CHILD DEVELOPMENT AND GERONTOLOGY, GRADE 12, COLLEGE PREPARATION



Catholic Virtual Ontario provides equity of access for Catholic secondary students to take secondary credits developed and taught by Catholic teachers.

Get ready to learn new skills, meet new friends, and shape your future in a supportive, faith-based community.

In February 2022, the Ministry of Education issued *Policy / Program Memorandum 167: Online learning graduation requirement*. This PPM requires that students earn a minimum of two online learning credits as part of the requirements for an Ontario Secondary School Diploma.

Online learning courses are delivered entirely using the internet and do not, as a rule, require that students be physically present.

Ask your guidance counsellor today how to enroll in one of over 80 online secondary courses, taught by Catholic teachers working across Ontario in Catholic school boards.



Ontario Catholic School
Trustees' Association



CVO – GROWING TOGETHER IN FAITH



**CATHOLIC
VIRTUAL
ONTARIO**

CVO – GROWING TOGETHER IN FAITH

CATHOLIC ONLINE COURSES — ENGAGING LEARNING POSSIBILITIES ARE A CLICK AWAY.

Get the facts about what to expect when you enroll in a Catholic online course in an Ontario Catholic district school board.

Available to secondary school students:

- ✓ in all grades
- ✓ in all subjects
- ✓ in all pathways
- ✓ for all levels of ability



Ask your guidance counsellor to tell you more!

www.catholicvirtualontario.org/our-courses.html



Frequently Asked Questions About Catholic Online Learning Courses



Q. What makes these online courses Catholic?

A. These courses were developed by Catholic teachers, who integrated the Catholic faith and Social Teachings into the course content (e.g., prayers, passages, videos). Catholic educators teaching these courses also foster welcoming Catholic learning communities.

Q. What is the difference between online and remote learning?

A. Online learning is primarily asynchronous. You must regularly access your course and submit assignments. Remote learning requires real-time (synchronous) communication between you and others (e.g., classmates, teacher).

Q. Can I enroll myself in these courses?

A. No. Your guidance counsellor must enroll you in a Catholic online course.

Q. How much does online learning cost?

A. There is no cost to enroll or participate in a Catholic online course, provided you attend a publicly-funded school.

Q. What kind of technology do I need to take an online course?

A. You will require access to a digital device (e.g., tablet, laptop, desktop) and a reliable internet connection to learn online. Having access to software, such as Google Suite or Microsoft Office, also helps.

Q. What if I want to take an online course but don't have the required technology?

A. Ask your guidance counsellor, school administrator, or other trusted adult if your school board can provide you with access to the necessary technology and/or location.

Q. Will I be learning by myself?

A. No. You will be assigned to a specific teacher and have classmates too, who might be from other boards.

Q. What if I want to take an online course that my high school doesn't offer?

A. All Catholic boards in Ontario can access many and various online courses, taught by qualified Catholic teachers working in Ontario Catholic school boards. This means that you will have the opportunity to learn in your local community from a teacher in another part of the province.

Q. Once I enroll in an online course, how do I access course materials and stay connected to others?

A. You will receive a username and password to the province's secure virtual learning environment (VLE). The VLE has many tools in it, including email, discussions, announcements, assignments, quizzes, and content. These tools let you access, receive, and send information safely to others.

Q. I have an Individual Education Plan (IEP). Can I still enroll in an online course?

A. Yes! Catholic online courses are accessible to students with special needs, including those with physical, visual, and auditory exceptionalities. Your teacher can also provide other modifications and accommodations (e.g., extra time on assignments). Speak with your guidance counsellor to obtain more details.

Q. What skills do I need to be successful in an online course?

A. Just like in-person classes, online courses require students to use such skills as critical thinking, creativity, initiative, collaboration, organization, responsibility, self-regulation, communication, and independence.





Ontario Catholic School Trustees' Association

Annual General Meeting and Conference



CATHOLIC EDUCATION IN ONTARIO: FULFILLING THE PROMISE

Co-hosted by:

Brant Haldimand Norfolk Catholic DSB
Hamilton-Wentworth Catholic DSB
Niagara Catholic DSB

**May 2 - 4, 2024, Sheraton Fallsview Hotel
Niagara Falls**



Keynote:

The Most Rev. Gerard Bergie,
Bishop of St. Catharines and
President of the Assembly of Catholic
Bishops of Ontario

Conference Speakers:



Dr. Ben Verboom - Durham Catholic District School Board Graduate, OCSTA Student Trustee Alumni Award Recipient; Lecturer, Global Public Health, Queen Mary University and Oxford University, UK.



Dr. Josephine Lombardi - Award-winning author, educator, and documentary film maker who currently serves as the Assistant Dean at St. Augustine's Seminary, Scarborough.



Conference Program includes:

- Minister of Education, The Hon. Stephen Lecce
- Grand Opening Reception and Liturgy celebrating the theme "Fulfilling the Promise"
- Workshops: Student Mental Health; School Safety Zones; Bill 98 - Priorities for Catholic Schools
- Mass at St. Patrick R.C. Church, Niagara Falls
- Annual Dinner & Awards

Planned Offsite Activities:

Hors d'oeuvres reception at Ravine Winery

Companion Program (see registration page for details).

Register now at :

<https://www.ocsta.on.ca/2024-ocsta-agm/>

Memo To: Board of Trustees
From: John De Faveri, Interim Director of Education
Date: February 27, 2024
Re: **Director's Report**

With Gratitude

This is my first Board Meeting as Interim Director, and I am delighted to return to the York Catholic District School Board (YCDSB).

My career started as a teacher at St. Margaret Mary CES in Woodbridge, Ontario. Over time, I was blessed to serve the YCDSB as a Principal and Superintendent of Education. While opportunities have taken me to Catholic school boards across the province, the YCDSB has always been my home.

I have always loved the YCDSB's focus on faith and family. Being a husband, father, grandfather and father-in-law is most important to me. I know your family is most important to you, and I will never forget that as I make decisions for this Board.

I am honoured to serve alongside dedicated staff, students and parents to foster nurturing, faith-filled schools.

Lenten Season

I sincerely thank all the staff, students and families who have helped us have a great start to the Lenten season across the YCDSB. As we prepare for Easter, the most sacred time in our Catholic faith, many schools are busy living Christ's message by helping others in our community.

Schools will soon receive information on our annual ShareLife fundraising campaign, a hallmark of our Board's commitment to social justice. Last year, 23 of the top 50 fundraising schools for ShareLife came from the YCDSB. I thank everyone for their overwhelming support of this vital cause, especially during Lent.

Stouffville Multi-Use Facility

One of the first things I did as Interim Director was to visit the building that will be home to Blessed Chiara Badano CES and St. Katharine Drexel CHS. I was blown away by this beautiful, modern school that has been built for the Stouffville community.

We have told Stouffville residents that staff are working as hard as possible to open St. Katharine Drexel on Wednesday, March 6, 2024, and Blessed Chiara Badano CES on Monday, March 18, 2024. I know the students and staff will be thrilled when they see their new school. I am thankful for everyone who made this tremendous milestone possible.

Black Student Leadership Conference

The YCDSB's Black Excellence Coaches have organized an excellent program to encourage Black student leaders in our Board. This conference will take place on Monday, February 26, at the Catholic Education Centre, and it will focus on the theme "Collective Work and Responsibility." The young people in attendance will explore Black leadership, culture, identity and history, as well as their responsibilities as leaders.

YRAACC Black History Month Celebration

On Saturday, February 17, I was honoured to attend the York Region Alliance of African Canadian Communities' (YRAACC) Black History Month event at Bill Crothers Secondary School in Markham. The theme "Black Excellence through Mentoring" was very well chosen, and everyone walked away with some new wisdom after listening to keynote speaker Dr. Bimpe Ayeni, head of Plastic Surgery at Southlake Regional Health Centre in Newmarket, Ont.

Women in Trades Symposium

On Tuesday, March 5, 100 girls in grades 9-12 will come to the CEC to learn about pathways into the skilled trades. Students from YCDSB and YRDSB will learn how (and, more importantly, why) women can enter skilled trades such as automotive, electrical, HVAC, welding, plumbing, tool and die and many more.

While at the Georgina Trades Training Inc., I had a front-row seat to the rewarding careers that can come from the skilled trades, so I look forward to stopping by this exciting event.

March Break

As a reminder to the YCDSB community, schools will be closed for March Break from March 11 through March 15, 2024. Schools will reopen on Monday, March 18. I hope everyone can spend extra time with their loved ones during the break.



“ We are diverse. We are one in Christ. ”

York Catholic District School Board

Regular Board Meeting

Information Report

Student Trustees Update

Tuesday, February 27th, 2024

Alignment to Strategic Plan

This report is linked to the strategic priorities:

Catholic Faith: Nurture faith formation and relationships with Christ.

Equity and Inclusion: Build and sustain an equitable, inclusive and accessible learning and working environment.

Student Achievement: Enrich and improve student learning so that excellence in achievement and engagement is possible for all.

Well-Being: Promote and nurture the social-emotional, spiritual and physical well-being of all members of the YCDSB.

OSTA- AECO Education Action Conference

Thursday, February 8th to Sunday, February 11th 2024, student trustees from across the province participated in the Ontario Student Trustee Association’s first-ever Education Action Conference. This conference, held in Ottawa, included working sessions with both Public and Catholic Education Interest Groups, and the diverse Advocacy Interest Groups. The Education Action Conference was full of engaging workshops, insightful speakers and discussions, and immersive activities, which allowed the student trustees to return with a handful of skills, ideas, and projects for the YCDSB.

Catholic Education Interest Group Breakouts

- ★ Student trustees were immersed in an interactive presentation from Development and Peace (Caritas Canada) on *Reaping Our Rights*. The international impacts of this association, as well as large-scale justice concerns which can be applied to the sample of our schools, was heavily emphasized.



“ We are diverse. We are one in Christ. ”

York Catholic District School Board

- ★ Collaboration is essential in supporting and representing the students of the York Catholic District School Board, and all other school boards of the province. The Catholic EIG explored various circumstances in which conflict might be initiated between those in close working relations, and how to efficiently go about resolutions in such situations. Students were prompted to think outside of the box to develop solutions to frequent complications that may be faced in this role, as well as all other levels of student leadership.
- ★ In preparation for Catholic Education Week (CEW) in May, student trustees referenced the pillars of the Ontario Catholic School Trustees Association (OCSTA). As *We are Called to Love* in 2024, student trustees explored the subthemes of people of hope, faith, mercy, justice, and joy and how it reflects in the diverse school communities in Ontario.

Advocacy Interest Group Breakouts

Of the five AIGs, the York Catholic Student Trustees find themselves participating in the advocacy of two in 2024.

- ★ **STUDENT WELLBEING** - Student Trustee Galstyan participated in the various breakout sessions of the Student Wellbeing AIG at the EAC this February. Student trustees discussed current crises in student wellbeing, including topics on physical, nutritional and mental health. In the prior half of the year, the discussion was heavily geared towards current significant increases in vaping amongst young adults, as well as those stores which provide these resources in the vicinity of high schools. Furthermore, student trustees looked at the differences in student wellbeing between northern and southern boards in Ontario, and began devising their route towards connecting with all students they represent.
- ★ **CURRICULUM** - Student Trustee James and Student Trustee Zamanifar participated in the various breakout sessions of the Curriculum AIG at the EAC this February. Student trustees explored the changes to the Ontario Curriculum for Education, and what changes must still be made. As a star project, they focused on beginning the development of a handbook for



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York Catholic District School Board

students experiencing the transition between elementary and high school, and the plethora of new ideas that come with it.

People for Education

Annie Kidder, the Executive Director of People for Education (an Ontario-based organization founded in 1996 to support public education in Ontario’s English, Catholic, and French schools), spoke with student trustees about the ever-existing concerns and issues in education. All participants actively commented and discussed what they believe is holding back education in various sectors, and learned methods to combat these concerns in any board from others participants.

Public Education Exchange World Café

Sonia Martin, the Knowledge Mobilization Events Coordinator and Research Assistant for the Public Education Exchange (PEX), and Declan Amaral, the Chief Executive Officer of OSTA-AECO, organized a wonderful and immersive activity in which student trustees were exposed to privatization in modern education. Participants verbally and visually expressed both their concerns and possible solutions.

OSTA Talks

The presenters of this sector of the conference were entirely student trustees themselves! Leaders from various school boards in Ontario presented updates on monumental achievements and events they have implemented in their boards this year, and inspired other student trustees to reflect these wonderful initiatives in their own boards as well.

Education Marketplace

The Public and Catholic Cabinets at OSTA-AECO prepared various presentations on topics such as special education, transportation, standardized testing, (amongst others) to discuss and inform other student trustees of concerns and benefits of the topics in various educational settings.



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Alumni Panel

Student Trustee alumni from a diverse range of boards returned to OSTA-AECO to speak with current leaders about the impact of their previous roles on their current lives. They offered profound insight and much needed words of advice.

Workshops

The OSTA-AECO leadership team organized and coordinated 3 distinct workshops for student trustees to choose from. This included Decoding Digital Data Threats, Understanding Your Networking Style, and Shaping Your Identity as a Student Trustee. Each workshop was immersive and interactive, prompted insightful discussions, and allowed students to take away a great amount of skills for their roles.

OPC-CPCO

Joseph Geiser, the Executive Director of the Catholic Principals' Council of Ontario, offered a detailed presentation on OPC-CPCO, which included the role of principals and vice principals in schools (in relation to other staff) and elaborated on current struggles in the province. The presentation allowed student trustees to provide their feedback to Principals and Vice Principals across Ontario in regards to Education.

2024 Black Student Leadership Conference

On Monday, February 26th students from across YCDSB are gathering at the Catholic Education Center for the 2024 Black Student Leadership Conference. As Black Heritage Month begins to conclude, it is important to understand Black Excellence exists year-round and this conference is rooted in just that. The conference is being spearheaded by student leaders and teachers including Ms. Spence from St. Maximilian Kolbe CHS, Ms. Bygrave from Father Michael McGivney CAHS and Black Graduation Coaches Claude Nembhard from Sacred Heart CHS and Saran James-Vaughan from St. Brother Andre CHS. The conference will feature guest Phylcia George, a three-time Olympic Medalist. Students will also participate in workshops focusing not only on



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learning more about Black History but also on the importance of identity, resilience of Black people and the accomplishments of many amazing Black leaders. The theme this year is: ***Collective Work and Responsibility*** and it is sure to be an empowering and vital event.

YSCPC - Equity and Inclusion

On Monday, February 12th, the YSCPC held its Equity and Inclusion meeting. Students had the opportunity to discuss various topics related to Equity and Inclusion in our school, including gaining perspectives from the student body on the board and our school's approach to Equity and Inclusion, as well as identifying barriers we can eliminate in our pursuit of ensuring equal and equitable opportunities for all. The YSCPC was pleased to have our Human Rights & Equity Advisor, Mr. Alex Battick, join us to discuss and share how to access the resources provided by the YCDSB, and to answer students' questions. Student leaders who attended the meeting provided useful insights and feedback on the importance of our Board's commitment to Equity and Inclusion.

Student Leadership and Student Trustee Sections on YCDSB Website

In light of the great work in reimagining and redesigning our Board Website, the Student Leadership section has received the first of many updates. The Student Leadership section now provides useful information to Student Leaders at the YCDSB, showcasing our YSCPC Executive Leadership team and providing updates and reports from the student trustees. This is the first of many updates aimed at providing important information relevant to students, all in one dedicated action. This would not have been possible without the amazing work of Mr. Mark Brosens and his team, who have been very supportive of this initiative. We look forward to future updates to the website.

Beginning of Lent

As Lent began on February 14th, we wish all families a spiritually fruitful season! Schools started the 40 days with our faith physically displayed through ashes on Ash Wednesday and we are excited to see the different expressions of faith through things such as fasting, throughout the remaining weeks of penitence before Easter.

ycdsb.ca & 103 school websites

WEBSITE RENEWAL

2023 - 2024



YORK CATHOLIC DISTRICT SCHOOL BOARD

New Front page



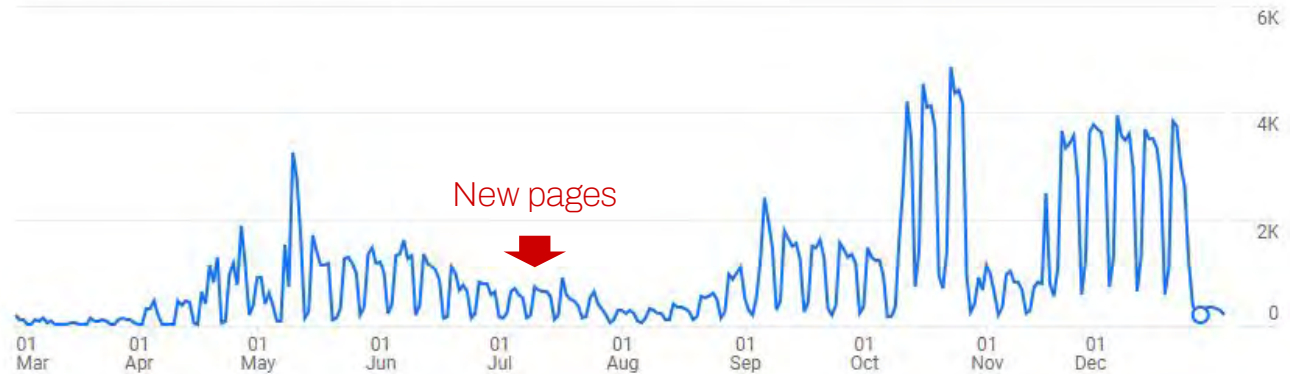
- Solid and Intuitive Design/Layout
- Design Identity
- Data-driven Design

- AODA Compliance
- Enhanced Multimedia/Social Media
- Effective Marketing Placeholder

Users
3.7% ↑

Pageviews
284% ↑

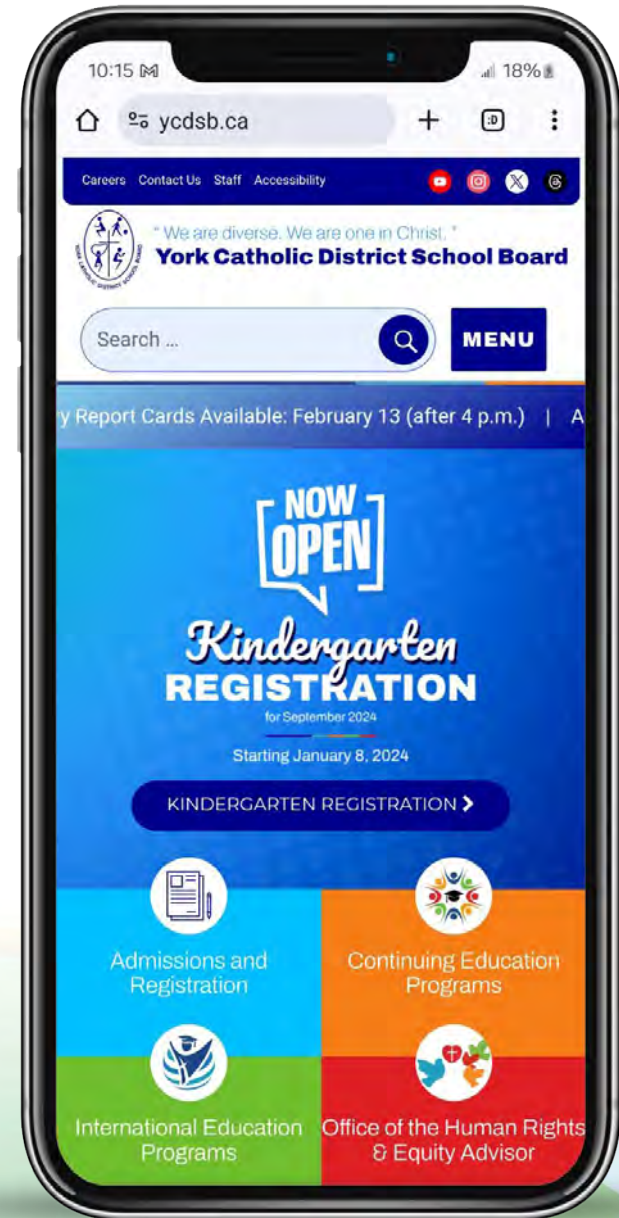
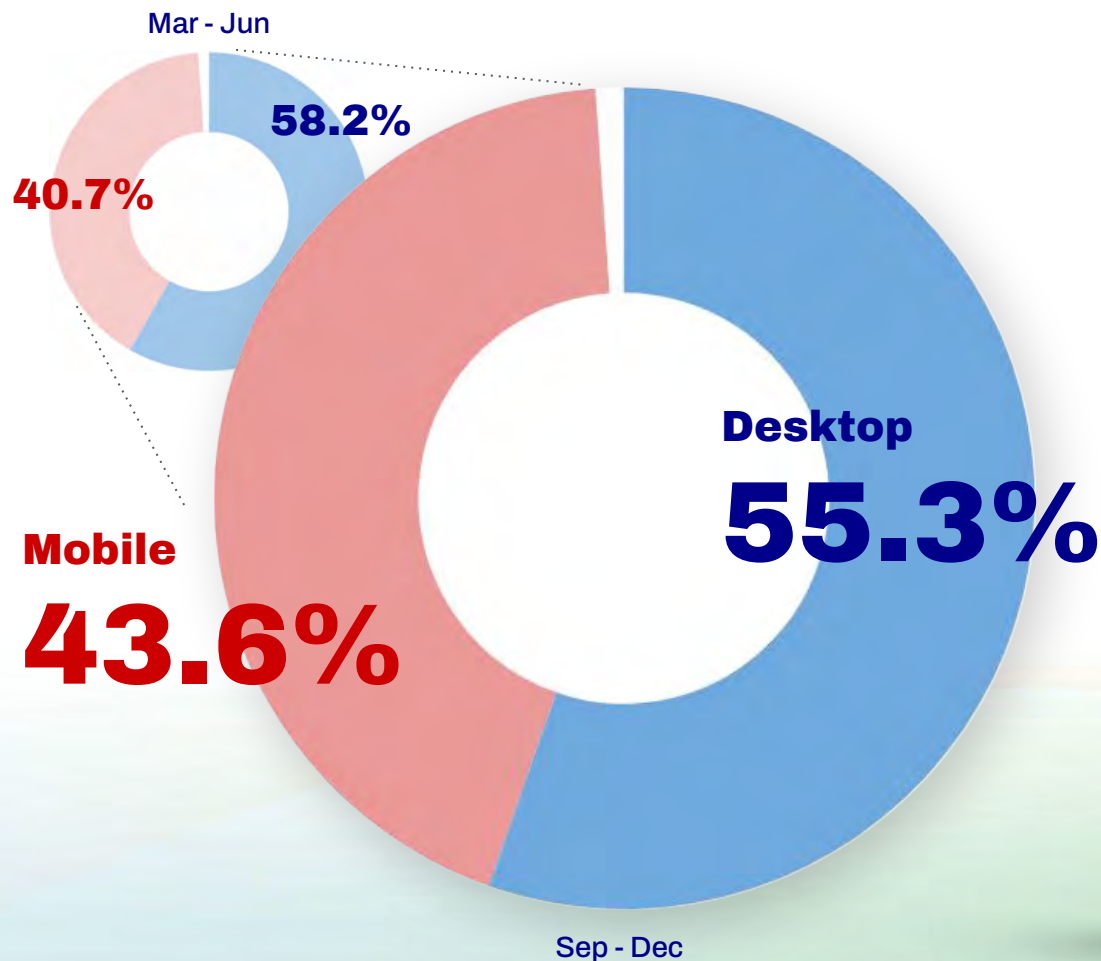
Mar - Jun vs. Sep - Dec



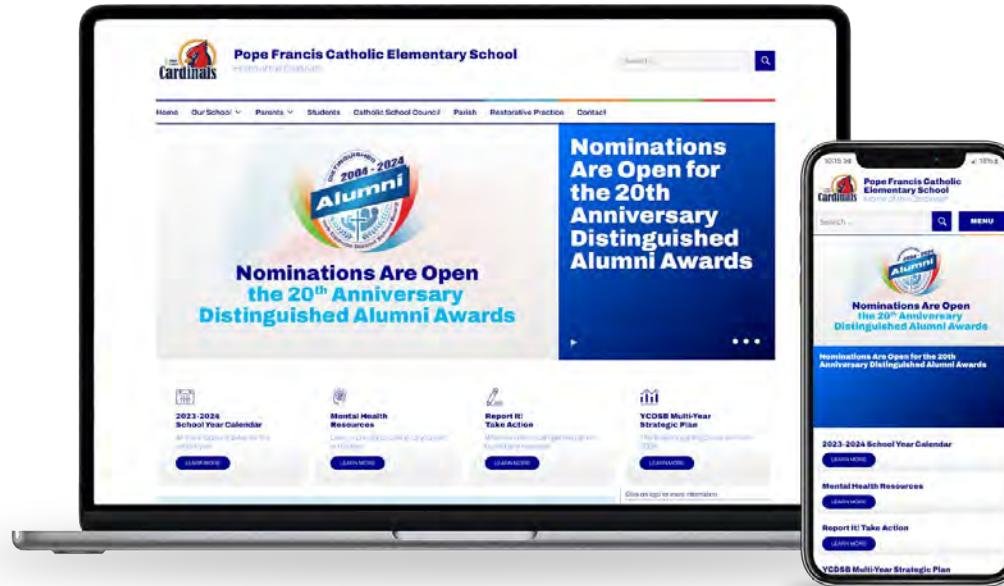
Users and page views increased slightly. If we consider the number of clicks, that means that usage rate has improved significantly.

Mobile Friendly

- Responsive Design
- Touch-Friendly Interface
- Optimized Content
- Optimized Typography

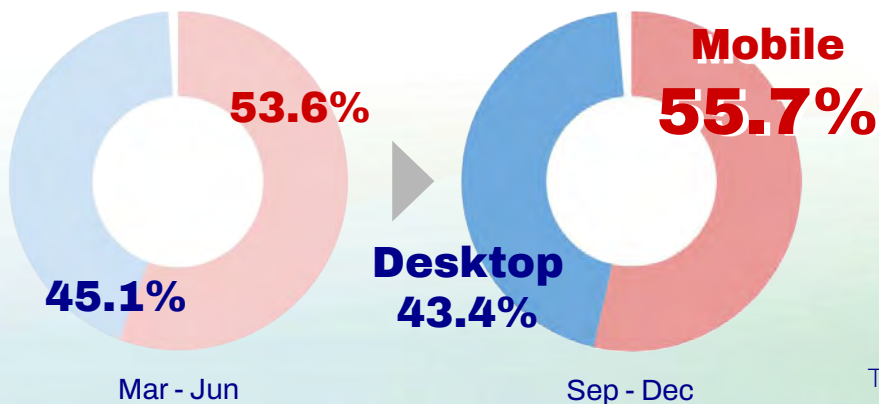


103 School Websites



- **Closer Connectivity**
(between the school board and the school websites)
- **Enhanced 'School News'**

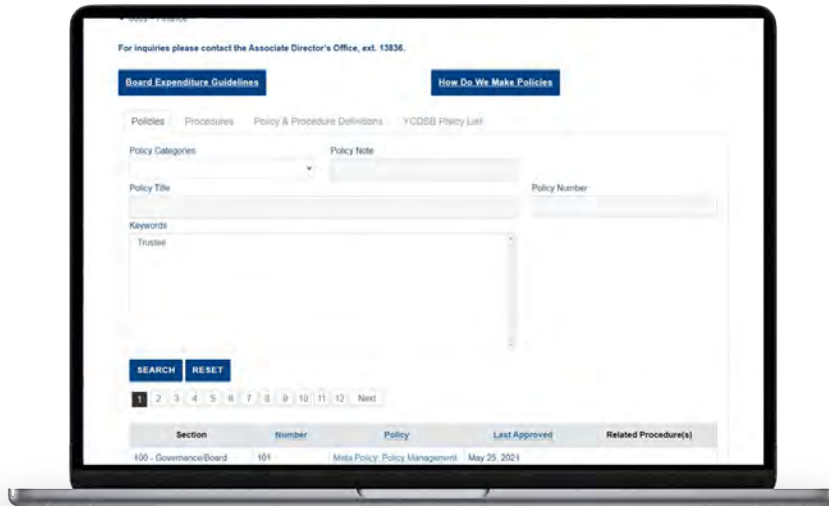
- **Effective 'Marketing Placeholder'**
- **Mobile Friendly**



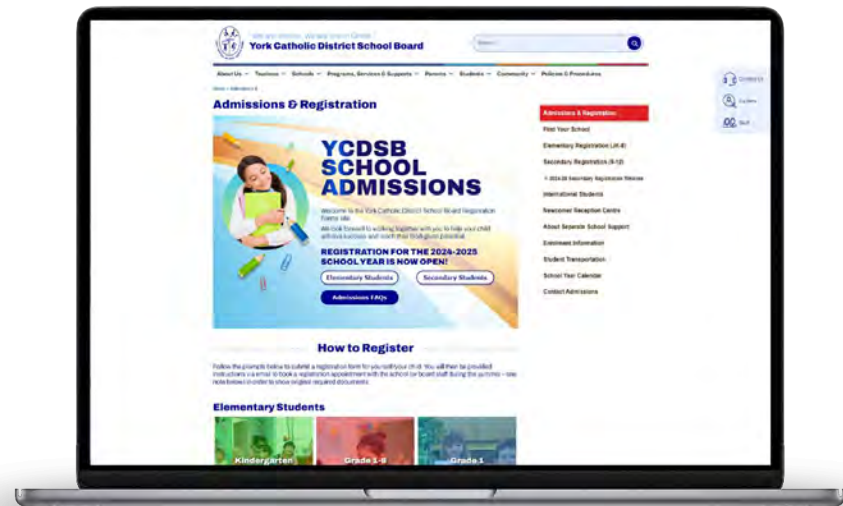
The mobile usability of each school's website is higher than that of the school board website. Considering page views and click-through rates, utilization has increased significantly.

Improved Functions / Pages

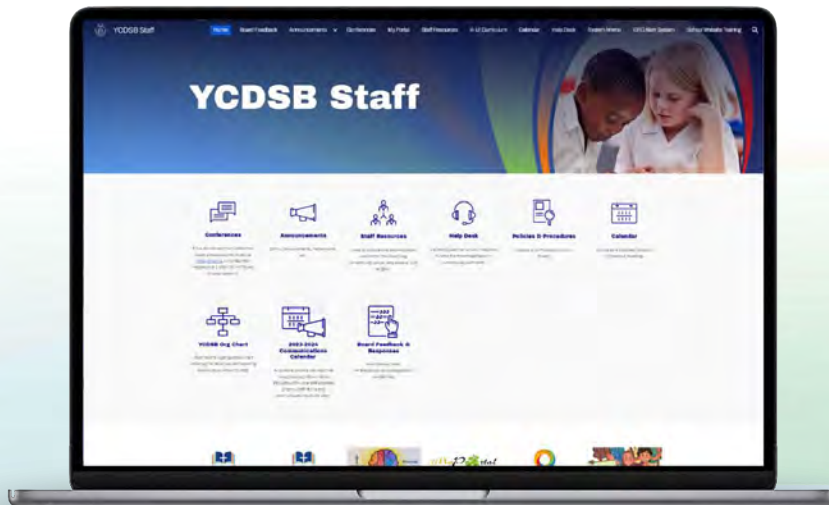
Enhanced Keyword Search (Policies & Procedures)



Admissions



staff.ycdsb.ca



YCDSB WOW!



Next Steps (Yearly plan 2024)

Renewal Project

Maintenance

New About Us / Trustees

HREA (Office of the Human Rights & Equity Advisor)

CE (Continuing Education)

Performance Improvement Project

SEO (Search Engine Optimization)

Advanced Search (Policies & Procedures)

Feb

Mar

Apr

May

Jun

Jul

Aug

Sep

Oct

Nov

Dec

Jan

School Website Maintenance



[School Website Training Videos](#)

For additional assistance with the school website, please contact the board webmaster at youngsub.kang@ycdsb.ca.

FAQs

Cover (Featured) image size

How to show your post to the slider.

How to add files (jpg, png, pdf etc)



A school website training page was created on the staff website so school website designate/admin can use their websites more effectively.

Thank You



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York Catholic District School Board



Multi-Year Strategic Plan

Reporting Period #2

Presentation to Board of Trustees - February 27, 2024.

Multi-Year Strategic Plan 2023-2028

MISSION

With Jesus Christ as our model, we provide all students with a Catholic education rooted in equity, well-being and learning.

VISION

A recognized leader in Catholic education committed to inclusion, excellence and innovation that develops socially responsible global citizens.

VALUES

Catholicity
Equity, Diversity and Inclusion
Excellence
Fiscal Responsibility
Integrity
Respect

Catholic Board Improvement Plan - Reporting Template

Report #1

- December Board Meeting
- Data from September to November

Report #2

- March Board Meeting
- Data from December to February

Report #3

- June Board Meeting
- Data from March to June

Recommendation

- move Report #2 to April for the remaining years of the 2023-2028 MYSP reporting to allow for greater data accumulation for Report #2



Catholic Board Improvement Plan - 2023-2024

[Report #2 February 2024](#)

32 SMART Goals

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current (Jan. 2024)	5	8	19	Monitor	➔
Previous (Nov. 2023)	7	12	13	Monitor	➔

CATHOLIC FAITH - Strategic Commitment #1

Nurture faith formation and relationships with Christ.

Goal 1.1	Foster a culture that respects and honours the human dignity of all persons that is inspired by our relationship with Christ.
Goal 1.2	Embed and prioritize the Ontario Catholic School Graduate expectations into all curriculum areas.
Goal 1.3	Cultivate school environments focused on spiritual growth to support Catholic faith formation and deeper faith knowledge.

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current (Jan. 2024)	0	1	3	Monitor	➔
Previous (Nov. 2023)	0	1	3	Monitor	➔

CATHOLIC FAITH - Strategic Commitment #1

- 4 SMART goals within this Strategic Commitment
- NO CHANGE from Reporting Period One to Two

Continue to monitor



EQUITY AND INCLUSION - Strategic Commitment # 2

Build and sustain an equitable, inclusive and accessible learning and working environment.

Goal 2.1	Recognize, value, integrate and celebrate the dignity and diversity of all students, staff, and Catholic school communities.
Goal 2.2	Identify and eliminate barriers to equity of access, opportunity and outcomes for all, as we acknowledge that we are all created in the image of God.
Goal 2.3	Actively promote, support and expect excellence for all students to achieve their God-given potential.

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current (Jan. 2024)	2	3	2	Monitor	➔
Previous (Nov. 2023)	3	4	0	Monitor	➔

EQUITY AND INCLUSION - Strategic Commitment # 2

- 7 SMART goals within this Strategic Commitment
- Change to three.....

SMART Goal	Prior Status	Current Status
5. Two system wide initiatives designed to allow the voices of a group of students and staff, historically underrepresented to be heard, will be developed and implemented by June 2024.	→	↑
7. The diversity of students, staff, parishes and Catholic school communities will be celebrated through bimonthly non-performative events or activities which alternate among each Family of Schools Area and the Catholic Education Centre by the end of June 2024.	↓	→
11. By the end of June 2024, at least one system level initiative will have been developed and implemented that eliminates barriers to equity of access, opportunity and outcomes for all.	→	↑

STUDENT ACHIEVEMENT - Strategic Commitment #3





Enrich and improve student learning so that excellence in achievement and engagement is possible for all.

Goal 3.1	Embed culturally responsive and relevant pedagogy (CRRP) for the improvement of literacy and numeracy skills and to promote evidence-based instructional practices.
Goal 3.2	Align program initiatives with the global competencies and future trends in education and the workforce.
Goal 3.3	Offer inclusive and specialized programs that address and engage all student learner profiles.

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current (Jan. 2024)	0	2	10	On Target	↑
Previous (Nov. 2023)	0	4	8	Monitor	→

STUDENT ACHIEVEMENT - Strategic Commitment #3

- 12 SMART goals within this Strategic Commitment
- Changes to 2 goals....

13. The percentage of secondary students successfully completing the Ontario Secondary School Literacy Test (OSSLT) will improve from 87% to 90%.		
16. The percentage of elementary schools visiting and engaging in learning at the STREAM Centres of Excellence will be maintained at 100%.		

WELL-BEING - Strategic Commitment #4

Promote and nurture the social-emotional, spiritual, and physical well-being of all members of the YCDSB.

Goal 4.1	Provide equitable access to evidence-based culturally-responsive services and resources for all.
Goal 4.2	Support ongoing individualized accommodations that support staff to perceive that their working conditions and environments are healthy, safe and inclusive.
Goal 4.3	Foster a culture of ongoing professional development to increase mental health literacy and enhance staff efficacy to improve employee engagement and support student well-being

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current (Jan. 2024)	3	2	4	Monitor	➔
Previous (Nov. 2023)	4	3	2	Monitor	➔

WELL-BEING - Strategic Commitment #4

- 9 SMART goals within this Strategic Commitment
- Change to three...

30. During the 2023-2024 school year at least 100 schools will have mental health ambassadors appointed and responsible for incorporating student and staff wellness into yearly planning.	→	↑
31. By the end of June 2024, there will be a 20 % Increase in the attendance at professional development opportunities for administrators, teachers and school staff to increase mental health literacy.	→	↑
32. 100% of schools will embed one mental health activity per week into the regular school day during the 2023-2024 school year.	↓	→



Multi-Year Strategic Plan

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: February 27, 2023

RE: **Pope Francis CES Enrolment Cap**

EXECUTIVE SUMMARY

The intent of this report is to provide the Board with an update on the status of Pope Francis CES and to seek Board approval to cap junior kindergarten enrolment at 101 students/year.

BACKGROUND

Pope Francis CES opened in 2016 and is currently operating over its capacity. Consistent with the Board approved Long Term Accommodation Plan, Administration conducted a boundary review in January/February 2022 to look at various options to address the enrolment pressures at the school.

On February 22, 2022 the Board of Trustees approved Option 5, which redirected future development areas, placed an enrolment cap on all new students to Pope Francis CES from (SK - Grade 8), and limited the number of JK registrations to 90 students/year. Students redirected from Pope Francis were accepted with transportation provided, at St. Stephen CES.

In February 2023, the Board approved amendments to the enrolment cap that:

1. Increased JK registrations from 90 to 101 students/year; and
2. Introduced a process to permit admission of SK-Grade 8 students who reside within the Pope Francis attendance area should there be space available within the existing class structure.

ENROLMENT PRESSURES AT POPE FRANCIS

As of October 31, 2023 enrolment at Pope Francis is 871. With a capacity of 602 pupil places the school is operating at 144% utilization. While the port-a-pak provides sufficient classroom space to accommodate the school's enrolment, the school continues to experience operational pressures due to the number of students on site, including: limited outdoor play space, challenges with outdoor supervision/site lines, scheduling adequate gym time for all classes, on and off site traffic management during arrival and dismissal.

Any change to the currently approved site plan illustrating the port-a-pak, will require investigation (scope) by the Board's civil consultant, City of Vaughan site plan approval and will add to the existing operational pressures at the school.

ANALYSIS

The changes implemented for the 2023-24 school year offered a balanced approach to providing additional families an opportunity to attend Pope Francis, while attempting to minimize long term enrolment pressures at the school.

JUNIOR KINDERGARTEN

By increasing the JK enrolment cap from 90 to 101, 11 additional JK students were able to enrol at Pope Francis for the 2023/24 school year. The JK lottery held in April 2023 resulted in 22 students being placed on the waitlist for the 2023/24 school year. Over time, students on the waitlist were offered spots at Pope Francis resulting from students moving out of the area, or choosing to enrol at another school.

As of February 2024, four (4) students from the original waitlist (22) are currently attending St. Stephen. All 4 families have identified a preference to remain at St. Stephen for various reasons.

SENIOR KINDERGARTEN TO GRADE 8

By introducing a process to permit admission of SK-8 students if space permits within each class, an opportunity was provided to families originally redirected to St. Stephen to return to Pope Francis in the future.

In March 2023, 44 students in grades SK-8 provided notice that they wished to return to Pope Francis. By maximizing class sizes within each grade/class pursuant to Ministry of Education and collective agreement requirements, all 44 from the Pope Francis area that were not able to register at Pope Francis through the lottery have been contacted and offered open spots. Some have accepted, while the rest have declined and expressed a preference to remain at their current school.

As new families have moved into the Pope Francis boundary during the school year, Administration reviews each application and has offered placement at Pope Francis where space is available.

At this time, the SK-8 waitlist does not include any students wishing to enrol at Pope Francis for the 2023-24 school year.

NEXT STEPS

As of February 20, 2024 there are 90 JK registrations for Pope Francis for the 2024-25 school year.

Administration proposes to maintain the current enrolment cap process for the 2024-25 school year. In the event that the number of JK registrations submitted (March 1st deadline per Board approval) exceeds 101, Administration will follow the lottery process previously approved by Board. Attached as Appendix 1 is a summary of key dates for the lottery if necessary.

SUMMARY

An enrolment cap at Pope Francis was approved by the Board in February 2022, with amendments made in February 2023. Administration proposes to maintain the JK cap at 101 students/year until such time that a cap is no longer required. Students wishing to register in SK - Grade 8 will continue to be reviewed for admission as registrations are received, if space exists within individual classes.

RECOMMENDATIONS

THAT Junior Kindergarten enrolment at Pope Francis CES be capped at 101 students annually.

ATTACHMENTS

Appendix 1 - Key Dates for the Pope Frances CES JK lottery. (See Below)

Prepared By:	Adam McDonald, Manager of Accommodation Planning and Property
Reviewed By:	Tim Laliberte, Superintendent of Education
Submitted By:	Tom Pechkovsky, Coordinating Manager, Planning & Operations
Endorsed By:	John DeFaveri, Interim Director of Education Jennifer Sarna, Associate Director

Appendix 1

Key Dates for Pope Francis JK Lottery

March 1st 2024 - Deadline for JK Registrations to be included in the lottery

April 18, 2024 - Lottery Date

April 21, 2024 - Lottery results and offer to Waitlist Notification to Families

April 21, 2024 - Admittance from Waitlist, ongoing up to September 30, 2024

York Catholic District School Board

REPORT

Report to: Board of Trustees

Date: February 27, 2024

Report: Appointment of Representatives to the OCSTA Board of Directors

Executive Summary

The appointment of York Catholic District School Board’s representative to the OCSTA Board of Directors must be submitted for the two-year term commencing May 2024 to April 2026.

The Board of Directors is the major decision-making body of the OCSTA Association. The group manages the affairs of the Association and consists of:

- 3 Table Officers: President, Vice President, Past President
- 15 Regional Directors
- Executive Director
- Chaplain
- ACBO Liaison to OCSTA

Background

Trustee Jennifer Wigston has sat on the OCSTA Board of Directors for the past two years. Trustee Wigston advocates for Catholic Education and responds to OCSTA issues keeping our Board of Trustees and Senior Administration informed of important issues and events.

LET IT BE RESOLVED:

THAT the Board appoints Jennifer Wigston, to continue serving as the Board’s Representative as Regional Director to the OCSTA Board of Directors for the two-year term, May 2024 to April 2026.

Submitted by: Elizabeth Crowe, Chair of the Board

REPORT

York Catholic District School Board

Report To: Board of Trustees

From: Angela Saggese, Trustee, Vaughan Area 1, Ward 1

Date: February 27, 2024

Report: Proposed By-Law Change: Prayer to St. Michael the Archangel

BACKGROUND INFORMATION:

The Operational By-Law No, 1, together with *Policy 101 Meta Policy: Policy Management and Governance*, is the foundation of the York Catholic District School Board. The Board of Trustees follow their Operational By-Law No 1 to operationalize all Board and Committee meetings. Prayer is central to the spiritual life of all Christians, and YCDSB, has Catholicity rooted in all we do as a system.

SUMMARY:

Trustee Angela Saggese requested that the Prayer to St. Michael the Archangel is recited at the end of every Board meeting.

St. Michael the Archangel, defend us in battle, be our protection against the wickedness and snares of the devil. May God rebuke him we humbly pray; and do thou, O Prince of the Heavenly Hosts, by the power of God, cast into hell Satan and all the evil spirits who prowl about the world seeking the ruin of souls. Amen.

As a result, the Operational By-Law No. 1 must be amended.

The current Parameter 3.1.10 reads,

3.1.10 Agenda for Board Meetings

Minutes of the Public and Private Session, Board and Committee meetings will note when Trustees leave and return to the meeting.

Public Session

1. Opening Prayer
2. Land Acknowledgement
3. Roll Call
4. Approval of New Material
5. Approval of the Agenda
6. Declarations of Conflict of Interest for Current Meeting
7. Declarations of Conflict of Interest from Previous Meeting
8. Approval of the Previous Minutes

9. Business Arising from Minutes of Previous Meeting
10. Chair's Report/Update/Inspirational Messages
11. OCSTA Board of Director's Update
12. Director's Report/Update
13. Student Trustees' Report
14. Recognitions/Outside Presentations
15. Delegations
16. Journey Towards Our Vision – Staff Presentations
17. Action Items including committee reports
18. Discussion Items
19. Information items
20. Notices of Motion
21. Future Agenda Items/Requests for Information
22. Adjournment

The proposed amendment to 3.1.10 will be as follows (in red):

Public Session

1. Opening Prayer
2. Land Acknowledgement
3. Roll Call
4. Approval of New Material
5. Approval of the Agenda
6. Declarations of Conflict of Interest for Current Meeting
7. Declarations of Conflict of Interest from Previous Meeting
8. Approval of the Previous Minutes
9. Business Arising from Minutes of Previous Meeting
10. Chair's Report/Update/Inspirational Messages
11. OCSTA Board of Director's Update
12. Director's Report/Update
13. Student Trustees' Report
14. Recognitions/Outside Presentations
15. Delegations
16. Journey Towards Our Vision – Staff Presentations
17. Action Items including committee reports
18. Discussion Items
19. Information items
20. Notices of Motion
21. Future Agenda Items/Requests for Information
22. Prayer to St. Michael the Archangel
23. Adjournment

RECOMMENDATION:

THAT the Operational By-Law No 1, be amended with the proposed changes to include the Prayer to St. Michael the Archangel at the end of every Board meeting.

Prepared and Submitted by: Angela Saggese, Trustee, Vaughan Area 1, Ward 1

York Catholic District School Board

REPORT

Report to: Board of Trustees

Date: February 27, 2024

Report: Dissolve YCDSB Charitable Foundation Committee

EXECUTIVE SUMMARY

At the September 26, 2023 Regular Board Meeting, the Board of Trustees approved the following Motion:

THAT an Ad-Hoc Committee be established to do the preliminary groundwork necessary to create a Charitable Foundation; THAT this Committee regularly reports to the Board.

The Board of Trustees were asked to submit their names to the Chair of the Board if they were interested and the following motion was passed at the October 30th, 2023 Regular Board meeting.

THAT the Board appoint Trustees Michaela Barbieri, Elizabeth Crowe and Jennifer Wigston to the YCDSB Charitable Foundation Committee

RECOMMENDATION

Upon review, it is being recommended that the work of this committee is better done at the staff level, with trustee membership on a staff committee. Therefore, Executive Committee is recommending the following:

THAT the Charitable Foundation Ad Hoc committee be disbanded, and

THAT the Director of Education establishes a staff committee to do the groundwork necessary to establish a charitable foundation

THAT Trustees Barbieri, Crowe and Wigston be appointed to the staff committee researching a YCDSB charitable foundation

Submitted by: Elizabeth Crowe, Chair of the Board

**REPORT NO. 2024:02 of the
CORPORATE SERVICES COMMITTEE
PUBLIC SESSION**

To: Board of Trustees

February 27, 2024

A public session of the Corporate Services Committee was held in the Boardroom at 320 Bloomington Road West and via Google Meets on Tuesday, February 6, 2024, commencing at 6:32 p.m.

PRESENT:

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

Administration: J. Sarna, C. McNeil, T. Pechkovsky, J. Tsui, A. McDonald, K. Elgharbawy,
S. Morrow

Approved Absence: T. McNicol

Absent with Notice: C. Cotton, J. Wigston, Student Trustees J. James, A. Zamanifar and M. Galstyan

Recording: K. Errett

Presiding: J. DiMeo, Committee Vice-Chair

*[*Denotes attendance via Google Meets]*

1) ACTION ITEM(S):

a) Secondary School Site Designation – Nobleton

THAT the Board designate a secondary school site in Draft Plan of Subdivision application 19T-22K01 (Part Lot 4, Concession 8; 12805 Highway 27) in the community of Nobleton.

b) YCDSB Active School Travel Strategy

THAT the Board endorse the York Catholic District School Board Active School Travel Strategy included as Appendix A.

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

3) SUB-COMMITTEE REPORT: Nil

4) STAFF PRESENTATION: Nil

5) OUTSIDE PRESENTATION(S): Nil

6) DISCUSSION ITEMS: Nil

7) INFORMATION ITEMS:

The Committee processed the following:

a) Minutes of the December 5, 2023 meeting were approved.

b) Education Development Charges (EDC) Update

c) Purchasing Bid Activity Report

d) OSBIE Insurance Report: Property Claims

8) NOTICE(S) OF MOTION: Nil

9) FUTURE ITEMS: Nil

ADJOURNMENT: 7:05 p.m.

On Motion: Crowe/Saggese and CARRIED

J. DiMeo, Committee Vice-Chair

York Catholic District School Board

Active School Travel Strategy



February 2024 DRAFT

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DRAFT

TABLE OF CONTENTS

1.0 Introduction

- 1.1 What is Active School Travel?
- 1.2 Policies
- 1.3 Roles and Responsibilities
- 1.4 Guiding Principles and Goals
- 1.5 What is Success?

2.0 Active School Travel Framework and Tool Box

- 2.1 School Expectations and Toolbox
- 2.2 School Profiles
- 2.3 The School Board
- 2.4 Pilot projects

3.0 Implementation

- 3.1 Communication Plan
- 3.2 Volunteer from Parent Council or School Staff
- 3.3 Timeframe
- 3.4 Financial Resources
- 3.5 Key Performance Indicators

4.0 Reporting

5.0 Summary

6.0 Pilots and AST Facts

- 6.1 Markham Active School Program Pilot
- 6.2 Town of Newmarket and City of Vaughan Active School Program Pilots
- 6.3 Active School Travel Facts at a Glance

APPENDICES

Appendix A – Tool Box (Sample of Tools)

Appendix B – Sample Cost List

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DRAFT

SECTION ONE

1.0 Introduction

The York Catholic District School Board's (YCDSB) Active School Travel (AST) Strategy is a plan for encouraging walking, wheeling, rolling and sustainable methods of transportation to and from school, or bus stops for students eligible for bussing. Over the last fifteen years the York Catholic District School Board's (the Board) has been promoting Active School Travel. Throughout that time the approach has evolved from a primary focus on physical school site enhancements and designs with communication to a few communities to an approach focusing on encouragement, communication and education system wide. Currently, there is a range of AST initiatives at individual elementary school which may change from year to year. Some schools may be involved with municipal pilots, others working independently with their school community.

Based on the Board's experience, for AST to be successful, it requires collaboration of multiple stakeholders: the school (admins, staff, students), the community (families and residents), the local municipality and regional municipality (York Region), school board and various levels of government and Ministries. It requires ongoing commitment, communication, encouragement and education as communities are constantly changing year to year with new residents, students, parents, changes in school administration/staff, municipal staff and community partners.

In recent years, municipalities have recognized and placed more emphasis and focus on safety for all road users (e.g., drivers, pedestrians, cyclists, etc.) as a response to various issues in communities. They have identified that AST initiatives can help address some needs in the community. For example, the City of Vaughan is implementing the MoveSmart Mobility Management strategy (MoveSmart), which is comprised of four programs area: road safety, mobility management, sustainable mobility and data management. Fourteen out of twenty-nine initiatives have been launched to date and are consistent with Vaughan's Neighbourhood Traffic Calming Plan, Urban and Corridors Studies, Community Safety Zone Review, Safer School Zone Plan, School Crossing guards program, a joint traveller safety plan with York Region and other local municipalities and the launch of an AST pilot program comprised of eight schools, all which focus on road safety enhancements and supporting active and sustainable travel. More details about Vaughan's MoveSmart program can be found at [MoveSmart Mobility Management Strategy | City of Vaughan](#). As municipalities engage in the work to encourage AST, there are increased requests for school board participation and input into committees, plans, strategies, pilots and addressing complaints.

The purpose of this YCDSB AST Strategy is to address demands in the community and identify the Board's commitment to AST by setting consistent Board-wide system expectations for elementary schools with respect to communication and tools available to encourage AST. One of the goals is to establish consistent communication across all schools in the Board to promote/educate AST and related work; a second is to work with our municipal partners and other stakeholders to provide access to students and families for the sharing of information and resources regarding AST and the implementation of their programs. This strategy could also be linked to other school programs such as York Region's Healthy Schools Programs.

The Strategy is intended for:

- all YCDSB elementary schools, including schools with predominantly bussed students as it applies to students who qualify for bussing to walk/wheel to/from the bus stop
- School administrators
- School Councils; and
- External Stakeholders (e.g. municipalities, not for profits, etc.)

1.1 What is Active School Travel?

Active School Travel is the use of any form of human-powered travel, such as walking, rolling and wheeling (cycling, scootering, rollerblading, skateboarding), to get to and from school or to and from bus stops (for students eligible for bussing). School buses, public transit or carpooling are also encouraged as part of the AST initiatives as they are considered sustainable forms of transportation.

AST has many proven benefits, including:

- Improves physical and mental health
- Increases academic performance by preparing students to learn
- Improve air quality (reduce pollution)
- Promotes social development
- Builds lifelong habits of active and independent mobility

1.2 Policies

There are a number of policies at the Board and municipal government level which support AST:

York Catholic District School Board

York Catholic District School Board has a number of policies which promote or encourage active, healthy lifestyles and well-being, such as policies 201, 201A, 201B, 203 and the Multi-Year Strategic Plan. Student Transportation Services Policy 203 sets out criteria for busing eligibility:

3.0 Parameters

3.1 Eligibility for transportation to and/or from a student's designated home school is a function of the distance from their residence to their home school and grade level as follows:

- i) Junior Kindergarten to Grade 3 – a student whose residence is more than 1.2 kilometres from their home school is eligible for Board-provided transportation;*
- ii) Grades 4 to 8 - a student whose residence is more than 1.6 kilometres from their home school is eligible for Board-provided transportation; and*
- iii) Grades 9 to 12 –*
 - *A secondary student whose residence is more than 4.8 kilometres from their home secondary school is eligible for Board-provided transportation.*
 - *A secondary student whose residence is more than 3.2 kilometres from their home secondary school, who's home address is not transit served, is eligible for Board-provided transportation.*

3.5 In circumstances where students are deemed to be ineligible to receive Board-provided transportation, as noted above, it is the responsibility of Parents/Guardians and/or students to determine and provide the most appropriate and safe means of arrival to and/or departure from school.

The Regional Municipality of York (York Region)

York Region has many policies in their Official Plan and Transportation Master Plan that support AST. York Region is also working on updating the Traveller Safety Plan to implement safety initiatives for all road users, including initiatives to support AST such as "Slow School Zone," pavement markings and speed reduction in school zones. York Region is also currently developing a Sustainable Mobility Plan as an output of the Transportation Master Plan that outlines the importance of AST Programming and draws upon the successes of implemented AST pilots. As these documents are revised on a regular basis, more details about those policies can be found on York Region's website (York.ca).

In addition, policies can also be found at the local municipal level in municipal Official Plans, Transportation Master Plans or other municipal strategies or plans. Multiple municipalities, including Vaughan, Newmarket and Markham, are running AST pilots or initiatives. Richmond Hill has also expressed interest in exploring pilot opportunities in the near future. More details regarding municipal policies can be found in official plans for local municipalities in York Region on their respective websites.

1.3 Roles and Responsibilities

For AST programs to be successful, the cooperation and commitment of multiple stakeholders are required. At the provincial level, various government ministries have roles and responsibilities to implement legislation, regulations or policies which can influence the success of AST. For example, the Ministry of Education (curriculum, approval of new schools, etc.), Ministry of Municipal Affairs and Housing (land use, i.e., walkable communities), Ministry of Health (municipal public health units and AST health benefits) and Ministry of Transportation (transportation and Metrolinx) all have roles in AST.

Municipal and regional level governments can support AST through official plans, bylaws, transportation plans/strategies/initiatives, community recreation programs, and, most importantly, infrastructure (roads, sidewalks, bike lanes, traffic calming measures, etc.), which all directly impact AST. Local municipalities oversee the land use and infrastructure planning within communities, including the location of school sites and the surrounding lands within a neighbourhood.

School boards can support AST through various policies, school board infrastructure (bike/scooter racks, etc.) on school property and integrating AST type programs and awareness into the curriculum. The Board can also partner with municipalities or other levels of government to provide access to school communities and students for education campaigns, pilot programs, data collection, etc.

All these roles and responsibilities are intertwined and have impacts on AST. For example, if the municipality has limited infrastructure, such as only roads for cars with limited/fragmented sidewalks that lead to the school site, then there are limited opportunities for residents to access the school via active travel, reducing the effectiveness of communication and promotion of a healthy active lifestyle. Conversely, having the infrastructure and traffic calming without promotion or education would create untapped potential and leave the infrastructure underutilized. Hence, partnerships are a critical factor in the success of AST.

The York Catholic District School Board's Active School Travel Strategy recognizes the importance of working together with other stakeholders and the benefits of disseminating information and educating our school communities. Through this strategy, the Board is committing to a consistent baseline of communication with all

schools and encouraging school communities to work with stakeholders to implement programs and initiatives to support AST.

1.4 Guiding Principles and Goals

The guiding principles of this strategy are:

1. Health and well-being
2. Environmental and air quality protection
3. Effective and efficient use of resources
4. Education about AST
5. Community engagement

The goals of an active school travel strategy are:

1. To further contribute to enhancing student health and well-being
2. To increase the number of students and families journeying actively to school
3. To provide an active school travel toolbox for schools that can be easily and effectively applied
4. To educate and promote active school travel through an effective communication strategy
5. To improve the consistency and minimum baseline communication regarding active school travel for all elementary schools in the Board
6. Provide greater opportunities for students and families to learn and be involved in AST
7. To advocate for the importance and role of municipalities and other stakeholders to provide AST infrastructure, incentives to residents and programming

Integration of our Catholic faith

Caring for the environment has a long Catholic lineage, and there are many scripture connections.

Environment

One of the key principles of Catholic social teaching is Stewardship of Creation. As Catholics, the belief is that God has entrusted creation to humans and that we (as humans) have a responsibility to protect and cherish the Earth's ecological diversity, beauty and life-sustaining properties. Catholic tradition insists that we show our respect for God by caring for the environment. Care for the Earth is a duty of the Catholic faith and a sign of our concern for all people.

Scripture connections:

“The earth is the Lord’s and all that is in it, the world, and those who live in it: (Psalm 24:1)

Being Active

Being active and exercising regularly help us affirm the goodness of the body as a gift from God.

“Or do you not know that your body is a temple of the Holy Spirit within you, which you have from God, and that you are not your own? Therefore, glorify God in your body.” (Corinth 6:19-20)

The guiding principles are also directly connected to the YCDSB Multi-Year Strategic Plan under the following strategic commitments:

Improvement of student achievement and well-being

Active school travel assists with helping students lead more active and healthy lives. Multiple studies have shown that students who lead more active and healthier lives are more prepared to learn, which contributes to higher academic performance.

AST has been proven to:

- increase student performance and assist in addressing some behavioural issues in school;
- reduce vehicle traffic in and around school sites;
- increase pedestrian traffic to mitigate operational issues at school sites; and
- reduce the involvement of school Administration and Board staff in managing driver behaviour.

From 1986 to 2016, parents driving their kids to and from school increased by over 250% (over 8% growth annually). Kids cycling or walking to and from school has decreased by about 50% to 28% (Elliott, 2022). Indications from school administrators and professionals are that this trend has continued since, and an even higher percentage of parents are driving their kids to and from school as a result of COVID-19 and working from home (or hybrid work).

In 2010, Ontario's school principals collectively spent an estimated 720,000 hours coping with traffic problems around their schools (Green Communities Canada, 2010). This translates to about 180 hours per principal per school year. Any hours saved on traffic-related issues can be directly reallocated to education and student well being. In one Waterloo example, the improved student safety and reduced staff time spent on traffic control saved approximately 80 minutes per day, more than six hours per week and 240 hours per school year when the principal implemented AST measures (Green Communities Canada, 2010).

Implementing a baseline of communication across the YCDSB and encouraging the delivery of AST initiatives and programs would benefit the system, improve student and staff well-being and potentially reduce workloads for school administration. Utilizing this strategy would reduce administration's workload to deal with the issues, provide Principals (existing and new) with consistent ready-to-use tools to implement at all YCDSB elementary schools, and provide opportunities for stakeholders to work with residents through the Catholic School Councils.

Community Engagement

This strategy about AST will help facilitate school-to-home communication on the topic and provide opportunities for those who are interested to play a role. The potential parent ambassador/lead on School Council provides the Board and other stakeholders with a community contact for local initiatives and programs.

Municipalities in York Region have also been requesting AST policies and strategies from the Board as a means to integrate with the development of their own new plans and strategies related to transportation, traffic and safety. This strategy provides opportunities to clearly and effectively profile the YCDSB in the public sphere, including with municipalities and the general public (in alignment with the Board's Multi-Year Strategic Plan).

1.5 What is Success?

Evaluating the success of the AST strategy will change with the perspective each stakeholder brings to the issue. For example, schools may consider success as more students using active travel to access school, less congestion in the parking lot, and a reduction in late arrivals. Municipalities may consider success in the reduction of vehicles on the local roadway, less infractions or complaints from the broader community, increased use of pedestrian and bicycle infrastructure, a general positive experience for residents within their municipality and a

greater sense of belonging. Public Health may consider success in the increase in physical fitness, improved mental health and improvement in any factors in the social determinants of health.

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SECTION TWO

2.0 Active School Travel Framework and Tool Box

The active school travel framework is intended to provide all stakeholders, including a school’s administration, with a clear understanding of their role in promoting and supporting Active School Travel initiatives.

2.1 School Expectations and Toolbox

Through this strategy, all schools are expected to:

- Include AST related communication in each month’s newsletters;
- Identify an AST Lead/champion as a member of the Catholic School Council (or school staff). This position would work with the school Principal, and other stakeholders to:
 - Liaise between the school administration and stakeholders with respect to AST initiatives and communications.
 - Customize (if they want to add their school branding), the centrally developed “Back to School Communications” to parents regarding AST and safety to and from school, including drop-off and pick-up etiquette and active travel to school. The communications will be sent out a minimum of 3 times a year in September, February and April
 - Assist or coordinate safety week assembly and various initiatives, such as but not limited to:
 - Walking & Rolling Wednesdays
 - iWalk Month
 - Winter Walk & Roll Day
 - Active School Travel Safety Campaign Week (s)
 - Terry Fox Run
 - Assist in coordinating presentations and assemblies from stakeholders to reinforce AST initiatives, traffic safety or other relevant topics.

The AST tools will be provided to schools' administration in the AST Toolbox. The AST Toolbox includes template presentations, newsletters, program ideas, etc. School Administration is encouraged to share any additional resources or things which have worked at their schools in the Toolbox for other schools to access.

2.2 School Profiles

It is understood that despite the best intentions of local communities, some communities are more equipped for AST success than others. Table 1 provides common school and community characteristics and the relative potential AST success that could be expected. It should be recognized that many factors contribute to the impact of AST on certain schools, such as the built environment, layout of the school site (e.g., how many entrances/exits of school site, kiss and rides, etc.), surrounding uses and municipal facilities (e.g., residential, sidewalks, pathways, parks, etc.), local infrastructure, social/economic makeup of the community, geographic school boundary area, the distance of students from the school, presence of major arterial roads, etc. Please note that not all characteristics may apply; this is intended to be a general guide to assist with performance monitoring and evaluate potential for AST pilot(s).

TABLE 1. SCHOOL GROUPING:

Group	General School Characteristics (not all may apply)	General Details of Safety Concerns (not all may apply)	General School Site Physical Characteristics (not all may apply)	General Community Physical Characteristics (not all may apply)	Active School Travel Candidate
Group 1	<ul style="list-style-type: none"> - Low traffic concerns on-site or in the neighbourhood - High to average use of sustainable and active modes of travel (walking/cycling, bus well utilized) - Smaller school population or school utilization around 70% or less - There are limited number/percentage of families within 1.2 and 1.6 km of the school. 	<ul style="list-style-type: none"> - Little noticeable speeding - Low levels of vehicle congestion - Parents follow posted signage and line markings the majority of the time - Little congestion in the school's parking lot/kiss and ride (if applicable) low level of safety concern 	<ul style="list-style-type: none"> - The school is located in a remote location with little to no pedestrian connectivity. - The school has good separation between private vehicles and school buses (e.g., bus-only loop, kiss and ride, etc.) - There are multiple vehicular entry and exit points from the site 	<p>The community is largely rural, with little opportunity for Active Travel to and from school or bus stops.</p>	<p>The impact of AST on this community could be low.</p>
Group 2	<ul style="list-style-type: none"> - Moderate traffic concerns on-site or in the neighbourhood - Moderate to low use of sustainable and active modes of travel (walking/cycling, bus utilization is average to low) 	<ul style="list-style-type: none"> - Little to moderate speeding occurring - Noticeable levels of vehicle congestion and other poor behaviour (ex. U-turns) 	<ul style="list-style-type: none"> - The school site is generally centrally located within a residential neighbourhood, 	<p>The community is well-serviced by pedestrian or cycling infrastructure.</p>	<p>The impact of AST on this community could be moderate.</p>

Group	General School Characteristics (not all may apply)	General Details of Safety Concerns (not all may apply)	General School Site Physical Characteristics (not all may apply)	General Community Physical Characteristics (not all may apply)	Active School Travel Candidate
	<ul style="list-style-type: none"> - School utilization is around 70% to 90% or medium to large school population - There are a moderate number/percentage of families within 1.2 and 1.6 km of the school. - Specialty programs at the schools (e.g., FI, PACE, etc.) 	<ul style="list-style-type: none"> - Many drivers do not follow posted signage and line markings, leading to some congestion - Many students/families crossing mid-block or in random locations 	<ul style="list-style-type: none"> - with good pedestrian connectivity to the surrounding community. 		
Group 3	<ul style="list-style-type: none"> - Have identifiable administrative, teacher and/or parent champion support - Low use of sustainable modes of travel (walking/cycling bus utilization is average to low) - School utilization near or above capacity or larger school population - There is a relatively high number/percentage of families within 1.2 and 1.6 km of the school. 	<ul style="list-style-type: none"> - High vehicle volumes/ concerns on-site or in the neighbourhood (e.g., U-turns) on a day-to-day basis - Drivers do not follow posted signage and line markings the majority of the time - High volumes of students/families crossing mid-block or in random locations - High levels of congestion in the school's parking lot/kiss and ride (if applicable), with driver/student 	<ul style="list-style-type: none"> - Centrally located school, good availability of infrastructure to support Active Travel - Located near or adjacent to municipal parks 	<ul style="list-style-type: none"> - The community is well serviced by pedestrian or cycling infrastructure - Municipalities interested in a pilot of AST initiatives at school(s) 	This impact of AST on this community could be high.

Group	General School Characteristics (not all may apply)	General Details of Safety Concerns (not all may apply)	General School Site Physical Characteristics (not all may apply)	General Community Physical Characteristics (not all may apply)	Active School Travel Candidate
		behaviours posing safety concerns			

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2.3 The School Board

With the implementation of this Strategy, the Board and central Board staff are expected to:

- Develop monthly communication for schools to insert into their monthly newsletters:
 - “Back to School Communications” to parents regarding AST to and from school, including drop-off and pick-up etiquette. The communications should be sent out a minimum of 3 times a year in September, February and April
 - Walking and Rolling Wednesdays
 - iWalk month (October)
 - Winter walk and roll day
 - Active school travel safety campaign week(s)
 - Terry Fox run
- When possible, participate in Technical Advisor Committees (TAC) as it relates to AST
- Development of communication materials to incorporate active travel as part of safety week assembly for students (e.g., one in September/October and one in March/April timeframes)
- Seek out and secure funding for AST projects within YCDSB schools
- Represent the school board on various AST committees, AST Pilots, etc.
- Add bike racks and scooter racks during regular grounds projects
- Participate (when possible) in local AST pilots

2.4 Pilot projects

In some situations, schools may be asked to participate or volunteer in Pilot Projects to further the success of AST. Pilots generally require specific commitments from multiple parties (e.g., municipality, the Board, the school(s), etc.) for the duration of the pilot, which may extend over multiple years. Requests of this nature are coordinated through the Community Planning and Partnerships unit in consultation with the appropriate Superintendent of Education and specific school(s).

Candidate schools should be prioritized based on their suitability and the potential of AST programs having the desired effect. Variables such as the proportion of non-transported vs transported students, the proximity of students to the school site, the availability of active transportation infrastructure in the community, and the participation of other stakeholders are all considerations for inclusion in a pilot.

SECTION THREE

3.0 Implementation

3.1 Communication Plan

A communication plan is critical to effectively and efficiently achieve the goals of this strategy. A broad range of communication tools and mechanisms should be considered to support the delivery of promotional messaging and tools identified in the Toolbox. This may include the Board's website, school websites, videos, graphics, municipal tools and other items.

3.2 Volunteer from Parent Council or School Staff

Parent Councils play a critical role in representing local interests in the school environment. Successful interventions have involvement from a wide group of partners, including school staff, parents, students and community members, including the local municipality, local enforcement authority and other advocacy groups where possible (Mammen, 2016). This strategy suggests the identification of a volunteer AST lead (champion/ambassador) on the school council to provide a single point of contact at each school who can work in partnership with stakeholders to implement AST programs at their school. If a parent volunteer on the school council cannot be found, Administrators can ask for a school staff volunteer. The volunteer position would be responsible for the following:

1. Assisting with the implementation of this strategy at their respective school
2. Act as liaison between the school and the Board or external stakeholder
3. Assist School Administration with additional monthly or quarterly messaging to support specific initiatives.
4. Implementation/support to the school community with programs as needed

3.3 Timeframe

This strategy is anticipated to be implemented during the 2024-2025 school year at all elementary schools, pending Board approval. After three to five years, the strategy will be assessed, and amendments will be made as necessary. The following section provides a number of key performance indicators that will help assess the performance of the strategy.

3.4 Financial Resources

At this time, recognizing the financial situation of the school board, the strategy does not require a financial commitment for the implementation of this strategy. The Board's commitment is through the contribution of staff time, assisting with access to the school community and the installation of AST related infrastructure, including bike racks and scooter racks, when scoping regularly scheduled grounds projects. This strategy does acknowledge the benefit of a modest annual budget at a future point to facilitate signage, promotional materials and meeting resources (see Appendix B for a sample list of items and costs) in promoting AST initiatives.

3.5 Key Performance Indicators

In an effort to measure the performance of implementing AST strategies, the following key performance indicators are intended to be used to track and monitor over the course of the school year to assess, depending on the Objective/Goal:

Goals	Performance Indicator	Target	Proposed Data Collection Tools
1. To further contribute to enhancing student health and well-being	Health and well-being indicator	Increase the percentage of well-being from start to end of the school year and trends	Classroom Survey recommended 2-3 times a school year through Google Forms (e.g., September, March, June)
2. To provide an active school travel toolbox for schools that can be easily and effectively accessed	The number of schools including AST material as part of the newsletter or communication	All elementary schools accessing the Toolbox to provide basic communication to school communities	Monitoring the access of the shared toolbox resource
3. To increase the number of students and families journeying actively to school, including riding the bus (for those who qualify per Board policy)	Number of students walking/biking, bussing to school; baseline data will need to be collected prior to starting to measure against	Increase in 1-5% year to year	Classroom Survey recommended 2-3 times a school year through Google Forms (e.g., September, March, June) Voluntary year end reporting from the Catholic School Council for participation
4. To educate and promote active school travel through an effective communication strategy	The number of schools including AST material as part of the newsletter or communication	100 % of all Elementary schools	Voluntary self reporting by schools (e.g., via Google sheet) circulated bi-annually
5. To improve the consistency and minimum baseline communication regarding active school travel programming for all elementary schools in the Board	The number of schools including AST material as part of the newsletter or communication	100 % of all Elementary schools	Self reporting by schools (e.g., via Google sheet) circulated bi-annually
6. Provide greater opportunities for students and families to learn and be involved in AST	Number of schools participating in AST pilot programs	Participation in one to two pilots (subject to municipalities running pilot programs)	Reporting provided by stakeholders
7. To advocate for the importance and role of municipalities and other stakeholders to provide AST infrastructure, incentives to residents and programming	Number of meetings and correspondences of advocacy from YCDSB to municipalities and other stakeholders	All municipalities (including the Region) in multiple forms at related meetings, topics, etc., annually	Self reporting by YCDSB staff (e.g., Planning, principals, etc.)

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SECTION FOUR

4.0 Reporting

This strategy anticipates a progress/summary report at the four-year mark, which is expected to include results of Key Performance Indicators, where available, as well as any opportunities and challenges with the implementation of the strategy. The report will also summarize the trend seen in the previous four years and include any recommendations, necessary updates to the strategy, lessons learned and best practices from local municipalities. The progress report will be presented to the appropriate committee at the Board at the four-year mark.

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SECTION FIVE

5.0 Summary

This summary provides a brief overview of the main sections of the Active School Travel strategy that are necessary in the implementation of this strategy. The **goals** for active school travel are;

1. To further contribute to enhancing student health and well-being
2. To increase the number of students and families journeying actively to school
3. To provide an active school travel toolbox for schools that can be easily and effectively accessed and implemented
4. To educate and promote active school travel through an effective communication strategy
5. To improve the consistency and minimum baseline of active school travel programming at all elementary schools in the Board
6. Provide greater opportunities for students and families to learn and be involved in AST
7. To advocate for the importance and role of municipalities to provide AST infrastructure, incentives to residents and municipal programming

Schools with a high(er) percentage of bussed students are also included as part of this Strategy as there are benefits of walking/wheeling/rolling to/from bus stops for students (eligible for bussing). The **Toolbox** contains specific templates for Administrators, such as email communication templates, assembly presentations, data collection templates and potential AST tools to implement and monitor the progress of AST at each school.

With the implementation of this strategy, **all schools are expected to implement the minimum standard of practice**, which includes the following:

- Send out AST content within regular newsletters (e.g., monthly or every other month)
 - o Content will be provided centrally (also in the Toolbox); schools are welcome to add to this content and share with other schools/administrators.
- Identify an AST Lead/champion as a member of the Catholic School Council or school staff. This position would work with the school Principal, Board staff, municipal staff and other stakeholders to:
 - o Assist or coordinate “Back to School Communications” to parents regarding AST and safety to and from school, including drop-off and pick-up etiquette and active travel to school.
 - o Assist or coordinate/revise template materials to incorporate active travel as part of safety week assembly for students (e.g. one in September/October and one in March/April timeframes)
 - o Assist stakeholders with the development of materials to communicate various initiatives, such as.

<ul style="list-style-type: none"> ▪ Walking and Rolling Wednesdays ▪ iWalk month (October) ▪ Winter walk and roll day 	<ul style="list-style-type: none"> ▪ Active school travel safety campaign week(s) ▪ Terry Fox run
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 - o Assist in coordinating presentations and assemblies from stakeholders to reinforce AST initiatives, traffic safety or other relevant topics.

In some situations, schools may be asked or volunteer to participate in Pilot projects. In such cases, the AST lead and Board staff may assist with various aspects of the pilot.

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SECTION SIX

6.0 Pilots and AST Facts

6.1 Markham Active School Program Pilot

- Pilot officially began in May 2019 and ended in June 2022 (schools have been encouraged to continue participation and promotions beyond June 2022)
- 9 schools were selected to participate (1 school dropped out after the pilot began – St. Francis Xavier CES)
- Funded and supported by the Ministry of Education through Green Communities Canada, City of Markham, York Region, YRDSB and YCDSB
- Schools selected using a process including a review from both City and Board staff
- Data collection occurred regularly through three methods –
 1. Hands-up survey in classrooms (monthly to every other month);
 2. traffic observations by City of Markham Staff and Active School Travel Coordinator; and
 3. Family and School Administration survey

The pilot had a tier system approach (6 levels) where each of the 9 schools was put into different tiers with different tools and approaches in each tier. Tier 1 would have base initiatives, including marketing, education and communication. Each increasing tier would have additional initiatives to promote AST, with tier 6 having the most indicatives/resources dedicated. All Saints CES and St. Francis Xavier CES were both tier 1 schools in the pilot based on consultation with the school administrators and their respective superintendents (see Figure 1 below for Tier initiatives). Both schools did have some pedestrian and traffic enhancements, such as flexi-posts installed on the municipal roadway and enhanced pedestrian crossings by the school as part of the pilot. See the diagram below:

Figure 1. Diagram of Tiers with tools and approaches

Level	Tools and Approach
Tier 1	Marketing/Education/Communication
Tier 2	Tier 1 + Classroom Competition
Tier 3	Tier 1 + 2 Family Connection (Group Walking)
Tier 4	Tier 1 + 2 + 3 + Sidewalk Stencils and Wayfinding Signage
Tier 5	Tier 1 + 2 + 3 + 4 + Traffic and Pedestrian Enhancements
Tier 6	Tier 1 + 2 + 3 + 4 + 5 + Kiss and Ride Closure Walking Wednesday Program * John McCrae PS

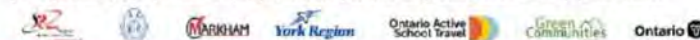
Figure 2. Active school travel pilot: school zone tools (Markham)

Active School Travel Pilot School Zone Tools

You may notice some **NEW** School Zone Tools around your school community. Please review the tools below so you understand what they mean.

 <p>Wayfinding Signage Informs students how far it is to walk or bike to school. Also a great place to meet up with others and walk/bike together!</p>	 <p>Sidewalk Stencils Fun activities for students and families on the walking route!</p>
 <p>School Zone Pavement Marketing These markings indicate when a vehicle is entering the school zone.</p>	 <p>Ladder Crosswalks Enhances visibility of people crossing the road</p>
 <p>No Stopping Signs on Street Adjacent to School. Stopping a vehicle, including for pick-up or drop-off of students, is not permitted during the times shown.</p>	 <p>No Stopping "Red Zone" Supplemental to the existing "No Stopping" signs, the red line indicates where pick-up and drop-off activity is not allowed.</p>
 <p>Supervised Crossing Locations where a crossing guard is available to assist with crossing the street.</p>	 <p>Flexible Posts These flexi posts are used to reduce traffic speed for pedestrian safety.</p>

We encourage all families and students to use active modes to travel to and from school as often as possible (walk, cycle, and scooter). When doing so please follow public health guidelines and maintain physical distance.



Results from Markham Pilot

Hands-up Survey Results (Classroom)

- Despite significant challenges over the 3 years of the Markham pilot (COVID, lockdowns, restrictions, union labour disruptions, etc.), the average rate of active school travel increased from 63% to 71% or a 13% increase compared to the baseline.
- The average rate of change across all 8 pilot schools varied from school to school.
- A large percentage of the school population at All Saints CES is eligible for bussing. As a result, the school saw a significant decrease from the baseline of 68% at the beginning of September 2019 down to 15% for September 2020. The significant decrease in active school travel can be attributed to a lack of confidence in families willing to put their children on the bus due to COVID-19, especially in 2020 and 2021 (based on survey results).
- St. Francis Xavier participated in the first year of the pilot and then withdrew.
- Average AST for Tier 6 School (John McCrae PS) rose by 16% from 75% to 92%, or a 23% increase in AST rate compared to the baseline.

Traffic Observations

- Data suggests that during the first year, drivers complied with the newly implemented no-stopping signs and red line zones. However, compliance decreased in the second year and into the third year.

Family Survey Highlights

- The top five AST tools families found to be most effective were:
 1. Walking and Rolling Wednesday Program
 2. School Zone Road Stencils
 3. Painted Red lines in no-stopping zones
 4. Sidewalk Stencils
 5. Additional crosswalks
- Top 3 traffic safety concerns identified in the school zone:
 1. Intersection and running stop signs issues
 2. Street congestion, speeding and poor driver behaviour (U-turns, stacking)
 3. Issues with a crossing guard
- Top 3 items that would encourage a child to walk or roll to and from school
 1. Once my child is older (29%)
 2. Others to walk or roll with (e.g., group walking) (27%)
 3. Improved sidewalks and crossings (17%)
- Top 3 suggestions or feedback about AST Pilot
 1. More programs and student and staff engagement (38%)
 2. No opinion (29%)
 3. More communication (18%)
- 85% wanted the AST pilot program to continue

School Staff Survey Results

- 46% of staff noticed major changes
- 38% of staff noticed minor changes
- 8% of staff noticed no changes
- Top 3 AST tools found to be most effective:
 1. Walking or Rolling Wednesday program (69%)
 2. Cycle Pop-ups (61%)
 3. Walking and biking campaigns (61%)

Other Observations and Information from the Markham Pilot for YCDSB Schools

- Throughout the pilot, there were 2 main communications campaigns per school year to promote AST for the pilot. The communication campaign required the school Administrator and the Board (active school coordinator and communications department) to perform tasks (email communications to parents, posting on social media, banners and other physical promotional materials at the school site). Comparing the AST rate before the campaign to the AST rate after the campaign, it is largely successful in increasing active school travel. See Table 2 for results.

Table 2. Comparison of AST rates before and after the pilots for All Saints CES and St. Francis CES.

Communications Campaign		All Saints CES	St. Francis Xavier CES
Fall 2019	Before Campaign AST Rate	68%	53%
	After Campaign AST Rate	76%	56%
	Difference compared to before the campaign	+12%	+6%
Spring 2020	Before Campaign AST Rate	49%	Did not participate
	After Campaign AST Rate	69%	Did not participate
	Difference compared to before the campaign	+41%	Did not participate
Fall 2020	Before Campaign AST Rate	15%	N/A
	After Campaign AST Rate	21%	N/A
	Difference compared to before the campaign	+29%	N/A
Spring 2021	Before Campaign AST Rate	18%	N/A
	After Campaign AST Rate	26%	N/A
	Difference compared to before the campaign	+44%	N/A
*Fall 2021 (*limited communications campaign was sent out)	Before Campaign AST Rate	31%	N/A
	After Campaign AST Rate	31%	N/A
	Difference compared to before the campaign	0%	N/A
Winter 2022	Before Campaign AST Rate	28%	N/A
	After Campaign AST Rate	35%	N/A
	Difference compared to before the campaign	+25%	N/A

- Strong support from the school Principals and Superintendents of AST is critical to the success. As evidenced by the Markham, very strong support from All Saints CES Principal resulted in significant success.
- Delegation made to YRDSB Policy and Bylaw Committee in September 2022 supporting AST with requests to conduct a safety week campaign at each school; encourage AST participation at School Council and encourage both YCDSB and YRDSB to grow their AST program and teams.

6.2 Town of Newmarket and City of Vaughan Active School Program Pilots

The Newmarket pilot ended in June 2023. The City of Vaughan is looking at its pilot programs through the Safe School Zone Plan, and recommendations will be provided in late 2023. It is anticipated that they will proceed with program expansion but require the support of all stakeholders. There have been some challenges with both pilots thus far for YCDSB schools, including changes in school Administration (Principals and Superintendents), the absence of the active school travel coordinator (and the lack of resources to support all the pilot schools such as data collection and event attendance), changing school landscape (COVID) and absence YCDSB of communications department (at times) to support, help coordinate and send out communications during the pilots with the schools.

6.3 Active School Travel Facts at a Glance

1. Only 9% of Canadian children and youth (ages 5-17) get the recommended 60 minutes of daily physical activity (Ontario Active School Travel, 2020).
2. Children who walk to/from school relative to those who are driven can gain an additional 2,200 steps and 15 to 45 minutes of daily physical activity.

3. This increased physical activity on the school journey has been found to lower BMI over time, improve cardiovascular health, and increase alertness and attention during the school day (Mammen, 2016).
4. Reducing traffic volumes creates safer school zones. Improving walking and cycling routes to school also enhances the safety, connectivity, and quality of life for the community as a whole (Ontario Active School Travel, 2018).

RESOURCES

- Elliott, M. (September 5, 2022). Students are back in the classroom — the car chaos around our schools is back too. <https://www.thestar.com/opinion/contributors/2022/09/05/students-are-back-in-the-classroom-the-car-chaos-around-our-schools-is-back-too.html>
- Green Communities Canada. (2010). Saving Time and Money with Active School Travel.
- Haug E, Smith ORF, Bucksch J, Brindley C, Pavelka J, Hamrik Z, Inchley J, Roberts C, Mathisen FKS, Sigmundová D. (February 2021). 12-Year Trends in Active School Transport across Four European Countries Findings from the Health Behaviour in School-Aged Children (HBSC) Study. *Int J Environ Res Public Health*.
- Mammen, G. (2016). School Travel Planning in Canada: A Holistic Examination of Program Impact on Active School Travel. Toronto: University of Toronto.
- Ontario Active School Travel (2018) Making the Case for Active School Travel: Fact Sheet & Reference List.
- Ontario Active School Travel (2020) An Urgent Problem, bullet point 2 <https://ontarioactiveschooltravel.ca/an-urgent-problem/>

APPENDIX A TOOLBOX (Sample of Tools)

Topic (Leading/Responsible Stakeholder)	
Education (All)	<ul style="list-style-type: none"> - Social Media - School Council - Weekly/monthly Letters - Posters - Information Sessions - Welcome to school package - Curriculum night presentation - Welcome to kindergarten package - Making Tracks (YR) - Cycling Rodeos - Cycling Pop-ups - Safety Blitzs - Virtual information presentations - CAA Patroller Program - Seasonal mobile signs
Engineering (On Site- YCDSB/ Off Site Municipalities)	<ul style="list-style-type: none"> - Flexible Bollards - Signage - Redline curbs - Edgelines - School zone and sidewalk stencils - Radar boards - Crossing Guards - Pedestrian and cycling infrastructure - Walkways from parks/neighbourhoods
Enforcement (Municipalities and YRP)	<ul style="list-style-type: none"> - Safety –Campaign with municipal bylaw and YRP support (education) - Enforcement Campaign (active ticketing)
Encouragement (All)	<ul style="list-style-type: none"> - Walking or Rolling Wednesdays (weekly walking or rolling) - Special walking events (IWALK, Winter Walk and Bike to School Week) - Incentives - Student-led activities (clubs) - Videos - Group walking Initiatives - School Competitions - School led initiatives include Freddie the Footprint, spirit days, Scavenger hunts, etc. - Celebrations (Active living celebration) - Walking Wednesday ‘Closure of the Kiss and Ride’ program - School Streets (closure of the Road)

	<ul style="list-style-type: none"> - Winter Maintenance of walkways (on and off the school sites)
<p>Evaluation (All)</p>	<ul style="list-style-type: none"> - Hands-up Survey - Resident Surveys - Traffic data collection (volume, speed) - Air quality monitoring - Anecdotal

DRAFT

APPENDIX B SAMPLE COST LIST

Item	Cost (2021-2022 dollars)
Bike/Scooter Racks	2021 – School standard rack Rack, including installation without any work to an existing concrete pad, is approximately \$1000. Rack including installation and new supporting concrete pad: \$3500-4500.
Bike Locks	Quality anti-theft bike locks - \$75-100 each
Bike Bells	\$5-10/each
Reflectors	\$10-30, depending on the number per bike
Safety Vests	\$20-30 each
Promotional Signs	Varies depending on size About \$1200 per school - for 4 sandwich boards and 4 weathered banner/signs
Training/Education	Varies and dependent on the number and duration of sessions For example: Cycling pop-up Programs are approximately \$1000-1200, which includes 1 dedicated in-school education session and 1.5-2 hours of pop-up after school with additional education session and bike tune-ups/repairs for the school community

York Catholic District School Board

**REPORT NO. 2024:01 of the
POLICY REVIEW COMMITTEE**

To: **Board of Trustees**

February 27, 2024

A regular hybrid session of the Policy Review Committee was held on Wednesday, February 7, 2024 starting at 6:30 p.m.

PRESENT:

Committee Members:	In Person:	J. DiMeo, A. Grella, M. Iafrate, A. Saggese
	Virtual:	F. Alexander, M. Barbieri
	Absent with Notice:	C. Cotton
Other Trustees:		E. Crowe, J. Wigston
Administration:	In Person:	J. Sarna, R. Antunes, A. Arcadi, A. Burnell-Gentile, M. Brosens, J. Chiutsi, K. Elgharbawy, T. Laliberte, C. McNeil, L. Paonessa, L. Sawicky, S. Wright
	Virtual:	D. Candido, J. Tsai
Recording:		A. McMahon
Presiding:		M. Iafrate - Chair

ACTION ITEMS:

1. **THAT** the Board approve the following revised policy:
Policy 211 Indigenous Student Self Identification
2. **THAT** the Board approve the following revised policy:
Policy 316 Secondary School Post Examination Review and Procedure

INFORMATION/DISCUSSION ITEMS: N/A

FUTURE ITEMS:

	<u>Review Date</u>
<u>Governance</u>	
Policy 103 Communication Policy	Sept. 2022
Policy 106 Delegations to the Board	March 2027
Policy 116 Copyright	April 2023
Policy 118 Trustee Code of Conduct	October 2028
<u>Students</u>	
Policy 203 Student Transportation Services	June 2025
Policy 205 Student Government	November 2018
Policy 210 Pediculosis (Head Lice)	March 2021
<u>Program/Curriculum</u>	
Policy 304B Internal School Surveys and Procedure	December 2020
<u>Human Resources</u>	
Policy 424 Disposition of Complaints Against Employees and Procedure	September 2027
<u>Community</u>	
Policy 601 Accessibility Standards in Customer Service and Procedure	February 2020
Policy 603A School Fundraising	June 2021
Policy 603B Fundraising for External Charitable Purposes	November 2023
Policy 604 Child Care: Early Years, Extended Day, Before and After School Programs	March 2021
Policy 609 Accessibility Standards for Information and Communications and Procedure	May 2019
Policy 615 Educational Partnerships	January 2022

Facilities

Policy 704 Community Planning and Partnerships
Policy 713 Pupil Accommodation Review and Procedure
NEW Policy Human Rights

October 2020
October 2020

Future meeting date for Policy Review Committee

March 5, 2024; June 4, 2024.

Adjournment – 8:10 p.m.

M. Iafrate, Committee Chair



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	Students/Admissions
<i>Policy Number</i>	211
<i>Former Policy Number</i>	
<i>Total Pages</i>	4
<i>Original Approved Date</i>	July 6, 2010
<i>Subsequent Approval Dates</i>	July 6, 2010 October 28, 2014

INDIGENOUS STUDENT FIRST NATION, MÉTIS AND INUIT SELF-IDENTIFICATION

1. PURPOSE

The York Catholic District School Board strives to strengthen students' sense of identity, foster positive self-image, and engage community members and organizations in an ongoing dialogue as members of a faith filled Catholic community.

The York Catholic District School Board recognizes and respects:

- 1.1 The strengths, values and teachings of the **Indigenous** First Nation, Métis and Inuit Peoples.
- 1.2 The many contributions of **Indigenous** First Nation, Métis and Inuit Peoples toward nation building, and
- 1.3 The differences in values, cultures, languages, approaches to learning and experiences between **Indigenous Peoples** First Nation, Métis and Inuit, and non-First Nation, Métis and Inuit and non-**Indigenous** students/learners.

The purpose of this policy is to provide direction to staff and the community with respect to the **process** of self-identification ~~process~~ for the purposes of enhancing **the student** achievement and **well-being of Indigenous students**.

2. OBJECTIVE

It is the policy of the York Catholic District School Board to provide all ~~First Nation, Métis and Inuit~~ **Indigenous** students and/or their Parent(s)/Guardian(s) an opportunity to voluntarily **and confidentially** self-identify ~~as a means of collecting relevant information so that programs and strategies supporting the needs of First Nation, Métis and Inuit students can be provided.~~ **for the purpose of supporting student achievement and well-being, as well as provide strategies that support the needs of Indigenous students.**

3. PARAMETERS

- 3.1 The collection of information with respect to **Indigenous** First Nation, Métis and Inuit self-identification shall be offered to all registered and new families of the Board ([here](#)) to ensure voluntary identification.
- 3.2 Personal information collected from self-identification shall be kept confidential. **will be maintained in accordance with the York Catholic District School Board Policy 112 Privacy and Freedom of Information and will be compliant with the *Freedom of Information and Protection of Privacy Act*, for the purpose of supporting student achievement and well-being.**
- ~~3.3 Staff shall endeavour to develop partnerships with Indigenous First Nation, Métis and Inuit parents and their communities to develop and provide appropriate programs for all learners, in order to appreciate and learn from the richness of Indigenous First Nation, Métis and Inuit cultures, perspectives and knowledge.~~
- ~~3.4 Partnerships with Indigenous First Nation, Métis and Inuit Peoples shall focus on increasing an appreciation and awareness among both staff and non-Indigenous First Nation, Métis and Inuit students of the richness and diversity of First Nation, Métis and Inuit Indigenous cultures, languages, beliefs and customs, and how these have contributed to the fabric of Canadian society.~~
- ~~3.5 Traditional beliefs and customs of Indigenous First Nation, Métis and Inuit students shall be respected within schools of the Board, according to the *Ontario Human Rights Code* that recognizes the dignity and worth of every person in Ontario and provides for equal rights and opportunities, and freedom from discrimination, including status and non-status Indigenous Peoples.~~

4. RESPONSIBILITIES

4.1 Director of Education: Leading Learning

- 4.1.1 To oversee compliance with the **Indigenous** First Nations, Métis and Inuit Self-Identification policy.

4.2 Superintendent of Education: Curriculum and Assessment

- 4.2.1 To provide leadership to staff and the **Indigenous** First Nation, Métis and Inuit communities in establishing partnerships and providing appropriate programs for **Indigenous** First Nation, Métis and Inuit students.

4.3 Principals

- 4.3.1 To facilitate the collection of Indigenous Self-Identification information and ensure the information is entered into the student management system.
- 4.3.2 Knowing who the Indigenous students in their schools are in order to be able to provide them with opportunities specifically available for them. These opportunities may include:
 - 4.3.2.1 Sharing information regarding postsecondary pathways, bursaries and scholarships, specifically for Indigenous students;
 - 4.3.2.2 Leadership development opportunities;
 - 4.3.2.3 Access to cultural-services in the community.

5. DEFINITIONS

5.1 First Nation

The term “First Nation” replaces ~~Indian in reference to communities of people identified as “Bands” and is~~ **is** used across Canada to describe the Indigenous Peoples of Canada who are not Métis or Inuit. There are three categories that apply to ~~Indians~~ **Indigenous people** in Canada: Status ~~Indians~~, Non-Status ~~Indians~~, and Treaty ~~Indian~~. Status is an individual’s legal status as **First Nation** ~~an Indian~~ as defined by the Indian Act. Non-Status ~~Indians~~ are people who consider themselves **First Nations** ~~Indians or members of a First Nation~~, but are not entitled to be registered under the Indian Act. Treaty ~~Indians~~ belong to a First Nation whose ancestors signed a treaty with the Crown, and as a result are entitled to treaty benefits (Assembly of First Nations).

5.2 Indigenous

Indigenous refers to the original Peoples of North America and their descendants.

5.3 Inuit

Inuit are the original northern Peoples. ~~formerly classified as Eskimo~~. They generally inhabit the northern circumpolar regions of Canada, USA, Greenland and Russia. The 4 Inuit land claim regions of Canada are Nunavut, Nunavik (Northern Quebec), Nunatsiavut (Labrador) and Inuvialuit (Northwest Territories).

5.4 Métis

Métis refers to distinctive peoples of mixed ancestry who developed their own customs, practices, traditions and recognizable group identities, separate from their Indian, Inuit and European ancestors. The term “Métis” does not refer to all individuals of mixed ~~Aboriginal~~ **Indigenous** and European ancestry.

6. CROSS REFERENCES

Legislation

Education Act

Freedom of Information and Protection of Privacy Act

Ontario First Nation, Métis and Inuit Education Policy Framework

Ontario Human Rights Code

YCDSB Policies

Policy 613 Equity & Inclusive Education

7. RELATED FORMS

Indigenous Self-Identification Form

~~S35 Indigenous Self-Identification~~



YORK CATHOLIC DISTRICT SCHOOL BOARD

Form # S35
 October 2014
 RM: S16

STUDENT SELF-IDENTIFICATION

... And today we are grateful for the part that the native peoples play, not only in the multicultural fabric of Canadian society, but in the life of the Catholic Church... And through her action, the Church desires to assist all people "to bring forward from their own living tradition original expressions of Christian life, celebration and thought".
 (Pope John Paul II).

Student # _____ - _____ - _____
OEN _____
Date _____

Student's Legal Name – Last Name, First Name and Middle Name(s) (Please print)			Name Commonly Used in School
School Name			Grade
Home Address Apt. # _____ Street #, Street Name			Town/City
Postal Code	P.O. Box/RR #	Phone # (____) _____	Date of Birth (YYYY-MM-DD)
First Nations, Metis, or Inuit Ancestry: I consider my child to be of First Nations Metis or Inuit ancestry. The categories that apply to my child are checked below. _____ First Nation _____ Metis _____ Inuit _____ Other			Parent/Guardian Last Name, First Name (Please print) _____ Parent/Guardian Signature: _____ Date: _____

Please return completed First Nation, Métis and Inuit Self-Identification Form to the Principal of your child's home school.

Notice of Collection of Personal Information:

Personal information is collected pursuant to Ministry of Education's document – *Ontario First Nation, Métis and Inuit Policy Framework Document*, and Policy 211 *First Nation, Métis and Inuit and Self-Identification*, for the purpose of enhancing student achievement and wellbeing, program development and cross-cultural understanding. **Contact the school Principal for more information.**



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Program/Curriculum	<i>Policy Number</i> 316
<i>Former Policy #</i>	<i>Page</i> 1 of 5
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
June 17, 2014	June 17, 2014 January 27, 2015 May 26, 2015 November 30, 2021

POLICY TITLE: SECONDARY SCHOOL POST- EXAMINATION REVIEW

SECTION A

1. PURPOSE

The York Catholic District School Board recognizes that assessment and evaluation of student learning through the administration and review of examinations validates the work of students. Implementation of a formalized and consistent approach for students to receive descriptive feedback on final examination(s) will serve the purpose of offering every student an opportunity to become a self-directed, responsible and life-long learner.

2. OBJECTIVE

It is the policy of the York Catholic District School Board that a designated Secondary School Post-Examination Review Day shall be scheduled for all Secondary Schools during which time every student shall be given an opportunity to review, with their teacher(s), all final examinations.

3. PARAMETERS

- 3.1 By providing descriptive feedback as a strategy to support student learning, every Secondary student shall have the right to receive and review all evaluated work from their teacher(s).
- 3.2 A regular instructional day, in close proximity to each final examination period and the completion of course studies, shall be designated for post-examination review and included in the School Calendar and communicated in Student Agendas.
- 3.3 The Post-Examination Review Day process shall be accommodated during the instructional day and be available to all students.
 - 3.3.1 Semester 1 Post-Examination Review day will occur, each school year, on the first day of Semester 2. Schools will follow period one through four, in thirty

(30) minute classes, commencing at the normal start of the instructional day for each school followed by a lunch break. Semester 2 classes will follow period one through four, in thirty (30) minute classes, and proceed to the end of the scheduled instructional day.

- 3.3.2 Semester 2 Post-Examination Review day will be dependent on the designated June exam schedule for each school year. Schools will follow period one through four, in thirty (30) minute classes, commencing at the normal start of the instructional day for each school. Mid-day transportation will be provided to students, one half hour after the completion of the Semester 2 Post-Exam Review schedule.
- 3.4 Examinations will be retained at the school, in a safe and secure location that is designated by the Principal, for a period of ~~one year~~ **two years** from the date of the examination.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Secondary School Post-Examination Review policy.
- 4.1.2 To ensure that Secondary School Post-Examination Review Days are established on an annual basis.

4.2 Secondary School Superintendents of Education

- 4.2.1 To communicate the Secondary School Post-Examination Review Policy, guidelines and procedures to Principals and review its contents on an annual basis.
- 4.2.2 To ensure the implementation and compliance of the Secondary School Post Examination Review Policy, Guidelines and Procedures in every Secondary school.

4.3 Principals

- 4.3.1 To ensure Post-Examination Review days established by the Director of Education are communicated in the school calendar and included in student agendas.
- 4.3.2 To ensure that the expectations for Post-Examination Review days as outlined in the Policy, Guidelines and Procedures are communicated to all staff, on an annual basis, and implemented accordingly.
- 4.3.3 To communicate the expectations of Post-Examination Review days to all students and Parents/Guardians in the school community (i.e.: mandatory student attendance on designated Post-Examination Review days, as they are regular instructional days).

4.4 Secondary Teachers

- 4.4.1 To ensure that all course information sheets clearly and accurately communicate the components of assessment and evaluation.
- 4.4.2 To be present and available on Post-Examination Review days or, if absent, arrange another suitable time, to review marked examinations with each of their students.
- 4.4.3 To support students in understanding the final examination, how it is marked, and how students can continuously improve in the demonstration of their learning and self-directed goal setting.

4.5 Parent(s)/Guardian(s)

- 4.5.1 To support the policy, guidelines and procedures outlined in the Secondary School Post-Examination Review policy.
- 4.5.2 To ensure their child's attendance on the designated Post-Examination Review days, as they are regular instructional days.

4.6 Students

- 4.6.1 To attend school on the designated Post-Examination Review days, as they are regular instructional days, and participate in the process of post-examination review in order to set appropriate goals and priorities for growth and continued improvement in school, work and personal life.

5. DEFINITIONS

5.1 Assessment of Learning

The ongoing process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

5.2 Examination

An examination is a final, summative evaluation taking place at the end of a course of study. It is comprised of various components that may include, but are not limited to, written, oral, objective, subjective, multiple choice, short answer, essay, calculation, diagram, map, performance, and other types of questions appropriate to the course of study and subject matter. An examination may be completed in various formats including, but not limited to, oral, written, and/or electronic format.

5.3 Examination Days

Examination days are instructional days dedicated to summative evaluation, during which time, culminating performance tasks and formal examinations usually take place.

5.4 Summative Evaluation

All of the components of evaluation that take place at the end of a course including, but not limited to final examinations, Culminating Performance Tasks (CPTs), Investigations, and Performances, as appropriate to the course of study and subject matter as determined by Board Assessment and Evaluation Guidelines.

6. CROSS REFERENCES

York Catholic District School Board: Guidelines and Procedures for the Implementation of Ministry Policy: Growing Success (Assessment, Evaluation, and Reporting in Ontario Schools), 2011

YCDSB [Policy 613 Equity & Inclusive Education](#)

Approval by Board	November 30, 2021 <i>Date</i>
Effective Date	December 1, 2021 <i>Date</i>
Revision Date(s)	November 30, 2021 <i>Date</i>
Review Date	November 2025 <i>Date</i>

POLICY TITLE: SECONDARY SCHOOL POST-EXAMINATION REVIEW

SECTION B: GUIDELINES

1. Designated Secondary School Post-Examination Review days shall be regular instructional days.
2. In the event of inclement weather (i.e., bus cancellation) and/or an emergency, schools will conduct the post-examination review day on the next non-inclement weather day.
3. The **Semester 2 post-examination review day** will be a “Civvies” day for students. Civvies attire is to be consistent with the School Code of Conduct and the Student Dress and School Uniform policy.
4. All teachers in York Catholic District School Board Secondary schools will provide time to review marked examinations with all students who are in attendance on the designated review day, with the exception for those who are absent with a medical note. A suitable day/date in close proximity to each final examination period and the completion of course studies will be provided and dedicated to this purpose as outlined in the policy parameters. In the event of a teacher absence, the teacher will make time available to meet with all students to complete the examination review.
5. Teachers will distribute marked examinations to students for review. The entire examination will be reviewed by the teacher with the student(s). Students will be given the correct answers, the rubric or scheme by which each question was graded and an explanation of how marks were assigned.
6. In addition to the above, students will be reminded of the learning strategies for successful examination writing that are part of the pre-examination review.
7. Students will be given an opportunity to ask the teacher questions about the examination.
8. If student concerns cannot be addressed during the assigned post-examination review day, the student may request a personal appointment with the teacher.
9. Teachers will collect the examinations after they have been reviewed for central storage in the school.
10. In the event any mark adjustment is required, the appropriate school/board procedures will be followed.
11. In the event the teacher had a class which did not write either a formal or informal examination in a given course, the teacher can use the class time provided to review the Culminating Performance Task and exemplars of the various levels of achievement.

York Catholic District School Board

**REPORT NO. 2024:02 of the
POLICY REVIEW COMMITTEE**

To: **Board of Trustees**

March 5, 2024

A regular hybrid session of the Policy Review Committee was held on Wednesday, March 5, 2024 starting at 6:30 p.m.

PRESENT:

Committee Members:	In Person:	J. Di Meo, A. Grella, M. Iafrate, A. Saggese
	Virtual:	F. Alexander
	Absent with Notice:	M. Barbieri, C. Cotton
Other Trustees:		E. Crowe, J. Wigston
Administration:	In Person:	J. Sarna, R. Antunes, A. Arcadi, A. Battick, A. Burnell-Gentile, M. Brosens, J. Chiutsi, J. De Faveri, T. Laliberte, S. Morrow, L. Paonessa, T. Pechkovsky, L. Sawicky, S. Wright
	Virtual:	K. Elgharbawy
Recording:		A. McMahon
Presiding:		M. Iafrate - Chair

ACTION ITEMS:

1. **THAT** the Board approve the following revised policy:
Policy 106 Delegations to the Board
2. **THAT** the Board approve the following revised policy:
Policy 220 Graduation Exercises in Elementary and Secondary Schools
3. **THAT** the Board approve the following revised policy:
Policy 409 Occupational Health and Safety
4. **THAT** the Board approve the following revised policy:
Policy 702 Solemn Blessing and Official Opening of New Schools

DISCUSSION ITEMS: N/A

INFORMATION ITEMS: N/A

Future meeting date for Policy Review Committee

June 4, 2024

Adjournment – 7:32 p.m.

M. Iafrate, Committee Chair

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i>	<i>Policy Number</i>
Governance	106
<i>Former Policy #</i>	<i>Page</i>
803	1 of 4
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
May 1969	May, 1988, June 22nd, 1999 January 2003, March 25, 2008 February 25, 2014 November 29, 2016 January 31, 2017 June 15, 2021 March 29, 2022

SECTION A

POLICY TITLE: **DELEGATIONS TO THE BOARD**

1. **PURPOSE**

The Board recognizes that *all stakeholders need* to have a voice in the decision-making process of the Board and **need** to have their concerns heard. This policy is intended to provide the guidelines under which the above may occur. This policy is consistent with all applicable legislation, including the *Education Act*, *The Ontario Human Rights Code*, *Municipal Freedom of Information and Protection of Privacy Act (MIFIPPA)*, and *Occupational Health and Safety Act (OHSA)*.

2. **OBJECTIVE**

The York Catholic District School Board values the input ~~members~~ of the **members of the** community ~~may provide into issues~~ where they have a particular concern or interest. ~~subject to approved guidelines. Therefore, it is the policy of the York Catholic District School Board that~~ **The purpose of this policy is to ensure that** delegations to the Board enable members of the **YCDSB** community to give timely input on items ~~to be discussed on a Board Agenda.~~ **provide input on items that may appear on Board Agendas and fall within the governance role of the Board of Trustees.**

3. **PARAMETERS**

In the interest of engaging our communities, the Board is committed to providing stakeholders with opportunities to provide input and/or feedback that supports or informs Board decision-making through delegations received at Regular, **In Camera**, Special Meetings of the Board or Committee Meetings. All delegations may be made in person or virtually.

In an effort to conducting efficient Board meetings:

All approved delegations will be heard and Trustees may ask questions for clarification purposes only.

There will be no engagement or debate between the Board of Trustees, Board staff and the official spokesperson of the delegation.

- 3.1 Every effort will be made by the York Catholic District School Board to post meeting agendas on the YCDSB website three (3) business days prior to the Board meeting. An individual or group wishing to make a delegation to the Board regarding an item that appears on the agenda must ensure that the completed Admin. 29(a) form and all written (verbatim speech) and electronic materials/presentations are received by the Senior Coordinator to the Director of Education and Trustee Services by email **no later than noon** on the last business day before the Board meeting. Form Admin.29(a) is located in the YCDSB Procedure Addendum to Policy 106 Delegations to the Board.
- 3.1.1 If a delegate submits a request on a topic that is not on the agenda, the delegate's request may be referred to a future Committee/Special/Regular Board meeting.
- 3.2 Upon receipt of a public request to make a delegation in accordance with ~~the parameters outlined in this policy 3.1~~, the ~~Executive Committee~~ **Chair of the Board and the Director of Education** will:
- i) Review the request and determine whether the ~~presentation~~ **delegation** will be heard. (Presentations contrary to directives by the Ministry of Education, Ministry of Labour, Ministry of Health and our local and provincial Health Units will not be heard).
 - ii) Determine if the ~~an~~ approved delegation request will be heard before the whole Board, in a private (**In Camera**) session of the Board, referred to a ~~e~~**Committee** of the Board, or referred to the Director of Education to determine appropriate action(s).
 - iii) **Approve up to five (5) delegations for any Board meeting with priority given to requests related to an item on the agenda. Priority will be granted to delegation submissions based on their timestamp, giving precedence to those received earliest.**
 - iv) Determine whether to refer a request for a delegation to a future meeting.
 - v) Provide members of the Board with a copy of the delegate(s) written (verbatim speech) and electronic materials/presentations, prior to the meeting.
- 3.4 A delegation may be made on a topic only once to the Board or a Committee of the Board within a 12-month period, unless the subject matter of the delegation has changed substantially since the prior delegation was made.
- 3.5 If the number of delegation requests is numerous and cannot be accommodated and/or the subject matter of the delegation request has already been heard at a previous meeting, then the Chair of the Board and the Director of Education will:
- i) Review all requests and give priority to those received first while also ensuring that all viewpoints are presented to the Board in a balanced manner.
 - ii) Determine whether or not the subject matter and viewpoint(s) of the delegation has already been heard and that no new content is being provided to the Board, and or a Committee of the Board.

- iii) Prioritize delegations addressing matters coming to the Board/Committee for action and refer other delegations to a future agenda especially if the matter is not on the agenda and has not been previously heard by the Board/Committee.
 - iv) Discuss all requests and if it is determined that the subject matter and viewpoint have already been heard and/or there were too many delegations on a topic and/or the delegation was not referred to a future meeting, then the delegations that were not chosen to make a verbal presentation will be notified that copies of their written submission will be made available in the meeting room and recognized by the Chair and will be included in the meeting minutes as an Appendix.
- 3.6 Delegates shall be notified by email of their approved delegation 24 hours prior to the start of the Board or Committee meeting.
- 3.7 Where the matter brought before the Board or Committee requires a decision, the Board will **conduct debate as necessary and** notify the official spokesperson through written communication of the decision, or of the date of the meeting at which a decision is to be made.
- 3.8 ~~An individual or delegation wishing to make a presentation to the Board requesting~~ **A delegation request related to** the development of a proposed policy or the revision of an existing policy must also complete and submit Appendix 4 (Rationale for the Development, Review or Revision of a Policy) of Policy 101: Meta Policy: Policy Management and Governance along with Form Admin. 29(a) to the *Administrator to the Director and Trustee Services* as outlined in parameter 3.1. **Forms are located in the YCDSB Procedure Addendum to Policy 106 Delegations to the Board.**
- 3.9 ~~An individual or delegation wishing to make a presentation to the Board~~ **A delegation request** related to a specific Pupil Accommodation Review shall only be received by the Board of Trustees at a Special Meeting of the Board in accordance with Board Policy 713: Pupil Accommodation Review of Schools. **and the procedures that are an addendum to this policy.**
- 3.10 All delegates wishing to present at the York Catholic District School Board must be a parent/guardian of a student enrolled in a YCDSB school and/or a resident of York Region.
- 3.11 Up to two (2) individuals may serve as a spokesperson for any delegation and no other person shall address the Board except by request of a Trustee and permission of the Chair.
- 3.12 All delegates must consent to being live-streamed during the meeting.

4. RESPONSIBILITIES

4.1 ~~Executive Committee~~

- 4.1.1 ~~To receive, review and approve requests to make a presentation before the Board.~~

4.2 Director of Education

- 4.2.1 To oversee compliance with the Delegations to the Board ~~and Input to Agenda Items~~ policy.

4.3 Administrator to the Director and Trustee Services

4.3.1 To manage requests to make a for public presentation or written delegations, to present a petition, give input related to an item on the agenda or a pupil accommodation review to the Board.

5. DEFINITIONS

5.1 Delegation

A formal presentation or written submission made to the whole Board at a Regular or Special Committee/Special/Regular Board Meeting Meeting of the Board or in a private session of the Board relating to a specific issue or matter as outlined in Section 3: Parameters of this policy.

5.2 Petition

A formal request presented to an Official of the Board pertaining to a defined issue and/or concern. Such requests will be presented in the form of a typewritten document containing original written or electronic signatures only, valid email addresses which may only be associated with one signatory, resident addresses, telephone numbers and postal codes. written directly on the face of the petition, printed names, addresses, postal codes and email addresses. Email, faxed or photocopied Incomplete petitions are shall not be accepted and will not be presented.

6. CROSS REFERENCES

- [Education Act](#)
- [Human Rights Code](#)
- [Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\)](#)
- [Occupational Health & Safety Act \(OHSA\)](#)

YCDSB Procedure Addendum to Policy 106 Delegations to the Board

YCDSB [Policy 101 Meta Policy: Policy Management and Governance](#)

YCDSB [Policy 713 Pupil Accommodation Review of Schools](#)

Approval by Board	March 29, 2022

	<i>Date</i>
Effective Date	March 30, 2022

	<i>Date</i>
Revision Date(s)	March 29, 2022

	<i>Date</i>
Review Date	March 2026

	<i>Date</i>



YORK CATHOLIC DISTRICT SCHOOL BOARD

PROCEDURE: DELEGATIONS TO THE BOARD

Addendum to: Policy 106 Delegations to the Board

Effective:
Revised:

1. PUBLIC PRESENTATIONS ~~DELEGATIONS~~

- 1.1 Following approval to hear the **delegation**, before the full Board or a Committee of the Board, the **five (5) delegates selected** spokesperson for the group (or individual) shall be notified by **email** of the meeting date and time and shall be apprised of the expectations for the **delegation**.
- 1.2 Up to two (2) individuals may serve as spokespersons for any delegation and no other members of the delegation shall address the Board, except by the request/permission of the Chair. The number of spokespersons will not change the maximum delegation allotment of five (5) minutes.
- 1.3 In an effort to conduct efficient Board/Committee meetings, once approved delegations have been heard, Trustees may ask questions for clarification purposes only. There will be no engagement or debate between the Board of Trustees, Board staff and the official spokesperson of the delegation.
- 1.4 All delegation presentations must consent to being livestreamed during the meeting.
- 1.5 Virtual accommodations shall be provided to delegates upon request.
- 1.6 Delegates shall present concerns in a constructive manner and maintain a level of decorum which will allow meetings to proceed effectively. Delegates are not permitted to make negative or derogatory statements.
- 1.7 During a deputation, should the delegate use offensive language or the name/title/ position of any person in a negative, critical or derogatory manner, directly or indirectly, the Chair of the meeting shall advise the delegate to refrain from using pejorative language. Should it continue, the Chair has the authority to terminate the delegate's presentation.
- 1.8 In accordance with Board Policy 106: *Delegations to the Board* Section 3.5, written delegations shall be copied by the *Senior Coordinator to the Director of Education and Trustee Services* on color paper and placed on a table in the meeting room.
- ~~3.1 An individual or delegation wishing to make a presentation to the Board requesting the development of a proposed policy or the revision of an existing policy must also complete and submit Appendix 4 (Rationale for the Development, Review or Revision of a Policy) of Policy 101: Meta-Policy: Policy Management and Governance along with Form Admin. 29(a) to the Administrator to the Director and Trustee Services as outlined in parameter 3.12.~~
- ~~3.2 An individual or delegation wishing to make a presentation to the Board related to a specific Pupil Accommodation Review shall only be received by the Board of Trustees at a Special Meeting of the Board in accordance with Board Policy 713: *Pupil Accommodation Review of Schools*.~~
- ~~3.4 No more than three (3) delegations will be approved for any Regular Board meeting by the Executive Committee of the Board.~~
- ~~3.5 During the budget development process, the Board explicitly solicits stakeholder input and as such, more than three delegations may be approved by the Executive Committee for Board meetings in May and June.~~
- ~~3.6 If there are numerous delegation requests on a particular matter, the Executive Committee reserves the right to reduce the delegation time to 5 minutes and/or call a special board meeting to hear the delegations.~~

~~3.7 At the discretion of the Chair, delegations may be added to a Board agenda in the event of a time sensitive situation.~~

~~3.8 The Chair reserves the discretion to defer a request for a presentation.~~

~~3.9 Following approval to hear the presentation, before the full Board or a committee of the Board, the spokesperson for the group (or individual) shall be notified of the meeting date and time and shall be apprised of the expectations for the presentation.~~

~~3.10 Up to two (2) individuals may serve as spokespersons for any delegation, and no other members of the delegation shall address the Board, except by request of a Trustee and permission of the Chair.~~

~~3.10.1 Written material in support of the presentation, including PowerPoint, will be provided to Trustees by end of day Saturday (11:59pm) prior to the scheduled Board meeting.~~

~~3.10.2 If supporting information is not submitted within the timeline, the delegation will be removed from the agenda and presented at a future Board meeting.~~

~~3.11 A maximum of ten (10) minutes per delegation is allowed to make a presentation. The Chair may choose to extend the time.~~

~~3.12 All delegation presentations must agree to be livestreamed during the meeting.~~

2. PRESENTATION OF A PETITION

2.1 An individual or delegation **group** wishing to present a petition as part of their delegation to the Board shall present **must ensure that a written copy of the petition is received by** to the **Senior Coordinator Administrator to the Director of Education and Trustee Services** at least fifteen (15) minutes prior to the start of **by email no later than noon on the last business day before** the Board meeting. Receipt of the petition will be noted by the Chair on behalf of the Board and noted in the minutes of the meeting by the recording secretary.

2.1.1 For the purpose of a virtual presentation the original petition must be to the Catholic Education Centre prior to the meeting to the Administrator to the Director and Trustee Services.

2.2 **Paper** petitions shall contain original signatures only, written directly on the face of the petition, along with printed names, addresses, postal codes and email addresses.

2.3 **Electronic petitions will require a name, valid email address which may only be associated with one signatory, resident address, telephone number and postal code.**

2.4 **For certification, the threshold for valid signatures is 25 for paper petitions and 500 for electronic petitions. To be valid, the signature must be that of a resident of York Region. There is no minimum age requirement for anyone signing a petition, and one person cannot sign for a group.**

2.5 An individual or delegation wishing to present a petition to the Board related to a specific Pupil Accommodation Review shall only be received by the Board of Trustees at a Special Meeting of the Board in accordance with Board Policy 713: *Pupil Accommodation Review of Schools*.

2.6 If a Trustee ~~wishes to present a petition to the Board on behalf of~~ **receives a petition from** their community, they ~~should process it through the Executive Committee for placement on a Board agenda.~~ **must ensure that it complies with the petition guidelines outlined in section 2.2 to 2.5 of this procedure, before presenting it at a Board meeting during approval of the agenda.**

3. PRESENTATIONS ~~DELEGATIONS~~ RELATED TO A PUPIL ACCOMMODATION REVIEW OF SCHOOLS

- 3.1 All public delegations related to a specific Pupil Accommodation Review shall only be received by the Board of Trustees at the Special Meeting of the Board in accordance with Board Policy 713: *Pupil Accommodation Review of Schools* and this policy.
- 3.2 Members of the public will be given the opportunity to provide feedback on a *Final Staff Report with Community Consultation (Report 2)* through public delegations to the Board of Trustees at a Special Meeting of the Board no later than ten (10) business days after a *Final Staff Report with Community Consultation (Report 2)* is publicly posted.
- 3.3 The Special Meeting of the Board to receive public delegations related to a *Final Staff Report with Community Consultation (Report 2)* shall be announced and advertised publicly by the Board through a range of communication methods and shall be posted on the Board's website.
- 3.4 In accordance with Ministry *Guidelines* and in alignment with Board Policy 713: *Pupil Accommodation Review of Schools*, there is no limit to the number of delegations approved for presentation at the Special Meeting of the Board as it is designated solely to receiving input to a *Final Staff Report with Community Consultation (Report 2)*. There may be occasions where the number of delegation requests received exceeds the time allotment of the Special Meeting of the Board. If this occurs a date and time for the Board to reconvene the Special Meeting of the Board will be confirmed by the Chair of the Board and communicated to community stakeholders.
- 3.5 An individual or delegation wishing to give input to the Board related to a *Final Staff Report with Community Consultation (Report 2)* may notify the ~~Administrator to the Director and Trustee Services to the Director's Office: Trustee Services~~ **Senior Coordinator to the Director of Education and Trustee Services** at any time prior to the start of the Special Meeting of the Board or notify designated personnel at any time during the Special Meeting of the Board. A copy of Admin 29(c) for completion will be distributed to the individual or delegation.
- 3.6 One person shall serve as spokesperson for a group. Additional written material in support of the presentation may be provided to Trustees at the meeting, but shall be provided to the ~~Administrator to the Director and Trustee Services to the Director's Office~~ **Senior Coordinator to the Director of Education and Trustee Services** for inclusion in the *Final Staff Report with Public Delegations Addendum (Report 3)*.
- 3.7 Each presentation of input shall be limited to a maximum of five (5) minutes.
- 3.8 Feedback received through the presentation of public delegations related to a *Final Staff Report with Community Consultation (Report 2)* shall be included in the *Final Staff Report with Public Delegations Addendum (Report 3)*.

DELEGATIONS TO THE BOARD: PRESENTATIONS ON "IN CAMERA" MATTERS

- ~~3.27~~ Items should be forwarded to the Executive Committee of the Board for consideration.

4. APPENDICES

[Admin 29\(a\)](#) ~~Public Request to Make a Presentation~~ For Delegations or and Present a Petitions

[Admin 29\(c\)](#) ~~Public Request to Make a Presentation~~ For Delegations Related to a Pupil Accommodation Review

[Appendix 4](#) - Rationale for the Development, Review or Revision of a Policy



YORK CATHOLIC DISTRICT SCHOOL BOARD

PUBLIC REQUEST TO MAKE A PRESENTATION FOR DELEGATIONS OR PRESENT AND PETITIONS

Each individual/group is allowed a maximum of 40 **5** minutes to ~~make~~ **give** a **delegation**. ~~presentation and to answer questions from Trustees. In the interest of operating efficient Board meetings there will be occasions when delegations shall be limited.~~

1) INDIVIDUAL MAKING THE REQUEST:

Name:			
Address:			
Contact Number:		Email Address:	
Name of group being represented (if applicable):			
Name of home school being represented (if applicable):			
Are you a York Catholic District School Board employee?		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Is this request related to a motion and/or decision of the Board? Yes <input type="checkbox"/> No <input type="checkbox"/>			
Agenda Topic:			

2) SPOKESPERSON(S) - Not to exceed **3 2** people

Name:			
Address:			
Contact Number:		Email Address:	

Name:			
Address:			
Contact Number:		Email Address:	

3) SPECIFIC STATEMENT OF ISSUE:

4) SUMMARY OF KEY PRESENTATION POINTS:

5) IF APPLICABLE, YOUR KEY RECOMMENDATIONS/SUGGESTIONS TO ADDRESS THE PROBLEM/ISSUE:

Form prepared by: _____

Date: _____

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

Signature: _____

EQUIPMENT REQUIREMENTS

If your presentation is in an electronic format (PowerPoint, Slides, Audio, Video) the information you provide will help us support you during the presentation. Please email a copy of the electronic presentation by ~~end of day Saturday (11:59pm)~~ **no later than noon on the last business day** prior to the scheduled Board or **Committee** meeting. Email Presentation to board.delegations@ycdsb.ca

Please specify technology requirements needed:

- Presentation (PowerPoint, Google Slide, Keynote) **with no audio** and video embedded
- Presentation (PowerPoint, Google Slide, Keynote) **with audio** and video embedded
- Internet Needed (Example: playing YouTube video or reference to a website)

Other: _____

Please Note:

An individual or group wishing to make a delegation to the Board regarding an item that appears on the agenda must ensure that the completed Admin. 29(a) form and all written (verbatim speech) and electronic materials/presentations are received by the *Senior Coordinator to the Director of Education and Trustee Services* by email at board.delegations@ycdsb.ca **no later than noon** on the last business day before the Board meeting.

An individual or group wishing to present a petition as part of their delegation to the Board must ensure that a copy of the petition is received by the *Senior Coordinator to the Director of Education and Trustee Services* by email at board.delegations@ycdsb.ca **no later than noon** on the last business day before the Board meeting.

HIGHLIGHTS OF POLICY 106 – DELEGATIONS TO THE BOARD:

Presenters should ensure that a completed Admin. 29(a) form is received by the Administrator to the Director and Trustee Services Office at the Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario, L4G 0M1 by mail or fax (905) 713-1272 at least 7 days in advance of the meeting for a Public Presentation and at least 15 minutes prior to the start of the Board Meeting for a Presentation of a Petition.

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

Presenters who are requesting the development of a proposed policy or the revision of an existing policy as part of their delegation to the Board must also complete and submit Appendix 4 (Rationale for the Development of a Proposed Policy or Revision of an Existing Policy) of Policy 101: Meta Policy: Policy Management and Governance.

Presenters who use the name/title/position of a person in a negative, critical or derogatory manner shall have their presentation terminated. The Chair will direct the presentation to a private meeting of the Board. The presentation shall be processed as per Policy No. 424: Disposition of Complaints About Board Employees.



Admin. 29(c) File Ref.
M14 February 2017

YORK CATHOLIC DISTRICT SCHOOL BOARD



PUBLIC REQUEST TO MAKE A PRESENTATION ~~FOR A DELEGATION~~ RELATED TO A PUPIL ACCOMMODATION REVIEW

Please Note:

Each individual/group is allowed a maximum of 5 minutes to present input related to a Pupil Accommodation Review. Input received from presenters delegates will become the property of the Board and will be included as an addendum to Report 3 (refer to Policy 713: School Pupil Accommodation Reviews). This form must be submitted to designated Board personnel for inclusion in the Report immediately following the delegation presentation.

1) INDIVIDUAL MAKING THE REQUEST:

Name:			
Address:			
Contact Number:		Email Address:	
Name of home school being represented:			
Identify the applicable geographical area being addressed (insert geographical area):			

2) SPOKESPERSON (an individual or one designated person to represent a group of individuals, if applicable):

Name:	
Address:	

Contact Number:		Email Address:	
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3) SPECIFIC STATEMENT OF ISSUE:

4) SUMMARY OF KEY PRESENTATION POINTS:

5) IF APPLICABLE, YOUR KEY RECOMMENDATIONS/SUGGESTIONS TO ADDRESS THE PROBLEM/ISSUE:

Form prepared by: _____

Date: _____

HIGHLIGHTS

~~A presenter who uses the name/title/position of a person in a negative, critical or derogatory manner shall have their presentation terminated by the Committee Chair.~~

~~A presenter(s) is not required to supply a complete text of their remarks in advance of the meeting. At the presenter's discretion, they may elect to prepare, copy and distribute their text to trustees/staff at the meeting (35 copies).~~

~~If presenters submit all presentation materials to the Administrator to the Director and Trustee Services, no later than 6 calendar days prior to the scheduled Board Meeting they will be included in the Special Board meeting agenda package.~~



YORK CATHOLIC DISTRICT SCHOOL BOARD

RATIONALE FOR THE DEVELOPMENT, REVIEW OR REVISION OF A POLICY

NAME: _____

INDICATE ONE (1) OF THE FOLLOWING: **STAFF**
 STAKEHOLDER

1) THE PURPOSE OF THE PROPOSED OR REVISED POLICY/PROCEDURE:

**2) THE OBJECTIVE OF THE PROPOSED OR REVISED POLICY/PROCEDURE -
INDICATE HOW THE PROPOSED OR REVISED POLICY WOULD SUPPORT THE
BOARD'S MISSION, VISION AND ENHANCE STUDENT/STAFF ACHIEVEMENT AND
WELLBEING:**

**3) INDICATE WHO WOULD BE DIRECTLY OR INDIRECTLY AFFECTED BY THE
PROPOSED OR REVISED POLICY? HOW?**

**4) INDICATE WHO SHOULD BE INVOLVED IN DEVELOPING THE PROPOSED POLICY
OR REVISING THE EXISTING POLICY.**

5) **WHAT WILL BE NEEDED FOR IMPLEMENTATION, EVALUATION, REVIEW PROCESS?**

6) **WHO WILL ORGANIZE ONGOING MONITORING OF THE NEW POLICY AND HOW WILL IT BE EVALUATED?**

7) **WHAT ARE THE IMPLICATIONS ASSOCIATED WITH THE PROPOSED OR REVISED POLICY (i.e. financial, human resources, awareness, other)?**

8) **WHAT ARE THE PROPOSED TIMELINES FOR IMPLEMENTATION?**

9) **ADDITIONAL COMMENTS:**

Signature Requestor: _____

Date: _____

Please Note:

York Catholic District School Board Staff are to submit this completed Form to the Policy ~~Advisor Steering Committee~~ one week in advance of the next scheduled Committee meeting.

Stakeholders are to submit this completed Form along with the ~~Delegation to Board Form~~ Admin.29(a) as per **Policy 106: Delegations to the Board.** ~~the procedures outlined in Policy 106: Delegations to the Board. and Input on Agenda Items.~~

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Students/Admissions	<i>Policy Number</i> 220
<i>Former Policy #</i>	<i>Page</i> 1 of 5
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
September 1, 2009	November 23, 2010 October 2, 2012 May 26, 2015 June 18, 2019 November 26, 2019

POLICY TITLE: GRADUATION EXERCISES IN ELEMENTARY AND SECONDARY SCHOOLS

SECTION A

1. PURPOSE

The York Catholic District School Board acknowledges that graduation exercises are an important recognition of a student’s transition from elementary to secondary school, and upon leaving secondary school. Graduation exercises celebrate the human journey of each student. The student throughout his/her years in the Catholic school system has experienced an education that fosters learning as a lifelong spiritual and academic quest. This learning is defined not only in terms of knowledge and skills, but also in terms of values, attitudes, actions and faith experiences as these are core elements that distinguish us as an English Catholic school system.

2. OBJECTIVE

It is the policy of the York Catholic District School Board that Elementary and Secondary Graduations shall be acknowledged by appropriate exercises that celebrate our Faith, the Ontario Catholic Graduate Expectations, and recognize those partners who have contributed to this milestone in each student’s life journey.

3. PARAMETERS

- 3.1 All Graduations shall reflect our distinctiveness as a Catholic school system.
- 3.2 All Graduation celebrations shall include a Mass with the graduates, their teachers, and where possible, their families.
- 3.3 All local Pastors shall be invited to participate in Elementary and Secondary school Graduations.
- 3.4 Graduation exercises shall respect:
 - 3.4.1 Protocols, as identified in the guidelines;
 - 3.4.2 The inclusion of a prayer or liturgical reflection;

- 3.4.3 Time constraints;
 - 3.4.4 Cost and financial stress on families to participate;
 - 3.4.5 Appropriate language and subject matter in speeches and addresses;
 - 3.4.6 That the event is for the students, therefore inclusion of guest speakers and presenters shall be kept to a minimum.
- 3.5 Schools may collect fees for graduation celebrations. Principals should take particular note to ensure that no family suffers undue hardship as a result of a graduation celebration.
- 3.6 The format of the graduation celebration must be vetted annually with the community, through the Catholic School Council to ensure that costs are reasonable.
- 3.6.1 ~~The order of the graduation ceremony shall follow the greetings outline as indicated in the program guidelines.~~
- 3.7 The order of the graduation ceremony shall follow the greetings outline as indicated in the program guidelines.**
- 3.8 The *York Catholic District School Board Faith Leadership Award* shall be conferred by a School Trustee (if present) on one female and one male graduating secondary school student who has demonstrated a commitment to the Religious Education program of the school and to the Board's vision as ~~creative and critical thinkers who integrate Catholic values into their daily lives, as socially responsible global citizens.~~ **a recognized leader in Catholic education committed to inclusion, excellence and innovation that develops socially responsible global citizens.**
- 3.9 Award presentations shall be carefully structured to ensure that:
- 3.9.1 The student receiving the award most closely embodies the intent of the award; and,
 - 3.9.2 The purpose and application of the award is clearly understood by the community;
- 3.10 The guest list for Graduation exercises should reflect a balance between the necessity of the guest's presence, their role at the event, and a respect for their personal time.
- 3.11 Special guests shall be acknowledged but not necessarily invited to address the audience or make presentations.
- 3.12 Secondary schools, shall hold Graduations in June of the graduating year and will inform their elementary feeder schools of the date, as soon as possible, no later than December 31st of the prior year.**
- 3.13 Elementary schools shall make every effort to hold Graduations no sooner than the ~~Thursday~~ **Wednesday** prior to the last week of school, and ensure that the Graduation is not held on the same night as the Secondary school graduation.
- 3.13.1 It is recommended that elementary school Graduations be held in the evening.**
- 3.14 The number of awards in an Elementary School Graduation is expected to be proportionate to the number of graduates.
- 3.14.1 In circumstances in which more than half of the students are receiving an award, then all students are to be recognized.**

3.15 Each school shall adhere to the parameters and guidelines of this policy when designing its Graduation ceremony that will be reflective of the community in which it is located and respectful of the traditions that have been established.

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To bring greetings to the Graduates and to the assembly on behalf of the York Catholic District School Board.
- 4.1.2 To participate in the Graduation celebrations as requested by the organizing body.

4.2 Director of Education

- 4.2.1 To oversee compliance with the Graduation Exercises in Elementary and Secondary Schools policy and related guidelines.

4.3 Superintendents of Education

- 4.3.1 To support the implementation of the Graduation Exercises in Elementary and Secondary Schools policy and related guidelines.
- 4.3.2 To gather, review and authorize the graduation ceremony program prior to publication.

4.4 Schools (Administration and Staff)

- 4.4.1 To provide leadership in organizing Graduation exercises that honour the Catholic education which the graduates have received and acknowledge the individual success of each graduating student.
- 4.4.2 To ensure that procedures and protocols outlined in the Graduation Exercises in Elementary and Secondary Schools policy and related guidelines are strictly adhered to.

5. CROSS REFERENCES

YCDSB Policy 218 [Code of Conduct](#)

YCDSB Document Graduation Liturgies

Approval by Board	<u>November 26, 2019</u> Date
Effective Date	<u>November 27, 2019</u> Date
Revision Dates	<u>November 26, 2019</u> Date
Review Date	<u>November 2024</u> Date

POLICY TITLE: GRADUATION EXERCISES IN ELEMENTARY AND SECONDARY SCHOOLS

SECTION B: GUIDELINES

It is the policy of the York Catholic District School Board that Elementary and Secondary Graduations shall be acknowledged by appropriate exercises that celebrate our Faith, the Ontario Catholic Graduate Expectations, and recognize those partners who have contributed to this milestone in each student's life journey.

The following guidelines are intended to support Policy 220 and provide a framework for Elementary and Secondary Graduation celebrations.

1. GENERAL

- 1.1 School traditions and community preferences need to be considered when planning the occasion; however, the complexity of the event must not place an undue burden on staff or families.
- 1.2 Graduation celebrations held off school property and/or after school hours shall be planned in consultation with administration, school staff and parents.
- 1.3 Staff members who **specifically supervise** a Graduation dinner and/or dance shall not incur the cost of the Graduation dinner and/or dance.
- 1.4 Valedictorian addresses shall be reviewed in advance by the Principal or designate to ensure appropriate language, content and style in order to respect the dignity of the occasion.
- 1.5 The following template shall be used for both Elementary and Secondary Graduation exercises. A form of printed program shall be prepared for families as a memento. A Graduation printed program shall include the following:
 - A page listing the names and titles of the School's Administration, the Chair of the Board, the Vice Chair of the Board, the local Trustee/s, the Director of Education, the Associate Director of Education and the school's Superintendent of Education: School Leadership (provided centrally on an annual basis)
 - The Board's Mission and Vision statements
 - A congratulatory message from the local Trustee/s (provided centrally on an annual basis)
 - A list of graduates
- 1.5.1 Graduation agendas, shall include in the following order: ~~Welcome~~
 - **Welcome**
 - O Canada
 - Opening Prayer/Reflection (Pastor*, Chaplain or designate)
 - Land Acknowledgement
 - Introduction of Guests (Guests not presenting awards and VIPs only at this time)

- Greetings:
 - Chair of the Board/Local Trustee(s) (if present there shall only be one Trustee message delivered)
 - ~~—Local Trustee (if more than one Trustee serves an area, greetings shall be shared, with the primary Trustee leading)~~
 - Director of Education (if present)
 - Superintendent of Education: School Leadership or designate
 - Catholic School Council Chair
 - Principal
 - ~~—Catholic School Council Chair~~
 - Address to Graduates (Teacher/Guest Speaker) – ~~Secondary only~~ (optional)
- Conferral of Diplomas/ Certificates of Promotion
 - Elementary school students shall be presented with a standardized York Catholic District School Board Certificate of Promotion (Appendix 1).
 - Secondary school graduates shall be presented with an Ontario Secondary School Diploma (OSSD).
 - Students achieving Honour Roll status shall be recognized during the ceremony. The format of the recognition shall be at the Principal's discretion.
 - The School Principal shall confer all diplomas, and the Faith Leadership Awards
 - Others, such as Vice-Principal(s), Superintendent, Director or Trustee may be asked to accompany the Principal, with due consideration being given to limiting the number of persons on stage at any one time.
- Awards – School and Community
 - All Trustees in attendance shall be asked to present an award;
 - Faith Leadership Awards shall be conferred by a School Trustee (if present);
 - The Trustee Micheal Carnovale Award is to be presented by a member of the Carnovale family (if able to attend) or a School Trustee (if present);
 - The Susan LaRosa "Learning for All" Award is to be presented by S. LaRosa (if able to attend) or the attending Superintendent of Education: School Leadership
 - Governor General's Award to be presented by Provincial or Federal Member of Parliament, if present or by the Director/ Superintendent;
 - Principal's award to be presented by Principal;
 - Curriculum awards to be presented by teachers;
 - No speeches/remarks by the presenter of the award beyond the description of the award; and,
 - Only where a person, organization or municipality has donated an award should they or their representative be invited to present the award and congratulate the student.
- Valedictory Address (five to seven minutes' maximum)
- Final Prayer/Blessing (Pastor* or Principal at the Elementary level; Pastor*, Chaplain or designate at the Secondary level)
- Closing Remarks
- * If the Pastor of the local Parish is in attendance, he will be asked to lead **either** the Opening Prayer/Reflection **or** the Final Prayer/Blessing
If more than one Pastor is in attendance, they will be asked to **share** in the lead of **either** the Opening Prayer/Reflection **or** the Final Prayer/Blessing

1.6 Procession/Recession – Secondary Schools

The order for the Graduates procession will be the Principal, followed by the Chair of the Board, Area Trustee/Trustees, Director of Education, Superintendent of Education, Vice-Principal, School Council Chair, Municipal dignitaries, i.e. Mayor, any other VIP's.



CERTIFICATE OF PROMOTION

The York Catholic District School Board congratulates

on the completion of the Catholic Elementary School Curriculum at

Date

Principal



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Human Resources	<i>Policy Number</i> 409
<i>Former Policy #</i>	<i>Page</i> 1 of 3
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
June 17, 1986	September 8, 1998, May 6, 2008 November 3, 2009, March 1, 2011 March 6, 2012, October 29, 2013 March 29, 2016, March 28, 2017 April 30, 2019 March 23, 2021

POLICY TITLE: OCCUPATIONAL HEALTH & SAFETY

SECTION A

1. PURPOSE

The York Catholic District School Board values learning and working environments that are safe, nurturing, positive and respectful. The purpose of this policy is to promote for all employees a healthy and safe working environment that is consistent with the requirements of the [Occupational Health and Safety Act](#), its attendant Regulations and any other applicable legislation.

2. OBJECTIVE

It is the policy of the York Catholic District School Board that every effort shall be made to provide and maintain a healthy and safe work environment for all employees.

3. PARAMETERS

- 3.1. A multisite Joint Health and Safety Committee shall operate with representation from both workers and management.
- 3.2. All Board workers and management share the responsibility for occupational health and safety through the internal responsibility system. It is in the firm belief that through joint education programs, joint investigations of problems and joint resolution of those problems, working conditions will be enhanced for all, and the workplace will be made safe and healthy for all employees.
- 3.3. The Joint Health and Safety Committee shall make recommendations to the Director of Education for the improvement of health and safety in the workplace, maintenance and monitoring of programs, measures and procedures.
- 3.4. The Joint Health and Safety Committee will, in conjunction with staff, provide a procedure for scheduling, conducting and following up on workplace inspections in all YCDSB facilities.

3.5. Annual Review

This policy will be reviewed in consultation with the Joint Health & Safety Committee, as often as necessary, but at least annually to ensure its effectiveness in accordance with the *Occupational Health and Safety Act*.

Any changes will be referred to the Board of Trustees Policy Review Committee for approval.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the [Occupational Health and Safety Act](#).
- 4.1.2 To oversee compliance with the Board's Occupational Health & Safety policy, programs and procedures.
- 4.1.3 To promote workplace health and safety as a joint responsibility of both the Board and its employees.
- 4.1.4 To establish procedures that ensures ongoing communication between the Board and workers on health and safety matters.

4.2 Superintendent of Human Resources

- 4.2.1 To ensure an annual review of the policy as per 3.5 of this policy.

4.3 Principals or Managers

- 4.3.1 To ensure that employees carry out their responsibilities in compliance with established health and safety programs, procedures, plans and protocols.
- 4.3.2 To take every reasonable precaution in the circumstances for the protection of an employee by informing them of any hazard(s) in the workplace and taking prompt corrective action to rectify any identified hazard.
- 4.3.3 To provide appropriate training to all employees under their supervision concerning personal health and safety, and that of their co-workers.
- 4.3.4 To ensure a copy of this policy is posted on the Health and Safety bulletin board.

4.4 Employees

- 4.4.1 To work in compliance with the provisions of the [Occupational Health and Safety Act](#) and in keeping with the programs and procedures established by the Board.
- 4.4.2 To take responsibility for protecting their personal health and safety in the workplace and that of their co-workers.
- 4.4.3 To immediately bring to the attention of Administration, through their supervisor, the existence of any unsafe work practices and/or hazardous condition(s).

4.5 Joint Health & Safety Committee

- 4.5.1 To carry out responsibilities as identified in the *Occupational Health & Safety Act*.
- 4.5.2 To identify and make recommendations to the Board on improvements to workplace health and safety.

4.6 Certified Worker Member

- 4.6.1 To carry out responsibilities as identified in the *Occupational Health & Safety Act* and specified in the YCDSB Joint Health and Safety Committee's Terms of Reference.

4.7 Designated Workers

- 4.7.1 To conduct health and safety inspections of his/her workplace on a monthly basis.
- 4.7.2 **Where a Certified Worker is not available, the Designated Worker will To** assume all legislated responsibilities of a ~~Designated~~ **Certified** Worker in the event of a work refusal.

5. REFERENCE DOCUMENTS

[Occupational Health and Safety Act](#)

YCDSB Policy 425 [Workplace Harassment](#)

YCDSB Policy 427 [Workplace Violence](#)

Approval by Board	_____	<u>March 23, 2021</u> <i>Date</i>
Effective Date	_____	<u>March 24, 2021</u> <i>Date</i>
Revision Dates	_____	<u>March 23, 2021</u> <i>Date</i>
Review Date	_____	<u>March 2022</u> <i>Date</i>



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Facilities	<i>Policy Number</i> 702
<i>Former Policy #</i> 507	<i>Page</i> 1 of 5
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
March 3, 1970	February 20, 1979 February 3rd, 2009 March 25, 2014

POLICY TITLE: SOLEMN BLESSING AND OFFICIAL OPENING OF NEW SCHOOLS AND ADDITIONS / MILESTONE SCHOOL ANNIVERSARIES

SECTION A

1. PURPOSE

The York Catholic District School Board recognizes the importance of the opening of a new school, or an addition to a school, to the Catholic community and the pupils and staff of the school. The Solemn Blessing and Official Opening Ceremony is intended to celebrate the Catholicity of the school, through the formal welcoming of Jesus Christ into the community, and to recognize those partners who are responsible for the school or addition. **Additionally, we cherish the opportunity to celebrate Milestone Anniversaries of our schools, marking each year as a testament to the enduring legacy of Catholic education in our community.**

2. OBJECTIVE

It is the policy of the York Catholic District School Board that the opening of a new school or addition shall be acknowledged by a formal event that is comprised of two components: the Solemn Blessing and the Official Opening. **Similarly, Milestone School Anniversaries are composed of two components: a school-wide Mass, and a celebratory social event.**

3. PARAMETERS

- 3.1 Solemn Blessings and Official Openings shall be coordinated by the Communications Department in partnership with the school community.
- 3.2 The ceremony shall be presided over by the local Trustee(s), where possible.
- 3.3 The local Pastor will be invited to participate. ~~in the Solemn Blessings of new schools and additions to schools.~~

- 3.4 The Archdiocese will be informed of and invited to participate in the Solemn Blessing of new schools, where possible.
- 3.5 In order to keep official opening ceremonies to a reasonable length of time, VIP guests will be acknowledged but not invited to address the audience or make presentations, other than those approved in accordance with the *Handbook for School Blessings*. *YCDSB Procedure: Board/School Events Planning Protocol*.
- 3.6 Solemn Blessings and Official Openings shall not exceed one and a half hours in length.
- 3.7 The Solemn Blessings and Official Openings of new schools shall be held in the evening.
- 3.8 The Solemn Blessings and Official Openings of additions may occur during the day and shall be on a smaller scale than those of new schools.
- 3.9 Milestone Anniversaries for schools include their 10th, 25th, 50th, 75th, 100th, 125th, and 150th anniversary. Milestone anniversaries for schools are determined by their founding date (refer to Appendix 1).
- 3.10 Milestone School Anniversaries shall be coordinated by the school in partnership with the Communications Department.
- 3.11 Principals will refer to *YCDSB Procedure: Board/School Events Planning Protocol* when planning for a Solemn Blessing and Official Opening of new schools and additions or Milestone School Anniversary.

4. RESPONSIBILITIES

- 4.1 **Trustees**
 - 4.1.1 To preside over the Solemn Blessing and Official Opening of new schools and/or additions, as well as Milestone School Anniversaries.
- 4.2 **Director of Education**
 - 4.2.1 To oversee the compliance of the Solemn Blessing and Official Openings of New Schools and Additions/Milestone School Anniversaries Policy and Guidelines and related procedure.
- 4.3 **Superintendents of Education: School Leadership**
 - 4.3.1 To support the implementation of the Solemn Blessing and Official Openings of New Schools and Additions/Milestone School Anniversaries Policy and related guidelines procedure.
- 4.4 **Communications Department**
 - 4.4.1 To coordinate and provide resource support for all aspects of the ceremony.
 - 4.4.2 To notify schools of their Milestone Anniversaries.

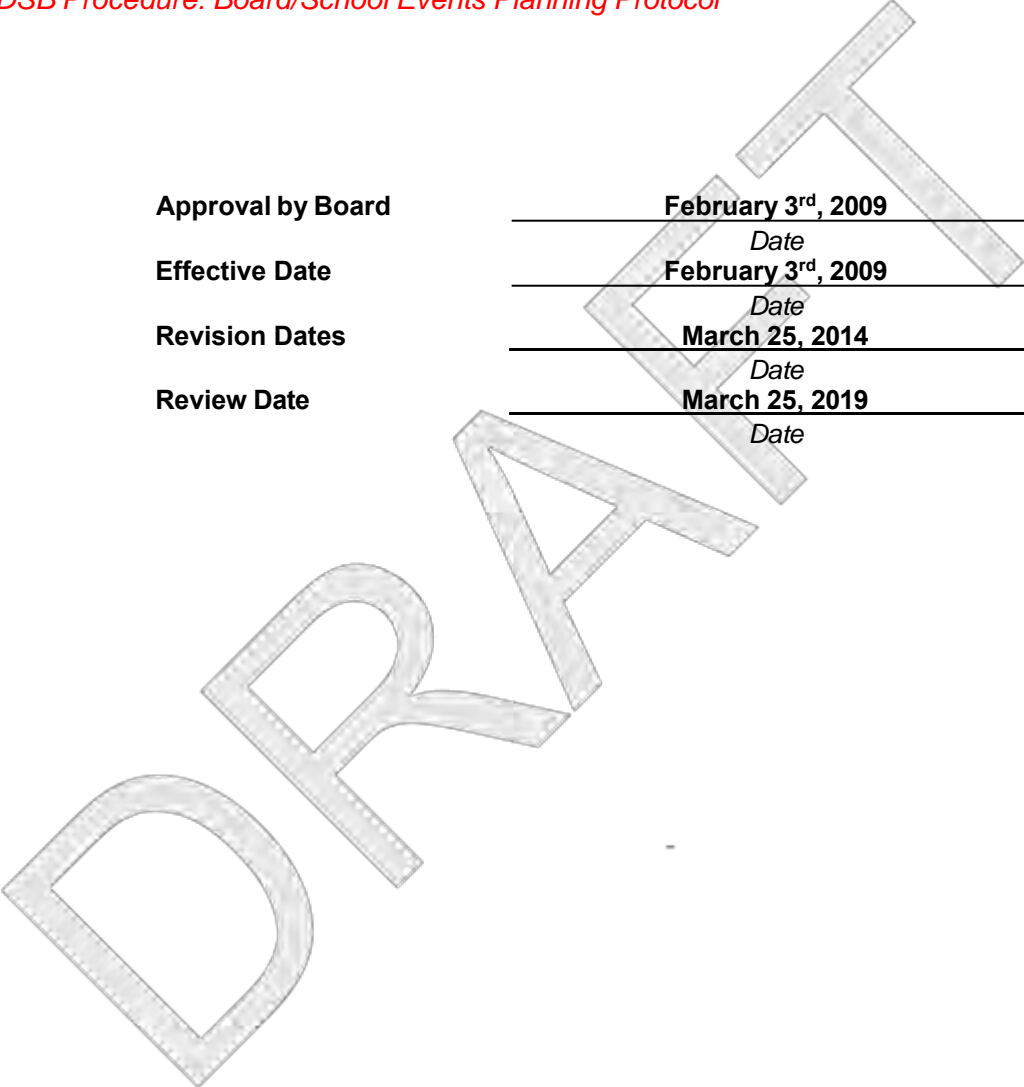
4.5 Principals

- 4.5.1 To partner with the Communications Department throughout the planning and execution stages of the Solemn Blessing and Official Opening of a New School or Addition, **as well as for Milestone School Anniversaries.**
- 4.5.2 To arrange for an 'appropriate' celebration of the Solemn Blessing and Official Opening of the new school or addition, **as well as for Milestone School Anniversaries.**

5. CROSS REFERENCES

YCDSB Procedure: Board/School Events Planning Protocol

Approval by Board	February 3rd, 2009 <i>Date</i>
Effective Date	February 3rd, 2009 <i>Date</i>
Revision Dates	March 25, 2014 <i>Date</i>
Review Date	March 25, 2019 <i>Date</i>



**POLICY TITLE: ~~SOLEMN BLESSING AND OFFICIAL OPENING OF
NEW SCHOOLS AND ADDITIONS~~**

SECTION B

GUIDELINES

~~The Communications Department retains protocols and procedures for Solemn Blessings and Official Openings and shall be included in all discussions pertaining to the event.~~

~~School Principals will refer to “*A Handbook for School Blessings*” when planning for a Solemn Blessing and Official Opening of new schools and additions.~~

DRAFT

Data Collection in Progress.

DRAFT

YORK CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE
REPORT NO. 2024: 04

To: Regular Board Meeting

February 27, 2024

A meeting of the Special Education Advisory Committee was held on **February 12, 2024** in a hybrid format in person at the CEC, 320 Bloomington Rd. W and virtually over Google meet.

PRESENT:

Committee Members:	N. Byrne*, A. Connolly*, B. Drenoski*, A. Grella, D. Legris,* J. Man*, J. Wigston, M. Xue*, Y. Zhou*
Association Representatives:	E. Di Falco*
Administration:	A.Cabraja*, D. Candido, L. Lausic*, E. Strano
Regrets:	S. Gatti, N. Lai, N. Welch
Recording	C. Mong*
Guests:	Antwon, <i>SHH Student, YCDSB</i> J. De Faveri, <i>Interim Director of Education, YCDSB</i> M. Leadbetter, <i>SHH Parent, YCDSB</i> R. Leadbetter, <i>SHH Parent, YCDSB</i> A. Miraglia, <i>Itinerant Work Experience Teacher, Student Services</i> F. Puma, <i>Parent, YCDSB</i> C. Ruffolo-Defilippis, <i>Supervisor, Physical Management, Student Services</i> A.Saggese, <i>Trustee, YCDSB</i> A. Trimarchi, <i>Special Education Teacher, YCDSB</i> T. Wighton, <i>Special Education DH, YCDSB</i>

**Denotes Virtual attendance*

1. **ACTION ITEM(S):** NIL
2. **CORRESPONDENCE:**
PVNCCDSB SIP Funding
3. **PRESENTATIONS/DISCUSSIONS/INFORMATION:**
 - Vince's Market Grocery Trip
 - Student Services Department updates
4. **ASSOCIATION REPORTS:** NIL
5. **ITEMS FOR FUTURE AGENDA:**
 - YRT Presentation
 - Play Day PA Day
6. **NEXT MEETING:** March 4, 2024

A. GRELLA, CHAIR, SEAC

York Catholic District School Board

REPORT NO. 2024:02 of the TRANSPORTATION COMMITTEE

To: Board of Trustees

February 27, 2024

A Transportation Committee Meeting was held at the Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario, on Thursday, February 15, 2024.

PRESENT:

Trustee Committee Members: In Person: E. Crowe, M. Iafrate, A. Saggese
Other Trustees: Virtual: F. Alexander, A. Grella, J. Wigston
Absent with Notice: N/A
Administration: In Person: J. De Faveri, J. Sarna, T. Pechkovsky, N. Smith
Virtual: R. Antunes, J. Chiutsi, K. Elgharbawy, T. Laliberte,
L. Paonessa, L. Sawicky, S. Wright
Recording: S. Greco (In Person)
Presiding: M. Iafrate, Committee Chair

1. ACTION ITEM(S): NA

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

3. PRESENTATION ITEM(S):

Delegations:

- Our Lady of Fatima – Bus 3051 – Sabrina Ferrari
- Our Lady of Fatima – Removal of Transportation – Frances Zomparelli
- Our Lady of Fatima – Removal of Transportation – Michelle Machado
- Busing for French Immersion Students – Jaclyn Toma
- Cancellation of Buses for Holy Cross CA – Rosy Suppa
- Busing for French Immersion High School Students – Nader Simo
- Busing for French Immersion High School Students – Janet Pighin
- Busing for High School Students – Jalai Shamoon
- Transportation for FI / AP Students For Fr. Bressani CHS – Mimi Robertson
- Transportation for AP – Nick Rizzuto
- Busing for FI High Student Students – Andrea Agh

4. DISCUSSION/INFORMATION ITEM(S)

The Committee processed the following:

- a) Holy Cross CHS – Non-Transportation Zone Implementation
- b) Summary of Potential Policy Changes
- c) Elementary Student Distance Eligibility Criteria
- d) Secondary Student Distance Eligibility Criteria
- e) Primary Address Eligibility Definition
- f) Pedestrian Infrastructure– York Region
- g) Secondary French immersion Transportation
- h) School Bus Transportation Cancellation by Area
- i) School Bus Stop Information
- j) Student Ride Time
- k) Various Email Correspondence from Stakeholders
- l) Distance Eligibility Various School Boards

5. ADJOURNMENT: 8:25 p.m.

York Catholic District School Board

REPORT

Report to: Board of Trustees

Date: February 27, 2024

Report: Appointment of Trustee Membership to SEAC

Executive Summary

This report is to request approval to the Trustee Membership on SEAC.

Background

SEAC - our Operational By-Law refers to the Regulation. SEAC requires two Trustees and 2 Alternates that serve for the entire 4-year term. Currently Trustees Grella and Wigston are members and Trustee Barbieri is the alternate. Therefore, one more alternate is required.

LET IT BE RESOLVED:

THAT the Board appoint Maria Iafate as the SEAC Alternate Trustee Member for the four-year term ending November 14, 2026.

Submitted by: Elizabeth Crowe, Chair of the Board

York Catholic District School Board

REPORT

Report to: Regular Board

Date: February 27 2024

Report: Trustee Appointment to YCDSB Anti-Black Racism Sub-Committee

BACKGROUND:

At the December 19, 2023 Regular Board Meeting, the Board of Trustees approved the Motion: *Action Plan to Combat Anti-Black Racism at York Catholic District School Board.*

The Board of Trustees were asked to submit their names to Elizabeth Crowe, Chair of the Board if they were interested.

RECOMMENDATION:

THAT the Board appoint Trustee Frank Alexander to the **YCDSB Anti-Black Racism Sub-Committee** for the duration of the four-year term.

Submitted by: Elizabeth Crowe, Chair of the Board

REPORT

YORK CATHOLIC DISTRICT SCHOOL BOARD

Report To: Board of Trustees

From: Administration

Date: March 6, 2024

Report: **Update on Motion to Bring Peace to YCDSB
Using the Symbol of Our Faith**

EXECUTIVE SUMMARY

This report provides an update on the “Motion to Bring Peace to YCDSB Using the Symbol of Our Faith,” passed at the Regular Board Meeting on January 30, 2024.

BACKGROUND INFORMATION

The January 30, 2024, Motion stated, in part:

THAT no later than March 31, 2024, the Director of Education shall procure a sticker bearing a cross and the words: We are one in Christ (as appended) and affix same throughout York Catholic District School Board premises;

Thanks to the work of an anonymous artist, the design (found on the next page) is submitted for the Board’s consideration.



SYMBOLISM OF THE DESIGN

The artist has provided the following description of this piece:

The crucifix in the centre represents Catholicity; the universal symbol of acceptance for all. The whole point of the crucifix is to communicate we are all one by this crucifix. Jesus died for all of us. This re-establishes the tenets of our faith.

The colour blue within the Catholic tradition goes back centuries. Its tradition alludes to the Virgin Mary.

The colour gold is the light of Christ.

The faces amidst the gold rays represent the diversity in each of us and although we are diverse in many ways, we are ONE in CHRIST.

COST

The Communications Department received quotes from three companies to produce 4,000 stickers, which range from \$1,446 to \$2,656 plus tax. The quoted material is a 5.5" X 8" one-sided semi-gloss sticker.

Since the motion, there have also been inquiries about producing bookmarks for all YCDSB students. We have received quotes from the same three vendors ranging from \$2,153 to \$3,393.44 plus tax. This material would be a 2" X 8" two-sided semi-gloss material.

By request, the Communications Department has also received a quote to produce a banner for the Boardroom, which would cost approximately \$140 plus tax for something similar to the MYSP banner.

One of the companies has also suggested that some of the following items could be stamped with this design: pens; pencils; silicone wrist bands; lanyards; buttons; pins; rulers; magnetic rulers; bag tags; plastic bookmarks; coasters; window decals (double sided); luggage tags; and so on. All these items would be costed separately, but we have assurances that they would cost less than \$1/unit.

FUNDING

Cost Centre: One issue that remains unclear is whether there is funding for this project and/or where these costs should be charged to.

Prepared and Submitted By: Mark Brosens, Senior Manager: Brand, Marketing & Communications
Endorsed By: John De Faveri, Interim Director of Education

February 20, 2024

ADMISSION TO ST. THERESA OF LISIEUX CHS

Whereas St. Theresa of Lisieux CHS is at capacity and therefore, a cap was placed on the school in order to maintain students and staff safety and well-being;

Whereas families are transferring from public, private and other schools to St. Theresa of Lisieux CHS feeder schools, namely, St. Mary Immaculate CES, St. Anne, CES, St Marguerite d'Youville CES and Father Henri Nouwen CES, in order to access entry to St. Theresa Lisieux CHS.

LET IT BE RESOLVED

THAT enrolment to St Theresa of Lisieux CHS remain capped at 1600 to ensure the safety of all students and staff;

THAT staff review St. Theresa of Lisieux CHS admission process while maintaining a fair and transparent process;

THAT a recommendation be brought to the Board of Trustees for implementation.

Respectfully submitted,

Maria Iafrate
Trustee, Richmond Hill

Ref: 2024:16:0220:MI

York Catholic District School Board

REPORT

Report to: Board of Trustees
Date: February 27, 2024
Report: Proposed Operational By-Law Changes

Executive Summary

This report is to request proposed By-Law Changes as follows:

4.1 General Committee Information

4.1.1 Trustees are to be appointed **annually** to all Standing/Statutory Committees at ~~first meeting in~~ **December of the the Inaugural meeting** each year of the Trustee term. **This shall not apply to the Board's SEAC where the term is four years.**

4.1.15 Committee Procedures

Subject to the provisions of this by-law, the committee shall be responsible for the establishment of internal procedures. The committee(s) may:

- (a) Request and receive reports from the department concerned. The Trustee will request the format of the requested information;
- (b) Hear delegations **in accordance with the Board's Delegation Policy**; and,
- (c) Receive and consider communications and petitions addressed to the Board on any subject within the terms of reference of such committee, as processed ~~through the Executive Committee of the Board.~~ **in accordance with the Board's Delegation Policy.**

4.4.2 Composition of Statutory Committees

The composition of statutory committees shall be for:

- (d) The York Catholic Parent Involvement Committee, ~~two (2) trustees~~ **one trustee (1)**, ~~prescribed and selected in the manner set out in Ontario Regulation 612/00, as amended from time to time.~~ **states that a meeting of a parent involvement committee cannot be held unless one trustee (1) is present and it is the responsibility of the appointed trustee to designate a member of the board to attend in their stead if they are unable to be present at a meeting.**

Submitted by: Elizabeth Crowe, Chair of the Board

York Catholic District School Board

Report

Report To: Board of Trustees
From: Administration
Date: February 27, 2024
Subject: **Trustee Expenditures Report**

Pursuant to Board Policy 111 Trustee Services and Expenditures, a report on Trustee Expenditures is to be presented in a public session no later than the first regular Board meeting in February of each year and subsequently posted on the Board website.

In addition to the Trustee Expenditures Report for 2022-23 term of office, the prior year Trustee Expenditures Report has been restated to include cell and internet expenses not previously included.

Attached:
Trustee Expenditures Report for the period from November 15, 2022 to November 14, 2023
Trustee Expenditures Report for the period from December 1, 2021 to November 14, 2022 (Restated)

Prepared by: Kim Scanlon, Manager Budget Services
Submitted by: Silvana Greco, Senior Coordinator to the Director of Education and Trustee Services
Endorsed by: Calum McNeil, Chief Financial Officer and Treasurer of the Board
John De Faveri, Interim Director of Education and Secretary of the Board

**YORK CATHOLIC DISTRICT SCHOOL BOARD
TRUSTEE EXPENSES (Restated)**

DECEMBER 1, 2021- NOVEMBER 14, 2022

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

SUMMARY OF BOARD PAID EXPENSES

First	Surname	Cell/Phone	Internet	Mileage	Conferences	Other	Total Board Paid	Discretionary (See Below)	Total all expenses
Frank	Alexander	\$ 695	\$ 693	\$ -	\$ 179	\$ 101	\$ 1,669	\$ 1,616	\$ 3,285
Rose	Cantisano	1,160	1,494	138	(33)	50	2,810	9,346	12,157
Carol	Cotton	2,241	1,917	624	1,828	130	6,740	516	7,256
Elizabeth	Crowe	1,151	851	1,968	2,082	478	6,530	11,657	18,186
Dino	Giuliani	-	-	-	623	-	623	11,761	12,384
Maria	Iafrate	922	1,193	1,112	800	169	4,196	13,115	17,311
Maria	Marchese	513	-	972	824	59	2,367	12,145	14,512
Dominic	Mazzotta	965	1,148	61	148	193	2,515	14,104	16,619
Theresa	McNicol	1,333	1,674	-	140	27	3,173	132	3,305
Jennifer	Wigston	1,999	839	1,660	2,135	211	6,845	1,279	8,124
TOTAL		\$ 10,980	\$ 9,809	\$ 6,535	\$ 8,726	\$ 1,418	\$ 37,469	\$ 75,671	\$ 113,139

Notes:

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

Other includes office supplies, business cards and letterhead.

Discretionary expenses details, see breakdown of categories below.

DISCRETIONARY EXPENSE DETAILS

First	Surname	Total Discretionary Allocation*	Subsidies	Trustee Supported Award	Meeting Expenses	Other	Total Discretionary Used	Unused
Frank	Alexander	\$ 5,605	\$ 1,379		\$ 115	\$ 122	\$ 1,616	\$ 3,989
Rose	Cantisano	9,346	8,000	734	155	457	9,346	(0)
Carol	Cotton	14,089			185	331	516	13,572
Elizabeth	Crowe	11,657	7,009	3,519	1,020	108	11,657	0
Dino	Giuliani	11,761	500	11,246	15		11,761	0
Maria	Iafrate	13,121	12,950		165		13,115	6
Maria	Marchese	12,188	9,400	2,000	745		12,145	43
Dominic	Mazzotta	14,103	9,500	4,231	230	143	14,104	(0)
Theresa	McNicol	5,004			132		132	4,872
Jennifer	Wigston	5,101	875	125	278		1,279	3,822
TOTAL		\$ 101,975	\$ 49,614	\$ 21,855	\$ 3,040	\$ 1,162	\$ 75,671	\$ 26,304

Notes:

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

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

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

Other may include telecommunication differential.

* Includes unused budget deferred from 2020-21

**YORK CATHOLIC DISTRICT SCHOOL BOARD
TRUSTEE EXPENSES**

NOVEMBER 15, 2022- NOVEMBER 14, 2023

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

SUMMARY OF BOARD PAID EXPENSES

First	Surname	Communication					Total Board Paid	Discretionary ⁴⁾ (See Below)	Total all expenses
		Allowance ¹⁾	Cell/Internet	Mileage	Conferences ²⁾	Other ³⁾			
Frank	Alexander	\$ 2,000	\$ 727	\$ 4,336	\$ 1,533	\$ 810	\$ 9,406	\$ 4,835	\$ 14,241
Michaela	Barbieri	2,000	-	1,521	3,717	142	7,381	2,849	10,230
Carol	Cotton	2,000	985	959	4,461	-	8,405	1,545	9,950
Elizabeth	Crowe	2,000	932	4,436	7,687	23	15,078	5,000	20,078
Joseph	DiMeo	2,000	398	1,289	4,598	500	8,785	2,296	11,081
Angela	Grella	2,000	125	1,621	434	-	4,180	3,826	8,006
Maria	Iafrate	2,000	827	2,864	4,703	281	10,675	4,993	15,669
Theresa	McNicol	2,000	735	1,114	78	852	4,779	4,932	9,711
Angela	Saggese	2,000	936	1,521	3,875	818	9,149	4,952	14,101
Jennifer	Wigston	2,000	780	3,336	8,101	-	14,217	4,244	18,461
TOTAL		\$ 20,000	\$ 6,444	\$ 22,997	\$ 39,188	\$ 3,426	\$ 92,055	\$ 39,472	\$ 131,527

Notes:

- 1) Starting from April 2023, Communication Allowance of \$250 per month for cell, internet and landline replaced Cell/Internet expense reimbursement per the change of Policy 111 Trustee Services and Expenditures.
- 2) Trustee conferences includes registration fees, accommodation, travel, meals, and parking for OCSTA, CCSTA, OSTA and Board-sponsored conferences, as per Policy 105.
- 3) Other includes office supplies, business cards and letterhead.
- 4) Discretionary expenses details, see breakdown of categories below.

DISCRETIONARY EXPENSE DETAILS

First	Surname	Total Discretionary Allocation	Trustee Supported				Total Discretionary	
			Subsidies ¹⁾	Meeting Expenses ²⁾	Awards ³⁾	Other ⁴⁾	Used	Unused
Frank	Alexander	\$ 5,000	\$ 4,835	-	\$ -	\$ -	\$ 4,835	\$ 165
Michaela	Barbieri	5,000	2,700	150	-	-	2,849	2,151
Carol	Cotton	5,000	1,345	-	-	200	1,545	3,455
Elizabeth	Crowe	5,000	3,835	-	-	1,165	5,000	-
Joseph	DiMeo	5,000	2,295	-	-	1	2,296	2,704
Angela	Grella	5,000	3,448	-	225	153	3,826	1,174
Maria	Iafrate	5,000	4,775	218	-	-	4,993	7
Theresa	McNicol	5,000	4,932	-	-	-	4,932	68
Angela	Saggese	5,000	4,455	68	125	304	4,952	48
Jennifer	Wigston	5,000	4,019	-	225	-	4,244	756
TOTAL		\$ 50,000	\$ 36,640	\$ 435	\$ 575	\$ 1,822	\$ 39,472	\$ 10,528

Notes:

- 1) Subsidies may include, but are not limited to assistance/support to schools for learning materials/program equipment; specialty items in schools such as permanent murals/statues.
- 2) Meeting Expenses includes refreshments, meals, materials, special travel arrangements, and guest speakers.
- 3) Trustee Supported Award includes student awards and the option for Trustees to transfer funds to the Trustee Micheal Carnovale (Memorial) scholarship award.
- 4) Other may include Archives funds, news paper subscriptions and telecommunication differential.

January 29, 2024

Ms. Elizabeth Crowe
Chair, York Catholic District School Board
320 Bloomington Road West
Aurora, ON L4G 0M1

Dear Elizabeth:

I hope you are doing well. As you are aware, Resolution 6-23 (Funding to Support AODA) was approved at the 2023 OCSTA AGM and referred to our Political Advocacy Committee for discussion and action. The Resolution states:

OCSTA petition the Ministry of Education to provide multi-year specific and systematic funding allocated towards accessibility needs to enable school boards to achieve AODA accessibility standards by 2025.

OCSTA has for a number of years advocated for additional funding to enable Catholic school boards to meet their obligations under the AODA. The resolution has been included in our Annual Finance Brief, the GSN submission and the Pre-Budget submission. We have also written letters to the Ministry of Education and received a response from the Capital Branch in which they indicated available funds are in the GSNs to deal with AODA requirements. We are as well, aware that the government is reviewing recommendations from the Education Accessibility Working Group, and developing a regulation related to the accessibility requirements. We are hopeful this review will result in additional funding for Catholic school boards.

We will continue to advocate for additional funding related to the AODA in both written submissions and our meetings with government officials.

We appreciate the York Catholic District School Board's leadership on this important matter. If you have any questions or concerns, please contact me at pdaly@ocsta.on.ca or Steve Andrews at sandrews@ocsta.on.ca

Yours very truly,



Patrick J. Daly
President

cc: Domenic Scuglia, Director of Education

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees
FROM: Administration
DATE: March 6, 2024
RE: Stouffville Multi-Use Project Update.

EXECUTIVE SUMMARY

We're delighted to present an update on the Stouffville Multi-Use Project to the Board of Trustees. As of February 21, 2024, we've achieved significant progress, bringing us steps closer to realizing our ambitious vision for this project.

PROJECT UPDATE

We have made significant strides in completing the project, achieving outstanding progress in both the interior and exterior aspects. The interior spaces, including childcare areas and learning environments, are substantially completed. These areas boast new flooring, ceiling tiles, and the latest advancements in security and connectivity. On the exterior, the building's look has been enhanced with metal siding, curtain walls, and meticulous masonry work, all complemented by improved lighting and security systems. Moreover, the site has been upgraded with new walkways and parking facilities, making it accessible and inviting for staff and students. Furniture and other crucial equipment are expected to arrive this week and early next week, finalizing the preparations for our new spaces.

KEY DATES:

- **Substantial Completion:** Achieved on February 9, 2024, a testament to our team's dedication and hard work. This milestone signifies that the major construction phases of the Stouffville Multi-Use Project have been completed, marking a significant step forward towards realizing our vision for this expansive educational complex.
- **Occupancy:** With final inspections currently underway, we are confidently on track to receive our occupancy certification by the end of February 2024. This crucial certification will affirm that the building meets all required safety and regulatory standards, paving the way for its official opening.

SCHOOL OPENING:

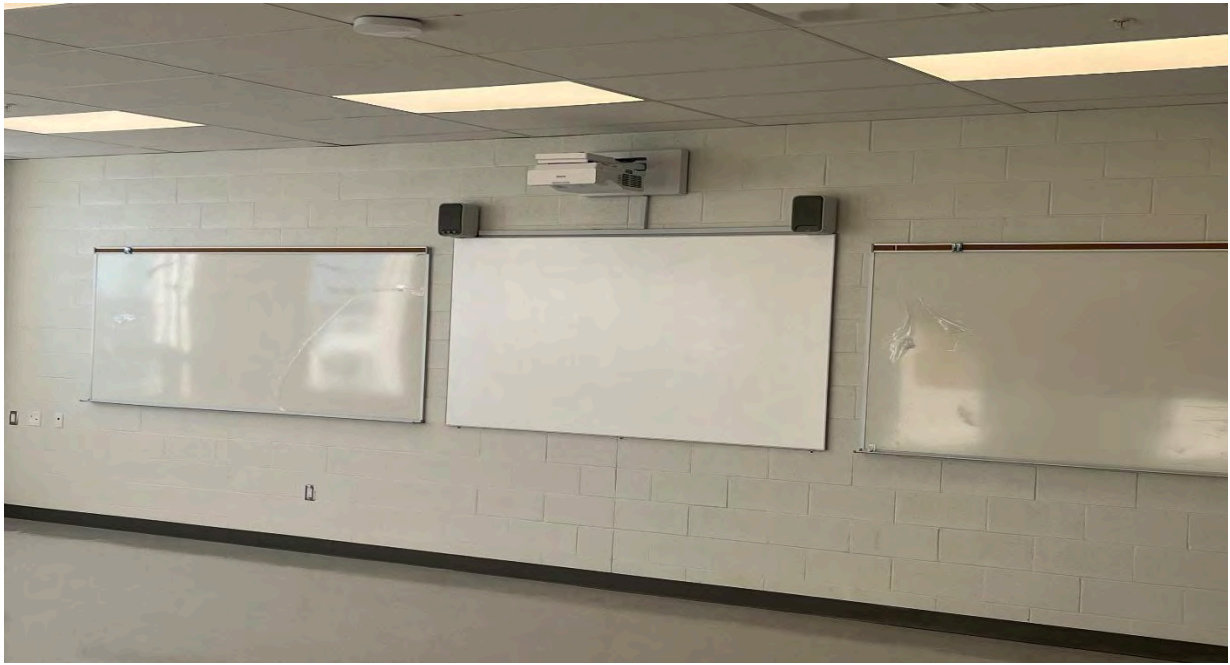
We are thrilled to announce that we expect to open our doors to students on March 18, 2024. This date has been carefully chosen to ensure that all preparations and necessary adjustments are made for a seamless transition into the new facility. Our collective efforts, planning, and preparations underscore our commitment to achieving this significant milestone. Welcoming our students to the new building will not only mark the beginning of a new chapter in their educational journey but also signify the unveiling of the largest educational institution within our portfolio. This achievement reflects our unwavering dedication to providing an exceptional learning environment, equipped with state-of-the-art facilities and resources to support our students' growth and success. We stand proud of this landmark accomplishment and eagerly anticipate the positive impact it will have on our community and future generations.

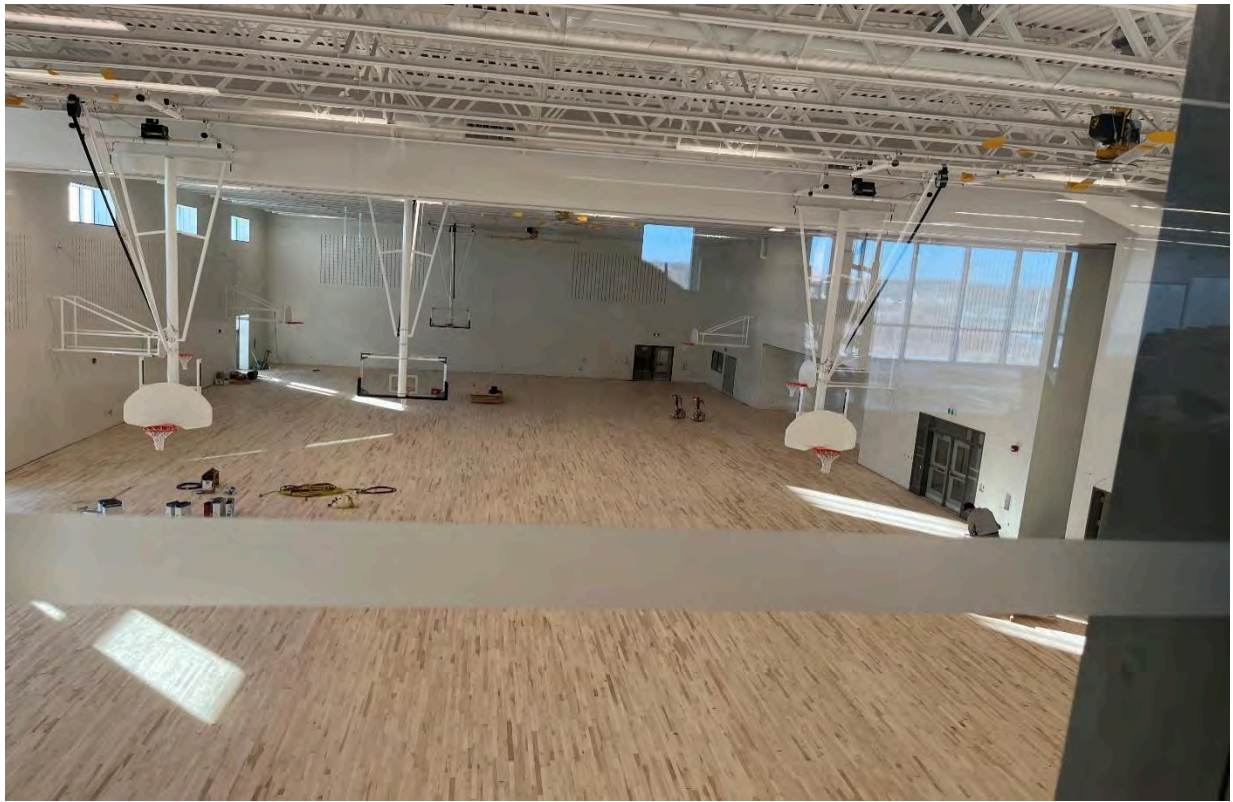
Prepared Submitted By: Khaled Elgharbawy, Superintendent of Facilities Services and Plant

Endorsed By: John De Faveri, Interim Director of Education

Jennifer Sarna, Associate Director











YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: February 27, 2024

RE: Policy 203 Student Transportation Services – Semi Annual Report
2023-2024 Transportation Exemptions- Director’s Report 1

Executive Summary:

The purpose of this report is to provide Trustees a summary of Transportation Exemptions approved by the Director for the 2023/24 school year. This is the second semi-annual report for the year as required by Student Transportation Services Policy 203.

Background Information:

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

The following table is a summary of Transportation Exceptions for the 2023/24 school year, as of February 13, 2024.

Table 1: Director Of Education Exceptions for 2023/24 school year as of February 13th, 2024								
Item #	School	Date Approved	Start Date	End Date	Comments	Student Eligibility for Transportation	Annual Expenditure	Number of Riders
1	St. Joseph CES	9/27/2023	9/5/2023	6/28/2024	Compassion	N	\$3,821.69	1
2	St. Gregory the Great Catholic Academy	8/31/2023	9/5/2023	6/28/2024	Extenuating circumstances	N	\$3,181.78	4
3	St. Maximilian Kolbe CHS	9/18/2023	9/5/2023	6/28/2024	Door Stop	N	\$3,543.68	1
4	St. Thomas Aquinas CES	8/31/2023	9/5/2023	6/28/2024	Compassion	N	\$60.58	1
5	St. Joan of Arc CHS	9/18/2023	9/5/2023	6/28/2024	Extenuating circumstances	N	\$3,167.25	1
6	St. Elizabeth Seton	8/31/2023	9/5/2023	10/31/2024	Compassion	N	\$271.88	1
7	St. Joseph CES	9/27/2023	9/5/2023	6/28/2024	Extenuating circumstances	N	\$785.26	1
8	Father Bressani CHS	9/1/2023	9/6/2023	6/28/2024	Extenuating circumstances	N	\$0.00	1
9	Holy Name CES	9/18/2023	9/18/2023	12/22/2023	Extenuating circumstances	N	\$6,749.94	1
10	St. Robert CHS	8/31/2023	9/5/2023	6/28/2024	Compassion	N	\$935.70	1
11	St. Thomas Aquinas CES	9/18/2023	9/18/2023	6/28/2024	Extenuating circumstances	N	\$484.47	1
12	Holy Cross Catholic Academy	8/31/2023	9/5/2023	6/28/2024	Extenuating circumstances	Y	\$880.85	1
13	St. Marguerite d'Youville CES	8/31/2023	9/5/2023	6/28/2024	Compassion	Y	\$0.00	2
14	Notre Dame CES	9/18/2023	9/18/2023	6/28/2024	Extenuating circumstances	N	\$0.00	1
15	St. Jerome CES	8/31/2023	9/5/2023	6/28/2024	Extenuating circumstances	N	\$1,162.62	2
16	St. Joseph the Worker	9/18/2023	9/18/2023	6/28/2024	Compassion	N	\$2,145.71	1
17	St. Elizabeth Seton	8/31/2023	9/5/2023	6/28/2024	Extenuating circumstances	N	\$319.70	1
18	St. Maximilian Kolbe CHS	9/1/2023	9/5/2023	6/28/2024	Extenuating circumstances	N	\$800.00	1
19	St. Thomas Aquinas CES	8/23/2022	9/5/2023	6/28/2024	Compassion	N	\$1,111.92	1
20	St. Mark CES	11/7/2023	11/7/2023	6/28/2024	Compassion	N	\$482.71	1
21	St. Maximilian Kolbe CHS	12/1/2023	12/1/2023	6/28/2024	Compassion	N	\$542.34	2
22	Sacred Heart CHS	1/18/2024	1/22/2024	6/28/2024	Extenuating circumstances	Y	\$593.69	1
23	St. Mary Immaculate CES	1/16/2024	1/23/2024	2/26/2024	Extenuating circumstances	N	\$16.22	1
24	St. Elizabeth Seton CES	1/12/2024	1/12/2024	6/28/2024	Extenuating circumstances	Y	\$0.00	1
Total							\$31,057.99	30

The Director has a budget allocation of \$41,986 for the 2023-24 school year. Current exceptions are just over \$31,000.00.

Summary:

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

Prepared and Submitted By:
Endorsed By:

Tom Pechkovsky, Coordinating Manager Planning and Operations
John DeFaveri, Interim Director of Education
Jennifer Sarna, Associate Director

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees
FROM: Administration
DATE: February 27, 2024
RE: **NOMINAL Enrolment Projections 2024-2033**

EXECUTIVE SUMMARY:

The intent of this report is to provide the Board with updated NOMINAL enrolment projections based on October 31, 2023 actual enrolment.

Enrolment projections are updated annually in support of many Board decision making processes, including capital planning, program planning, budget development, staffing and Ministry reporting. Planning staff has met with each area Superintendent to review their schools' short and long term projections in detail.

System wide enrolment for 2024-25 is anticipated to decline by 836 students (-1.69%) from the current school year. Enrolment in the elementary panel will experience a continued decline over the next ten years. Enrolment in the Secondary panel is projected to increase next year then begin to decline over the balance of the 10-year forecast.

Attached as appendices, are tables summarizing 2023 actual enrolment by grade, as well as 10-year enrolment projections.

BACKGROUND:

Enrolment projections are updated annually by Planning Services. Planning staff utilize a number of methodologies, data sources and considerable analysis in the development of a detailed by grade, by school, 10-year enrolment forecast.

Projections are prepared in a "hybrid" model that includes a grade (cohort) survival approach and a number of other data sources to validate and model projected school enrolments.

Historical Enrolment

Although past trends do not necessarily repeat themselves, monitoring, analyzing and modeling based on previous enrolment are important elements in the development of projections. One example of this is the annual review of retention rates. Retention rates are the core to the Cohort Survival Method, which forecasts the number of students within schools that move through the grades from one year to the next. Retention rates are annually reviewed and adjusted by school, by grade, by year and by program.

Development Data

A variety of data sources are monitored and compiled throughout the calendar year to track

development applications and their timing. Municipal development applications for both short and long term residential developments are monitored and tracked throughout the year and represent one of the most vital data inputs in forecasting growth from new development.

Timing of new residential unit closings are estimated based on annual subdivision surveys, historical building permit trends, economic indicators, as well as Regional and Municipal unit forecasts and approvals.

Estimated pupil yields generated by new development are calculated by Planning Services and applied by unit type with consideration to the following variables: housing type, location, community, regional and provincial demographics as well as historical trends.

Planning staff work closely with the regional and local municipalities to maintain an up to date perspective of development and population forecasts and liaise regularly as required.

Where there is a lack of formal documentation and timing for long term development trends, such as high density proposals and white-belt expansions, assumptions have been made to ensure projections are consistent with long term regional growth forecasts.

Building Permit and Occupancy Data

Building permit and occupancy data are tracked to ensure short-term residential growth is accurately recorded.

Live Birth Data

Live birth data is analyzed at both a micro and macro level, and currently represents one of the only indicators for forecasting JK enrolment.

ENROLMENT PROJECTION OVERVIEW:

The Board is experiencing long term enrolment decline throughout the Region. As noted in the executive summary, enrolment between the 2023-24 and 2024-25 school years is anticipated to decline by 836 students. Over the next 10 years, enrolment is anticipated to decline by an average of -1.14% annually.

Although overall decline is anticipated, primarily in the Elementary panel, there will be pockets of residential growth that will require student accommodation. Within the Town of East Gwillimbury, Administration has received a capital priority approval for an elementary school in Queensville in response to residential growth.

Administration continues to monitor a number of external factors, including servicing restrictions, provincial housing targets, interest rates, overall population shifts and immigration patterns. Influences of these factors on overall projected enrolment is anticipated to have a gradual impact over the long term.

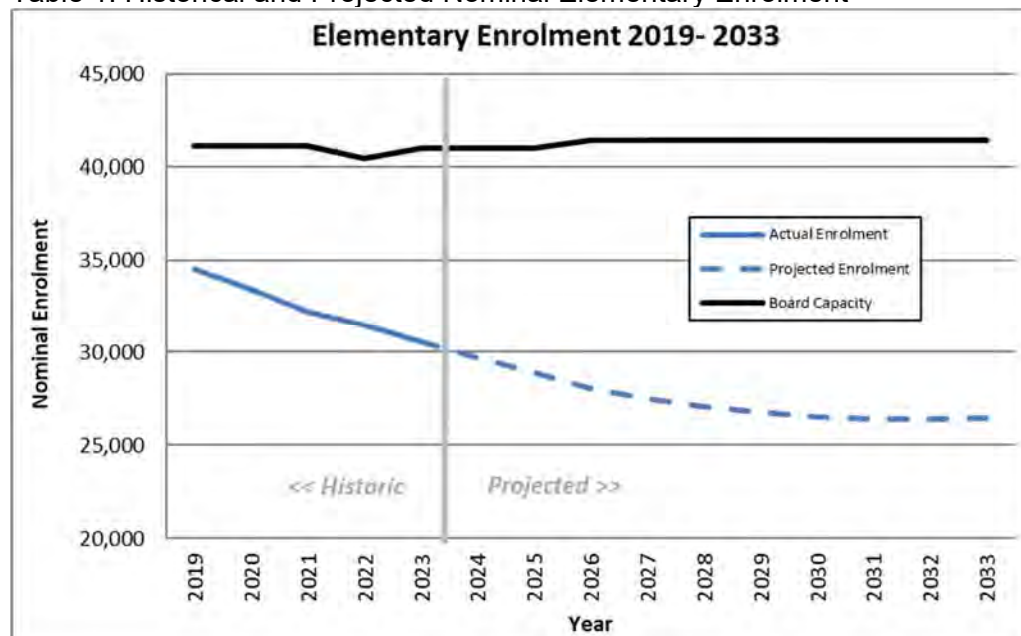
The charts below illustrate 5-year historical enrolment as well as a 10-year projection, by panel.

Elementary

Elementary enrolment is anticipated to decline by 860 students for the 2024/25 school year for a total of 29,662 students. Table 1 below illustrates 5 years of historical enrolment and the 10-year forecast.

Over the next 10 years, enrolment at the elementary panel is anticipated to decline at an average rate of -1.73% annually.

Table 1. Historical and Projected Nominal Elementary Enrolment



Notes: Capacity does not include portables or portapaks
 Capacity increase for 2023 assumes the opening of Blessed Chiara Badano and St. Katharine Drexel (Elementary)
 Capacity increase for 2026 assumes the opening for the Queensville elementary school

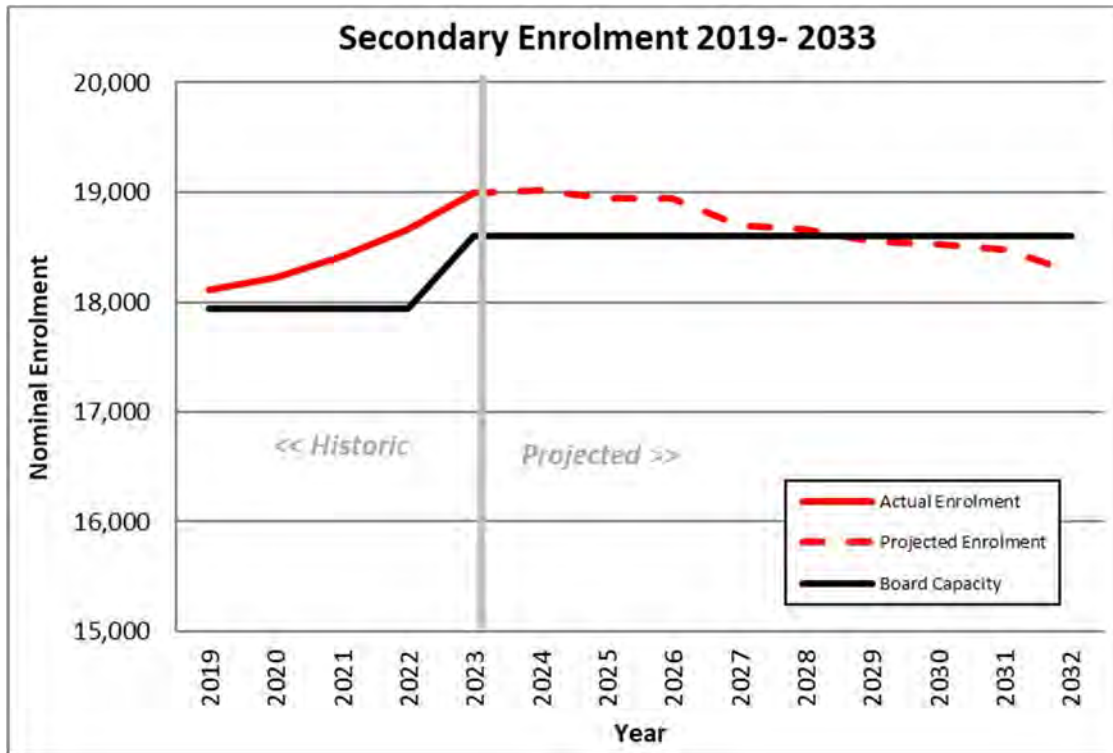
Secondary

Secondary enrolment is anticipated to increase by 24 students for the 2024-25 school year for a total of 19,018 students.

Table 2 below illustrates 5 years of historical enrolment and the 10-year forecast. Though little change in overall enrolment is anticipated over the next 2-3 years, over the next 10 years, enrolment at the secondary panel is anticipated to decline at an average rate of -1.14% annually.

The longer term decline at the secondary panel is due in part to the smaller grade cohorts working their way through the elementary panel into the secondary panel. Despite the projected decline in grade 8's each year transitioning into Grade 9, the Board continues to see positive growth in the number of students coming to our Board who attended a YRDSB elementary school. If not for the influx of students from Grade 8 to Grade 9 annually, the overall long term decline at the secondary panel would be more significant.

Table 2. Historical and Projected Nominal Secondary Enrolment

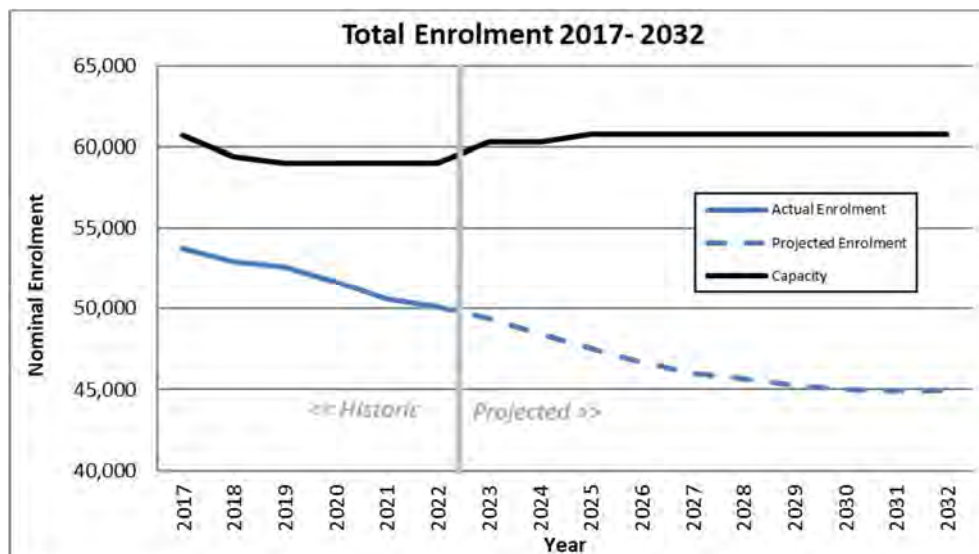


Notes: Capacity does not include portables or portapaks
 Capacity increase for 2023 assumes the opening of St. Katharine Drexel

Board Total

Overall enrolment throughout the next 10 years is anticipated to decrease at an average rate of -1.14%. Over the next 5 years, enrolment is projected to decrease, with an annual average rate of -1.61%. From 2028-2032, enrolment is projected to decrease by an annual average rate of -0.67%.

Table 3. Historical and Projected Nominal Enrolment (Board Total)



Notes: Capacity does not include portables or portapaks

Capacity increase for 2023 assumes the opening of Blessed Chiara Badano and St. Katharine Drexel

Capacity increase for 2025 assumes the opening for the Queensville elementary school

SUMMARY:

Enrolment projections continue to play a critical role in funding, budgeting, staffing and capital planning. The enrolment projections contained in this report form the basis for accommodation planning and Ministry reporting throughout the next year.

The 10 Year NOMINAL enrolment projections indicate a system wide annual enrolment decline of - 1.14%. Administration will closely monitor changes in enrolment and revise the Board's short and long term enrolment projections as required.

As illustrated in the enrolment projections, enrolment decline continues to be a challenge for the system and will be a consideration in the development of the Long Term Accommodation Plan.

Additional updates will be provided as part of Administration's annual reporting to the Board.

APPENDICES:

1. [Alpha By-School / By-Program – 10 year NOMINAL Projections \(Elementary\)](#)
2. [Alpha By-School / By-Program – 10 year NOMINAL Projections \(Secondary\)](#)
3. [Alpha By-Trustee Area / By-School / By-Program – 10 year NOMINAL projections \(Elementary\)](#)
4. [October 31,2023 Nominal By Grade / By-School / By-Program Actual Enrolment \(Elementary\)](#)
5. [October 31,2023 Nominal By Grade / By School / By-Program Actual Enrolment \(Secondary\)](#)
6. [Summary of Enrolment Projection Assumptions](#)

Prepared By: Adam McDonald, Manager of Accommodation Planning and Property
 Submitted By: Tom Pechkovsky, Coordinating Manager, Planning and Operations
 Endorsed By: John DeFaveri, Interim Director of Education
 Jennifer Sarna, Associate Director

YORK CATHOLIC DISTRICT SCHOOL BOARD
ELEMENTARY NOMINAL PROJECTION SUMMARY
2024-2033 Alpha By School By Program - 10 Year Nominal Projections

Projection Date: February 7, 2024

SCHOOL	Board Capacity	Trustee	Port (Dec 2023)	PAK (Dec 2023)	Cap with Pak	Program ¹	Actual 2023 NOMINAL	2023 % UTIL (Without Pak)	10 Year projected October 31st NOMINAL Enrolment									
									2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
All Saints	421	Carol Cotton	0	0	421	English	242	57%	226	200	184	168	153	153	155	142	152	154
Blessed Chiara Badano	291	Elizabeth Crowe	0	0	291	French Immersion	172	59%	165	170	181	192	203	214	213	215	213	214
Blessed Scalabrini	360	Angela Grella / Jennifer Wigston	0	0	360	English	185	51%	182	171	175	167	167	172	159	164	170	186
Blessed Trinity	870	Angela Saggese	0	0	870	English	348		346	328	321	317	317	323	318	324	330	328
						French Immersion	197		197	180	170	163	156	155	153	145	142	137
						School Total	545	63%	543	508	491	480	473	478	471	469	472	465
Canadian Martyrs	494	Theresa McNicol	2	0	494	English	532	108%	512	482	463	437	415	387	356	318	305	282
Christ the King	455	Maria Iafrate / Joseph DiMeo	8	0	455	English	281		276	252	252	256	249	229	217	223	233	221
						French Immersion	294		285	272	259	257	253	249	242	231	223	216
						School Total	575	126%	561	524	511	513	502	478	459	454	456	437
Corpus Christi	354	Maria Iafrate / Joseph DiMeo	0	0	354	English	133	38%	136	142	159	192	216	224	240	250	256	266
Divine Mercy	513	Angela Saggese	0	0	513	English	192	37%	176	160	156	156	151	139	129	117	110	108
Father Frederick McGinn	588	Maria Iafrate / Joseph DiMeo	0	0	588	English	382	65%	374	350	332	320	306	295	281	273	270	264
Father Henri Nouwen	499	Maria Iafrate / Joseph DiMeo	0	0	499	English	142		124	111	105	100	98	97	96	98	96	97
						PACE	18		32	46	56	56	56	56	56	56	56	56
						School Total	160	32%	156	157	161	156	154	153	152	154	152	153
Father John Kelly	464	Angela Saggese	0	0	464	English	261	56%	243	239	226	221	211	203	209	203	199	192
Good Shepherd	369	Theresa McNicol	4	0	369	English	405	110%	433	474	494	536	572	602	620	623	641	645
Guardian Angels	694	Angela Grella / Jennifer Wigston	0	0	694	English	628	90%	618	591	580	570	557	531	516	512	504	504
Holy Jubilee	680	Angela Saggese	0	10	910	English	314	46%	294	262	231	207	181	168	159	139	126	122
Holy Name	530	Elizabeth Crowe	3	0	530	English	515	97%	518	500	483	491	514	529	560	580	588	588
Holy Spirit	501	Elizabeth Crowe	0	0	501	English	391	78%	401	402	390	391	379	361	357	344	348	348
Immaculate Conception	527	Angela Grella / Jennifer Wigston	0	0	527	English	358	68%	348	338	326	308	312	302	284	284	275	261
Light of Christ	496	Elizabeth Crowe	0	0	496	English	302	61%	304	307	293	289	282	279	270	267	269	255
Notre Dame	582	Theresa McNicol	0	0	582	English	439	75%	418	411	393	376	363	353	340	316	302	287
Our Lady Help of Christians	573	Maria Iafrate / Joseph DiMeo	0	0	573	English	341	60%	340	335	340	339	344	362	365	373	384	390
Our Lady of Fatima	602	Michaela Barbieri	0	0	602	English	262		247	244	228	223	217	222	224	222	231	240
						French Immersion	203		194	191	184	183	184	185	185	187	185	183
						School Total	465	77%	441	435	412	406	401	407	409	409	416	423
Our Lady of Good Counsel	461	Theresa McNicol	6	0	461	English	545	118%	563	585	600	616	622	637	637	627	603	603
Our Lady of Grace	360	Elizabeth Crowe	0	0	360	English	233	65%	226	213	199	198	204	205	202	188	180	174
Our Lady of Hope	461	Maria Iafrate / Joseph DiMeo	0	6	599	English	270	59%	253	228	232	231	235	232	234	230	226	219
Our Lady of the Annunciation	530	Maria Iafrate / Joseph DiMeo	0	0	530	English	207	39%	193	195	200	206	214	227	228	237	245	247
Our Lady of the Lake (Elementary)	184	Theresa McNicol	0	0	184	English (Gr 7s and 8s)	175		170	191	182	186	202	175	156	168	167	159
						French Immersion (Gr 7s and 8s)	31		33	35	37	52	63	62	57	53	53	51
						School Total	206	112%	203	226	219	238	265	237	213	221	220	210
Our Lady of the Rosary	398	Angela Grella / Jennifer Wigston	0	0	398	English	309	78%	339	363	417	468	529	595	653	712	744	775
Pope Francis	602	Angela Saggese	0	10	832	English	871	145%	871	876	869	868	843	838	825	809	813	803
Prince of Peace	340	Theresa McNicol	0	0	340	English	254	75%	262	266	272	264	263	263	260	252	246	241
San Lorenzo Ruiz	643	Carol Cotton	0	0	643	English	421	65%	394	381	372	347	338	333	315	301	301	273
San Marco	487	Michaela Barbieri	0	0	487	English	275	56%	275	268	258	252	230	220	199	189	189	189
Sir Richard W. Scott	291	Frank Alexander	0	8	475	English	236	81%	224	213	201	195	177	165	159	148	142	134
St. Agnes of Assisi	511	Angela Grella / Jennifer Wigston	0	0	511	English	283	55%	266	244	236	228	213	200	187	182	175	170
St. Andrew	522	Michaela Barbieri	0	0	522	English	280	54%	265	257	243	239	233	228	214	214	200	206
St. Angela Merici	340	Michaela Barbieri	0	8	524	English	267	79%	265	258	246	232	222	205	189	175	166	166
St. Anne	404	Maria Iafrate / Joseph DiMeo	0	0	404	English	328	81%	305	299	295	290	280	264	245	233	216	204

YORK CATHOLIC DISTRICT SCHOOL BOARD
ELEMENTARY NOMINAL PROJECTION SUMMARY
2024-2033 Alpha By School By Program - 10 Year Nominal Projections

Projection Date: February 7, 2024

SCHOOL	Board Capacity	Trustee	Port (Dec 2023)	PAK (Dec 2023)	Cap with Pak	Program ¹	Actual 2023 NOMINAL	2023 % UTIL (Without Pak)	10 Year projected October 31st NOMINAL Enrolment									
									2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
St. Anthony	349	Carol Cotton	0	0	349	English	94		91	88	86	90	86	81	88	90	97	103
						French Immersion	123		113	113	113	116	114	111	108	112	110	109
						School Total	217	62%	204	201	199	206	200	192	196	202	207	212
St. Benedict	409	Frank Alexander	0	0	409	English	359	88%	346	336	327	310	293	278	256	242	238	230
St. Bernadette	372	Theresa McNicol	0	0	372	English	235	63%	223	210	205	195	186	174	171	170	169	168
St. Brendan	530	Elizabeth Crowe	2	8	714	English	406	77%	367	342	312	280	257	235	232	236	233	229
St. Brigid	435	Elizabeth Crowe	0	0	435	English	313	72%	310	301	309	309	310	318	316	318	321	326
St. Catherine of Siena	294	Michaela Barbieri	0	0	294	English	234	80%	223	214	204	202	191	185	170	163	157	155
St. Cecilia	786	Angela Grella / Jennifer Wigston	0	0	786	English	515	66%	456	403	364	323	310	298	295	291	289	294
St. Charles Garnier	547	Maria lafrate / Joseph DiMeo	0	0	547	English	365		356	350	324	292	269	246	217	194	198	195
						PACE	140		141	142	125	125	125	125	125	125	125	125
						School Total	505	92%	497	492	449	417	394	371	342	319	323	320
St. Clare	406	Angela Grella / Jennifer Wigston	0	0	406	English	153	38%	135	125	114	139	184	222	274	331	406	487
St. Clement	384	Michaela Barbieri	0	0	384	English	337	88%	321	311	298	284	276	258	244	233	228	216
St. David	605	Angela Saggese	0	0	605	English	206	34%	179	163	147	139	129	115	111	105	102	106
St. Edward	392	Frank Alexander	1	0	392	French Immersion	281	72%	248	235	222	218	218	215	213	216	211	210
St. Elizabeth Seton	444	Theresa McNicol	4	0	444	English	182		183	176	169	167	159	138	124	117	112	105
						French Immersion	321		309	287	283	283	278	278	269	263	255	247
						School Total	503	113%	492	463	452	450	437	416	393	380	367	352
St. Emily	723	Angela Grella / Jennifer Wigston	0	12	999	English	448	62%	485	536	550	547	560	603	651	651	657	661
St. Francis Xavier	573	Frank Alexander	0	0	573	English	356		336	326	306	294	284	287	281	287	279	283
						French Immersion	143		150	154	155	155	150	147	149	148	145	143
						School Total	499	87%	486	480	461	449	434	434	430	435	424	426
St. Gabriel the Archangel	510	Angela Grella / Jennifer Wigston	0	0	510	English	369	72%	340	322	298	286	261	247	256	262	273	279
St. Gregory the Great	476	Angela Grella / Jennifer Wigston	0	0	476	English	231		224	217	212	206	200	196	189	183	176	172
						PACE	54		44	35	34	33	32	32	32	32	32	32
						School Total	285	60%	268	252	246	239	232	228	221	215	208	204
St. James	510	Angela Saggese	0	0	510	English	243	48%	224	208	185	169	162	146	141	132	135	133
St. Jerome	599	Elizabeth Crowe	0	0	599	English	266	44%	252	230	217	215	196	196	196	199	207	204
St. John Bosco	484	Angela Grella / Jennifer Wigston	0	0	484	French Immersion	285	59%	255	244	227	209	203	198	190	187	185	181
St. John Chrysostom	453	Theresa McNicol	0	0	453	English	222	49%	215	196	187	171	160	164	161	149	151	154
St. John Paul II	360	Maria lafrate / Joseph DiMeo	0	0	360	English	251	70%	239	241	240	234	229	225	214	211	210	209
St. John XXIII	291	Carol Cotton	0	0	291	English	151		148	158	154	152	160	175	183	197	199	207
						French Immersion	133		133	131	134	134	139	144	148	151	153	149
						School Total	284	98%	281	289	288	286	299	319	331	348	352	356
St. Joseph the Worker	464	Angela Grella / Jennifer Wigston	0	0	464	English	352		346	330	311	290	262	246	239	221	210	202
						French Immersion	135		140	141	140	141	138	137	135	137	135	135
						School Total	487	105%	486	471	451	431	400	383	374	358	345	337
St. Joseph, Aurora	380	Elizabeth Crowe	0	0	380	French Immersion	271	71%	276	271	274	273	272	274	268	261	254	246
St. Joseph, Markham	519	Frank Alexander	7	0	519	English	584	113%	567	552	538	535	517	522	522	515	499	513
St. Joseph, Richmond Hill	321	Maria lafrate / Joseph DiMeo	0	0	321	English	221	69%	212	208	200	198	191	188	184	184	185	188
St. Julia Billiard	642	Frank Alexander	0	0	642	English	328		304	278	259	248	231	227	242	253	269	286
						PACE	13		26	39	52	52	52	52	52	52	52	52
						School Total	341	53%	330	317	311	300	283	279	294	305	321	338

YORK CATHOLIC DISTRICT SCHOOL BOARD
ELEMENTARY NOMINAL PROJECTION SUMMARY
2024-2033 Alpha By School By Program - 10 Year Nominal Projections

Projection Date: February 7, 2024

SCHOOL	Board Capacity	Trustee	Port (Dec 2023)	PAK (Dec 2023)	Cap with Pak	Program ¹	Actual 2023 NOMINAL	2023 % UTIL (Without Pak)	10 Year projected October 31st NOMINAL Enrolment										
									2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	
St. Justin Martyr	398	Carol Cotton	6	6	536	English	522		526	514	512	519	482	457	428	420	386	376	
						PACE	140		146	152	149	149	149	149	149	149	149	149	149
						School Total	662	124%	672	666	661	668	631	606	577	569	535	525	
St. Kateri Tekakwitha	340	Frank Alexander	0	0	340	English	279	82%	276	278	257	235	243	232	235	239	242	240	
St. Katharine Drexel (Elementary)	322	Elizabeth Crowe	0	0	322	English (Gr 7s and 8s)	298		319	320	306	290	305	306	287	273	279	289	
						French Immersion (Gr 7s and 8s)	64		74	65	49	40	38	36	43	54	56	57	
						School Total	362	112%	393	385	355	330	343	342	330	327	335	346	
St. Margaret Mary	464	Michaela Barbieri	0	0	464	English	322	69%	296	289	282	276	276	271	265	268	279	295	
St. Marguerite d'Youville	501	Maria lafrate / Joseph DiMeo	0	6	639	English	249		234	217	218	199	183	157	149	144	133	130	
						French Immersion	158		151	152	143	144	135	131	131	129	126	125	
						School Total	407	64%	385	369	361	343	318	288	280	273	259	255	
St. Mark	393	Elizabeth Crowe	11	0	393	English	321	82%	306	324	330	355	370	390	428	454	467	488	
St. Mary	516	Elizabeth Crowe	0	8	700	English	629	122%	648	655	633	597	574	540	536	521	517	524	
St. Mary Immaculate	390	Maria lafrate / Joseph DiMeo	0	0	390	English	311	80%	298	273	262	241	242	217	191	178	166	152	
St. Mary of the Angels	646	Angela Grella / Jennifer Wigston	0	10	876	English	609	94%	557	524	495	468	456	450	472	465	475	488	
St. Matthew	300	Carol Cotton	0	0	300	English	123	41%	112	106	96	90	93	93	87	92	93	101	
St. Michael	432	Carol Cotton	0	0	432	English	279	65%	261	253	248	246	242	236	233	232	238	235	
St. Michael the Archangel	657	Angela Grella / Jennifer Wigston	0	0	657	English	458	70%	411	379	341	309	290	280	268	269	257	257	
St. Monica	441	Carol Cotton	0	0	441	English	373	85%	363	341	324	318	314	331	339	366	391	427	
St. Nicholas	441	Theresa McNicol	0	0	441	English	380	86%	402	409	397	382	372	363	350	334	315	301	
St. Padre Pio	527	Michaela Barbieri	0	8	711	English	379	72%	352	344	327	310	307	300	296	301	296	294	
St. Patrick, Markham	317	Frank Alexander	2	0	317	English	276	87%	272	247	241	230	219	217	210	194	190	188	
St. Patrick, Schomberg	355	Elizabeth Crowe	0	0	355	English	346	97%	348	338	335	320	310	305	295	284	282	272	
St. Paul	265	Theresa McNicol	0	0	265	English	117		119	116	112	109	106	100	102	105	100	103	
						PACE	12		0	0	0	0	0	0	0	0	0		
						School Total	129	49%	119	116	112	109	106	100	102	105	100	103	
St. Peter	369	Michaela Barbieri	0	0	369	English	261	71%	251	248	232	228	224	219	209	207	198	197	
St. Raphael the Archangel	441	Angela Saggese	1	0	441	English	254	58%	224	205	193	176	174	190	214	253	282	314	
St. Rene Goupil-St. Luke	231	Carol Cotton	2	0	231	English	246	106%	256	251	242	254	250	245	238	234	235	226	
St. Stephen	548	Michaela Barbieri	0	10	778	English	419	76%	440	458	494	522	562	591	624	658	668	700	
St. Thomas Aquinas	441	Theresa McNicol	1	0	441	English	213		207	197	193	189	180	187	188	188	187	187	
						French Immersion	152		159	170	176	168	161	154	152	147	145	141	
						School Total	365	83%	366	367	369	357	341	341	340	335	332	328	
St. Veronica	599	Angela Grella / Jennifer Wigston	0	10	829	English	490	82%	444	407	373	338	331	316	304	304	301	300	

YORK CATHOLIC DISTRICT SCHOOL BOARD
ELEMENTARY NOMINAL PROJECTION SUMMARY
 2024-2033 Alpha By School By Program - 10 Year Nominal Projections

Projection Date: February 7, 2024

SCHOOL	Board Capacity	Trustee	Port (Dec 2023)	PAK (Dec 2023)	Cap with Pak	Program ¹	Actual 2023 NOMINAL	2023 % UTIL (Without Pak)	10 Year projected October 31st NOMINAL Enrolment									
									2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
TOTAL Elementary	40,989		60	120	43,749	English	27,182		26,391	25,650	24,912	24,360	23,977	23,681	23,463	23,354	23,379	23,490
						French Immersion	2,963		2,882	2,811	2,747	2,728	2,705	2,690	2,656	2,636	2,591	2,544
						PACE	377		389	414	416	415	414	414	414	414	414	414
						Total	30,522	74%	29,662	28,875	28,075	27,503	27,096	26,785	26,533	26,404	26,384	26,448
Actual Change						-909		-860	-787	-800	-572	-407	-311	-252	-129	-20	64	
Percent Change						-2.89%		-2.82%	-2.65%	-2.77%	-2.04%	-1.48%	-1.15%	-0.94%	-0.49%	-0.08%	0.24%	

Program Distribution As a Percentage of Overall Enrolment

Program	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
English	89.1%	89.0%	88.8%	88.7%	88.6%	88.5%	88.4%	88.4%	88.4%	88.6%	88.8%
French Immersion	9.7%	9.7%	9.7%	9.8%	9.9%	10.0%	10.0%	10.0%	10.0%	9.8%	9.6%
PACE	1.2%	1.3%	1.4%	1.5%	1.5%	1.5%	1.5%	1.6%	1.6%	1.6%	1.6%

¹ English is defined as standard YCDSB Programming

Elementary Assumptions

October 31, 2023 base enrolment extracted from Maplewood
 Projections for programs (FI, PACE) are specific to each school based on enrolment history as well other data available
 Trustee identification has been obtained from the 2023/24 Superintendent/Trustee Family of Schools document

YORK CATHOLIC DISTRICT SCHOOL BOARD
SECONDARY NOMINAL PROJECTION SUMMARY
 2024-2033 Alpha By School By Program - 10 Year Nominal Projections

Projection Date: February 7, 2024

School	Board Capacity	Trustee	Port (Dec 2023)	PAK (Dec 2023)	Cap with Pak	Program ¹	Actual Oct 2023 NOMINAL	2023 % UTIL (Without Pak)	10 Year Projected October 31st NOMINAL Enrolment									
									2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
Cardinal Carter	1,398	Elizabeth Crowe	5	0	1,398	English	1,195		1,128	1,068	1,000	944	955	927	929	901	915	909
						IB	186		189	200	202	210	209	221	210	213	213	211
						School Total	1,381	99%	1,317	1,268	1,202	1,154	1,164	1,148	1,139	1,114	1,128	1,120
Father Bressani	1,236	Angela Grella / Jennifer Wigston	0	0	1,236	English	1,062		1,080	985	928	897	841	822	791	783	768	736
						French Immersion	210		238	236	253	237	221	221	207	199	189	180
						School Total	1,272	103%	1,318	1,221	1,181	1,134	1,062	1,043	998	982	957	916
Father Michael McGivney	1,185	Frank Alexander	0	0	1,185	English	813		805	743	684	673	676	689	709	711	689	664
						IB	360		352	348	336	336	335	332	329	324	318	311
						School Total	1,173	99%	1,157	1,091	1,020	1,009	1,011	1,021	1,038	1,035	1,007	975
Holy Cross	1,170	Michaela Barbieri	3	0	1,170	English	1,185		1,212	1,237	1,251	1,242	1,237	1,270	1,273	1,281	1,286	1,268
						IB	79		95	119	122	132	136	135	138	137	134	134
						School Total	1,264	108%	1,307	1,356	1,373	1,374	1,373	1,405	1,411	1,418	1,420	1,402
Our Lady of the Lake	480	Theresa McNicol	0	6	606	English	290		292	271	287	285	272	290	301	288	288	290
						French Immersion	11		26	40	53	57	56	67	75	84	86	83
						School Total	301	63%	318	311	340	342	328	357	376	372	374	373
Our Lady Queen of the World	1,059	Maria lafrate / Joseph DiMeo	0	0	1,059	English	795		809	775	755	757	770	766	776	780	784	780
						French Immersion	294		275	280	298	282	283	266	250	250	243	246
						School Total	1,089	103%	1,084	1,055	1,053	1,039	1,053	1,032	1,026	1,030	1,027	1,026
Sacred Heart	1,134	Theresa McNicol	0	4	1,218	English	992		1,030	1,057	1,156	1,143	1,162	1,178	1,169	1,186	1,172	1,171
						RAP	207		206	210	212	214	213	212	212	214	215	214
						School Total	1,199	106%	1,236	1,267	1,368	1,357	1,375	1,390	1,381	1,400	1,387	1,385
St. Augustine	1,218	Carol Cotton	4	0	1218	English	1,472		1,559	1,603	1,639	1,599	1,601	1,550	1,551	1,508	1,461	1,416
St. Brother Andre	1,155	Frank Alexander	0	24	1,659	English	1,245		1,084	944	808	772	778	770	790	804	807	806
						French Immersion	182		197	197	186	191	186	180	176	174	172	173
						School Total	1,427	124%	1,281	1,141	994	963	964	950	966	978	979	979
St. Elizabeth	1,428	Angela Grella / Jennifer Wigston	6	6	1,554	English	852		801	711	640	605	627	615	622	650	653	678
						RAP	289		248	262	243	257	261	257	258	258	256	247
						School Total	1,141	80%	1,049	973	883	862	888	872	880	908	909	925
St. Jean de Brebeuf	1,263	Angela Grella / Jennifer Wigston	0	20	1,683	English	1,592	126%	1,539	1,521	1,521	1,462	1,442	1,451	1,458	1,415	1,417	1,400
St. Joan of Arc	1,557	Angela Saggese	4	0	1,557	English	967	62%	1,009	1,091	1,187	1,186	1,148	1,091	1,033	1,016	1,001	993
St. Katharine Drexel	660	Elizabeth Crowe	0	0	660	English	80		200	343	498	585	616	634	649	633	625	627
						French Immersion	22		50	86	124	129	123	105	87	76	81	90
						School Total	102	15%	250	429	622	714	739	739	736	709	706	717
St. Luke Learning Centre	105	Elizabeth Crowe	0	0	105	English	42	40%	48	52	50	50	50	50	50	50	50	50
St. Maximilian Kolbe	1,287	Crowe \ McNicol	0	6	1,413	English	1,135		1,057	1,058	1,019	1,003	1,025	1,023	1,022	1,047	969	943
						French Immersion	164		185	219	224	204	206	187	191	193	191	195
						School Total	1,299	101%	1,242	1,277	1,243	1,207	1,231	1,210	1,213	1,240	1,160	1,138
St. Robert	1,104	Carol Cotton	13	12	1,356	English	1,064		1,075	1,052	1,049	1,025	1,011	1,021	1,044	1,082	1,089	1,127
						IB	617		629	640	638	634	632	628	627	621	610	605
						School Total	1,681	152%	1,704	1,692	1,687	1,659	1,643	1,649	1,671	1,703	1,699	1,732
St. Theresa of Lisieux	1,161	Maria lafrate / Joseph DiMeo	12	12	1,413	English	1,592	137%	1,600	1,599	1,600	1,599	1,600	1,602	1,603	1,599	1,599	1,594

YORK CATHOLIC DISTRICT SCHOOL BOARD
SECONDARY NOMINAL PROJECTION SUMMARY
 2024-2033 Alpha By School By Program - 10 Year Nominal Projections

Projection Date: February 7, 2024

School	Board Capacity	Trustee	Port (Dec 2023)	PAK (Dec 2023)	Cap with Pak	Program ¹	Actual Oct 2023 NOMINAL	2023 % UTIL (Without Pak)	10 Year Projected October 31st NOMINAL Enrolment									
									2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
						English	16,373		16328.48	16110	16072	15827	15811	15749	15770	15734	15573	15452
						IB	1,242		1265	1307	1298	1312	1312	1316	1304	1295	1275	1261
						French Immersion	883		971	1058	1138	1100	1075	1026	986	976	962	967
						RAP	496		453.5243	472	455	471	474	469	470	472	471	461
TOTAL Secondary	18,600		47	90	20,490	Total	18,994		19,018	18,947	18,963	18,710	18,672	18,560	18,530	18,477	18,281	18,141
Actual Change							325		24	-71	16	-253	-38	-112	-30	-53	-196	-140
Percentage Change							1.74%		0.13%	-0.37%	0.08%	-1.33%	-0.20%	-0.60%	-0.16%	-0.29%	-1.06%	-0.77%

System Total	59,589		107	210	64,239		49,516		48,680	47,822	47,038	46,213	45,768	45,345	45,063	44,881	44,665	44,589
Actual Change							-584		-836	-858	-784	-825	-445	-423	-282	-182	-216	-76
Percentage Change							-1.17%		-1.69%	-1.76%	-1.64%	-1.75%	-0.96%	-0.92%	-0.62%	-0.40%	-0.48%	-0.17%

Secondary Program Distribution as Percentage of Overall Enrolment

Program	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
English	86.2%	85.9%	85.0%	84.8%	84.6%	84.7%	84.9%	85.1%	85.2%	85.2%	85.2%
IB	6.5%	6.7%	6.9%	6.8%	7.0%	7.0%	7.1%	7.0%	7.0%	7.0%	7.0%
French Immersion	4.6%	5.1%	5.6%	6.0%	5.9%	5.8%	5.5%	5.3%	5.3%	5.3%	5.3%
RAP	2.6%	2.4%	2.5%	2.4%	2.5%	2.5%	2.5%	2.5%	2.6%	2.6%	2.5%

¹ English is defined as standard YCDSB Programming

Secondary Assumptions

October 31, 2023 base enrolment extracted from Maplewood
 Projections for programs (IB, FI, PACE, RAP) are specific to each school based on enrolment history as well as other data available
 Trustee identification has been obtained from the 2023/24 Superintendent/Trustee Family of Schools document

YORK CATHOLIC DISTRICT SCHOOL BOARD
ELEMENTARY NOMINAL PROJECTION SUMMARY
 2024-2033 Alpha By Trustee By Program - 10 Year Nominal Projections

Projection Date: February 7, 2024

SCHOOL	Board Capacity	Trustee	Port (Dec 2023)	PAK (Dec 2023)	Cap with Pak	Program ¹	Actual 2023 NOMINAL	2023 % UTIL (Without Pak)	10 Year projected October 31st NOMINAL Enrolment										
									2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	
Blessed Scalabrini	360	Angela Grella / Jennifer Wigston	0	0	360	English	185	51%	182	171	175	167	167	172	159	164	170	186	
Guardian Angels	694	Angela Grella / Jennifer Wigston	0	0	694	English	628	90%	618	591	580	570	557	531	516	512	504	504	
Immaculate Conception	527	Angela Grella / Jennifer Wigston	0	0	527	English	358	68%	348	338	326	308	312	302	284	284	275	261	
Our Lady of the Rosary	398	Angela Grella / Jennifer Wigston	0	0	398	English	309	78%	339	363	417	468	529	595	653	712	744	775	
St. Agnes of Assisi	511	Angela Grella / Jennifer Wigston	0	0	511	English	283	55%	266	244	236	228	213	200	187	182	175	170	
St. Cecilia	786	Angela Grella / Jennifer Wigston	0	0	786	English	515	66%	456	403	364	323	310	298	295	291	289	294	
St. Clare	406	Angela Grella / Jennifer Wigston	0	0	406	English	153	38%	135	125	114	139	184	222	274	331	406	487	
St. Emily	723	Angela Grella / Jennifer Wigston	0	12	999	English	448	62%	485	536	550	547	560	603	651	651	657	661	
St. Gabriel the Archangel	510	Angela Grella / Jennifer Wigston	0	0	510	English	369	72%	340	322	298	286	261	247	256	262	273	279	
St. Gregory the Great	476	Angela Grella / Jennifer Wigston	0	0	476	English	231		224	217	212	206	200	196	189	183	176	172	
						PACE	54		44	35	34	33	32	32	32	32	32	32	32
						School Total	285	60%	268	252	246	239	232	228	221	215	208	204	
St. John Bosco	484	Angela Grella / Jennifer Wigston	0	0	484	French Immersion	285	59%	255	244	227	209	203	198	190	187	185	181	
St. Joseph the Worker	464	Angela Grella / Jennifer Wigston	0	0	464	English	352		346	330	311	290	262	246	239	221	210	202	
						French Immersion	135		140	141	140	141	138	137	135	137	135	135	
						School Total	487	105%	486	471	451	431	400	383	374	358	345	337	
St. Mary of the Angels	646	Angela Grella / Jennifer Wigston	0	10	876	English	609	94%	557	524	495	468	456	450	472	465	475	488	
St. Michael the Archangel	657	Angela Grella / Jennifer Wigston	0	0	657	English	458	70%	411	379	341	309	290	280	268	269	257	257	
St. Veronica	599	Angela Grella / Jennifer Wigston	0	10	829	English	490	82%	444	407	373	338	331	316	304	304	301	300	
TRUSTEE SUB TOTAL	8,241		0	32	8,977		5,862	71%	5,590	5,370	5,193	5,030	5,005	5,025	5,104	5,187	5,264	5,384	
Blessed Trinity	870	Angela Saggese	0	0	870	English	348		346	328	321	317	317	323	318	324	330	328	
						French Immersion	197		197	180	170	163	156	155	153	145	142	137	
						School Total	545	63%	543	508	491	480	473	478	471	469	472	465	
Divine Mercy	513	Angela Saggese	0	0	513	English	192	37%	176	160	156	156	151	139	129	117	110	108	
Father John Kelly	464	Angela Saggese	0	0	464	English	261	56%	243	239	226	221	211	203	209	203	199	192	
Holy Jubilee	680	Angela Saggese	0	10	910	English	314	46%	294	262	231	207	181	168	159	139	126	122	
Pope Francis	602	Angela Saggese	0	10	832	English	871	145%	871	876	869	868	843	838	825	809	813	803	
St. David	605	Angela Saggese	0	0	605	English	206	34%	179	163	147	139	129	115	111	105	102	106	
St. James	510	Angela Saggese	0	0	510	English	243	48%	224	208	185	169	162	146	141	132	135	133	
St. Raphael the Archangel	441	Angela Saggese	1	0	441	English	254	58%	224	205	193	176	174	190	214	253	282	314	
TRUSTEE SUB TOTAL	4,685		1	20	5,145		2,886	62%	2,754	2,621	2,498	2,416	2,324	2,277	2,259	2,227	2,239	2,243	

YORK CATHOLIC DISTRICT SCHOOL BOARD
ELEMENTARY NOMINAL PROJECTION SUMMARY
 2024-2033 Alpha By Trustee By Program - 10 Year Nominal Projections

Projection Date: February 7, 2024

SCHOOL	Board Capacity	Trustee	Port (Dec 2023)	PAK (Dec 2023)	Cap with Pak	Program ¹	Actual 2023 NOMINAL	2023 % UTIL (Without Pak)	10 Year projected October 31st NOMINAL Enrolment									
									2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
All Saints	421	Carol Cotton	0	0	421	English	242	57%	226	200	184	168	153	153	155	142	152	154
San Lorenzo Ruiz	643	Carol Cotton	0	0	643	English	421	65%	394	381	372	347	338	333	315	301	301	273
St. Anthony	349	Carol Cotton	0	0	349	English	94		91	88	86	90	86	81	88	90	97	103
						French Immersion	123		113	113	113	116	114	111	108	112	110	109
						School Total	217	62%	204	201	199	206	200	192	196	202	207	212
St. John XXIII	291	Carol Cotton	0	0	291	English	151		148	158	154	152	160	175	183	197	199	207
						French Immersion	133		133	131	134	134	139	144	148	151	153	149
						School Total	284	98%	281	289	288	286	299	319	331	348	352	356
St. Justin Martyr	398	Carol Cotton	6	6	536	English	522		526	514	512	519	482	457	428	420	386	376
						PACE	140		146	152	149	149	149	149	149	149	149	149
						School Total	662	166%	672	666	661	668	631	606	577	569	535	525
St. Matthew	300	Carol Cotton	0	0	300	English	123	41%	112	106	96	90	93	93	87	92	93	101
St. Michael	432	Carol Cotton	0	0	432	English	279	65%	261	253	248	246	242	236	233	232	238	235
St. Monica	441	Carol Cotton	0	0	441	English	373	85%	363	341	324	318	314	331	339	366	391	427
St. Rene Goupil-St. Luke	231	Carol Cotton	2	0	231	English	246	106%	256	251	242	254	250	245	238	234	235	226
TRUSTEE SUB TOTAL	3,506		8	6	3,644		2,847	81%	2,769	2,688	2,614	2,583	2,520	2,508	2,471	2,486	2,504	2,509
Blessed Chiara Badano	291	Elizabeth Crowe	0	0	291	French Immersion	172	0%	165	170	181	192	203	214	213	215	213	214
Holy Name	530	Elizabeth Crowe	3	0	530	English	515	97%	518	500	483	491	514	529	560	580	588	588
Holy Spirit	501	Elizabeth Crowe	0	0	501	English	391	78%	401	402	390	391	379	361	357	344	348	348
Light of Christ	496	Elizabeth Crowe	0	0	496	English	302	61%	304	307	293	289	282	279	270	267	269	255
Our Lady of Grace	360	Elizabeth Crowe	0	0	360	English	233	65%	226	213	199	198	204	205	202	188	180	174
St. Brendan	530	Elizabeth Crowe	2	8	714	English	406	77%	367	342	312	280	257	235	232	236	233	229
St. Brigid	435	Elizabeth Crowe	0	0	435	English	313	72%	310	301	309	309	310	318	316	318	321	326
St. Jerome	599	Elizabeth Crowe	0	0	599	English	266	44%	252	230	217	215	196	196	196	199	207	204
St. Joseph, Aurora	380	Elizabeth Crowe	0	0	380	French Immersion	271	71%	276	271	274	273	272	274	268	261	254	246
St. Katharine Drexel (Elementary)	322	Elizabeth Crowe	0	0	322	English (Gr 7s and 8s)	298		319	320	306	290	305	306	287	273	279	289
						French Immersion (Gr 7s and 8s)	64		74	65	49	40	38	36	43	54	56	57
						School Total	362	112%	393	385	355	330	343	342	330	327	335	346
St. Mark	393	Elizabeth Crowe	11	0	393	English	321	82%	306	324	330	355	370	390	428	454	467	488
St. Mary	516	Elizabeth Crowe	0	8	700	English	629	122%	648	655	633	597	574	540	536	521	517	524
St. Patrick, Schomberg	355	Elizabeth Crowe	0	0	355	English	346	97%	348	338	335	320	310	305	295	284	282	272
TRUSTEE SUB TOTAL	5,708		16	16	6,076		4,527	79%	4,514	4,438	4,311	4,240	4,214	4,188	4,203	4,194	4,214	4,214

YORK CATHOLIC DISTRICT SCHOOL BOARD
ELEMENTARY NOMINAL PROJECTION SUMMARY
 2024-2033 Alpha By Trustee By Program - 10 Year Nominal Projections

Projection Date: February 7, 2024

SCHOOL	Board Capacity	Trustee	Port (Dec 2023)	PAK (Dec 2023)	Cap with Pak	Program ¹	Actual 2023 NOMINAL	2023 % UTIL (Without Pak)	10 Year projected October 31st NOMINAL Enrolment									
									2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
Sir Richard W. Scott	291	Frank Alexander	0	8	475	English	236	81%	224	213	201	195	177	165	159	148	142	134
St. Benedict	409	Frank Alexander	0	0	409	English	359	88%	346	336	327	310	293	278	256	242	238	230
St. Edward	392	Frank Alexander	1	0	392	French Immersion	281	72%	248	235	222	218	218	215	213	216	211	210
St. Francis Xavier	573	Frank Alexander	0	0	573	English	356		336	326	306	294	284	287	281	287	279	283
						French Immersion	143		150	154	155	155	150	147	149	148	145	143
						School Total	499	87%	486	480	461	449	434	434	430	435	424	426
St. Joseph, Markham	519	Frank Alexander	7	0	519	English	584	113%	567	552	538	535	517	522	522	515	499	513
St. Julia Billiard	642	Frank Alexander	0	0	642	English	328		304	278	259	248	231	227	242	253	269	286
						PACE	13		26	39	52	52	52	52	52	52	52	52
						School Total	341	53%	330	317	311	300	283	279	294	305	321	338
St. Kateri Tekakwitha	340	Frank Alexander	0	0	340	English	279	82%	276	278	257	235	243	232	235	239	242	240
St. Patrick, Markham	317	Frank Alexander	2	0	317	English	276	87%	272	247	241	230	219	217	210	194	190	188
TRUSTEE SUB TOTAL	3,483		10	8	3,667		2,855	82%	2,749	2,658	2,558	2,472	2,384	2,342	2,319	2,294	2,267	2,279
Christ the King	455	Maria lafrate / Joseph DiMeo	8	0	455	English	281		276	252	252	256	249	229	217	223	233	221
						French Immersion	294		285	272	259	257	253	249	242	231	223	216
						School Total	575	126%	561	524	511	513	502	478	459	454	456	437
Corpus Christi	354	Maria lafrate / Joseph DiMeo	0	0	354	English	133	38%	136	142	159	192	216	224	240	250	256	266
Father Frederick McGinn	588	Maria lafrate / Joseph DiMeo	0	0	588	English	382	65%	374	350	332	320	306	295	281	273	270	264
Father Henri Nouwen	499	Maria lafrate / Joseph DiMeo	0	0	499	English	142		124	111	105	100	98	97	96	98	96	97
						PACE	18		32	46	56	56	56	56	56	56	56	
						School Total	160	32%	156	157	161	156	154	153	152	154	152	153
Our Lady Help of Christians	573	Maria lafrate / Joseph DiMeo	0	0	573	English	341	60%	340	335	340	339	344	362	365	373	384	390
Our Lady of Hope	461	Maria lafrate / Joseph DiMeo	0	6	599	English	270	59%	253	228	232	231	235	232	234	230	226	219
Our Lady of the Annunciation	530	Maria lafrate / Joseph DiMeo	0	0	530	English	207	39%	193	195	200	206	214	227	228	237	245	247
St. Anne	404	Maria lafrate / Joseph DiMeo	0	0	404	English	328	81%	305	299	295	290	280	264	245	233	216	204
St. Charles Garnier	547	Maria lafrate / Joseph DiMeo	0	0	547	English	365		356	350	324	292	269	246	217	194	198	195
						PACE	140		141	142	125	125	125	125	125	125	125	
						School Total	505	92%	497	492	449	417	394	371	342	319	323	320
St. John Paul II	360	Maria lafrate / Joseph DiMeo	0	0	360	English	251	70%	239	241	240	234	229	225	214	211	210	209
St. Joseph, Richmond Hill	321	Maria lafrate / Joseph DiMeo	0	0	321	English	221	69%	212	208	200	198	191	188	184	184	185	188
St. Marguerite d'Youville	501	Maria lafrate / Joseph DiMeo	0	6	639	English	249		234	217	218	199	183	157	149	144	133	130
						French Immersion	158		151	152	143	144	135	131	131	129	126	125
						School Total	407	81%	385	369	361	343	318	288	280	273	259	255
St. Mary Immaculate	390	Maria lafrate / Joseph DiMeo	0	0	390	English	311	80%	298	273	262	241	242	217	191	178	166	152
TRUSTEE SUB TOTAL	5,983		8	12	6,259		4,091	68%	3,949	3,813	3,742	3,680	3,625	3,524	3,415	3,369	3,348	3,304

YORK CATHOLIC DISTRICT SCHOOL BOARD
ELEMENTARY NOMINAL PROJECTION SUMMARY
 2024-2033 Alpha By Trustee By Program - 10 Year Nominal Projections

Projection Date: February 7, 2024

SCHOOL	Board Capacity	Trustee	Port (Dec 2023)	PAK (Dec 2023)	Cap with Pak	Program ¹	Actual 2023 NOMINAL	2023 % UTIL (Without Pak)	10 Year projected October 31st NOMINAL Enrolment									
									2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
Our Lady of Fatima	602	Michaela Barbieri	0	0	602	English	262		247	244	228	223	217	222	224	222	231	240
						French Immersion	203		194	191	184	183	184	185	185	187	185	183
						School Total	465	77%	441	435	412	406	401	407	409	409	416	423
San Marco	487	Michaela Barbieri	0	0	487	English	275	56%	275	268	258	252	230	220	199	189	189	189
St. Andrew	522	Michaela Barbieri	0	0	522	English	280	54%	265	257	243	239	233	228	214	214	200	206
St. Angela Merici	340	Michaela Barbieri	0	8	524	English	267	79%	265	258	246	232	222	205	189	175	166	166
St. Catherine of Siena	294	Michaela Barbieri	0	0	294	English	234	80%	223	214	204	202	191	185	170	163	157	155
St. Clement	384	Michaela Barbieri	0	0	384	English	337	88%	321	311	298	284	276	258	244	233	228	216
St. Margaret Mary	464	Michaela Barbieri	0	0	464	English	322	69%	296	289	282	276	276	271	265	268	279	295
St. Padre Pio	527	Michaela Barbieri	0	8	711	English	379	72%	352	344	327	310	307	300	296	301	296	294
St. Peter	369	Michaela Barbieri	0	0	369	English	261	71%	251	248	232	228	224	219	209	207	198	197
St. Stephen	548	Michaela Barbieri	0	10	778	English	419	76%	440	458	494	522	562	591	624	658	668	700
TRUSTEE SUB TOTAL	4,537		0	26	5,135		3,239	71%	3,129	3,082	2,996	2,951	2,922	2,884	2,819	2,817	2,797	2,841
Canadian Martyrs	494	Theresa McNicol	2	0	494	English	532	108%	512	482	463	437	415	387	356	318	305	282
Good Shepherd	369	Theresa McNicol	4	0	369	English	405	110%	433	474	494	536	572	602	620	623	641	645
Notre Dame	582	Theresa McNicol	0	0	582	English	439	75%	418	411	393	376	363	353	340	316	302	287
Our Lady of Good Counsel	461	Theresa McNicol	6	0	461	English	545	118%	563	585	600	616	622	637	637	627	603	603
Our Lady of the Lake (Elementary)	184	Theresa McNicol	0	0	184	English (Gr 7s and 8s)	175		170	191	182	186	202	175	156	168	167	159
						French Immersion (Gr 7s and 8s)	31		33	35	37	52	63	62	57	53	53	51
						School Total	206	112%	203	226	219	238	265	237	213	221	220	210
Prince of Peace	340	Theresa McNicol	0	0	340	English	254	75%	262	266	272	264	263	263	260	252	246	241
St. Bernadette	372	Theresa McNicol	0	0	372	English	235	63%	223	210	205	195	186	174	171	170	169	168
St. Elizabeth Seton	444	Theresa McNicol	4	0	444	English	182		183	176	169	167	159	138	124	117	112	105
						French Immersion	321		309	287	283	283	278	278	269	263	255	247
						School Total	503	113%	492	463	452	450	437	416	393	380	367	352
St. John Chrysostom	453	Theresa McNicol	0	0	453	English	222	49%	215	196	187	171	160	164	161	149	151	154
St. Nicholas	441	Theresa McNicol	0	0	441	English	380	86%	402	409	397	382	372	363	350	334	315	301
St. Paul	265	Theresa McNicol	0	0	265	English	117		119	116	112	109	106	100	102	105	100	103
						PACE	12		0	0	0	0	0	0	0	0	0	
						School Total	129	49%	119	116	112	109	106	100	102	105	100	103
St. Thomas Aquinas	441	Theresa McNicol	1	0	441	English	213		207	197	193	189	180	187	188	188	187	187
						French Immersion	152		159	170	176	168	161	154	152	147	145	141
						School Total	365	83%	366	367	369	357	341	341	340	335	332	328
TRUSTEE SUB TOTAL	4,846		17	0	4,846		4,215	87%	4,208	4,205	4,163	4,131	4,102	4,037	3,943	3,830	3,751	3,674

YORK CATHOLIC DISTRICT SCHOOL BOARD
ELEMENTARY NOMINAL PROJECTION SUMMARY
 2024-2033 Alpha By Trustee By Program - 10 Year Nominal Projections

Projection Date: February 7, 2024

										10 Year projected October 31st NOMINAL Enrolment								
SCHOOL	Board Capacity	Trustee	Port (Dec 2023)	PAK (Dec 2023)	Cap with Pak	Program ¹	Actual 2023 NOMINAL	2023 % UTIL (Without Pak)	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
TOTAL Elementary	40,989		60	120	43,749	English	27,182		26,391	25,650	24,912	24,360	23,977	23,681	23,463	23,354	23,379	23,490
						French Immersion	2,963		2,882	2,811	2,747	2,728	2,705	2,690	2,656	2,636	2,591	2,544
						PACE	377		389	414	416	415	414	414	414	414	414	414
						TOTAL	30,522	74%	29,662	28,875	28,075	27,503	27,096	26,785	26,533	26,404	26,384	26,448
Actual Change						-909		-860	-787	-800	-572	-407	-311	-252	-129	-20	64	
Percent Change						-2.89%		-2.82%	-2.65%	-2.77%	-2.04%	-1.48%	-1.15%	-0.94%	-0.49%	-0.08%	0.24%	

Program Distribution As a Percentage of Overall Enrolment

Program	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
English	89.1%	89.0%	88.8%	88.7%	88.6%	88.5%	88.4%	88.4%	88.4%	88.6%	88.8%
French Immersion	9.7%	9.7%	9.7%	9.8%	9.9%	10.0%	10.0%	10.0%	10.0%	9.8%	9.6%
PACE	1.2%	1.3%	1.4%	1.5%	1.5%	1.5%	1.5%	1.6%	1.6%	1.6%	1.6%

¹ English is defined as standard YCDSB Programming

Elementary Assumptions

October 31, 2023 base enrolment extracted from Maplewood
 Projections for programs (FI, PACE) are specific to each school based on enrolment history as well other data available
 Trustee identification has been obtained from the 2023/24 Superintendent/Trustee Family of Schools document

YORK CATHOLIC DISTRICT SCHOOL BOARD
2023 ELEMENTARY NOMINAL BY GRADE/BY PROGRAM

Projection Date: February 7, 2024

ACTUAL ENROLMENT AS AT OCTOBER 31, 2023

School	Board Capacity	Port (Dec 2023)	Pak (Dec 2023)	Program	JK	SK	Gr01	Gr02	Gr03	Gr04	Gr05	Gr06	Gr07	Gr08	Total
All Saints	421	0	0	English	9	9	22	14	17	30	25	34	46	36	242
Blessed Chiara Badano	291	0	0	French Immersion	0	0	25	30	25	26	28	38	0	0	172
Blessed Scalabrini	360	0	0	English	8	17	14	22	14	15	24	17	27	27	185
Blessed Trinity	870	0	0	English	39	33	23	34	24	25	36	40	52	42	348
				French Immersion	0	0	31	21	16	27	25	27	32	18	197
				School Total	39	33	54	55	40	52	61	67	84	60	545
Canadian Martyrs	494	2	0	English	41	38	53	52	47	47	65	59	70	60	532
Christ the King	455	8	0	English	35	21	9	28	28	36	23	27	34	40	281
				French Immersion	0	0	46	38	36	35	27	41	37	34	294
				School Total	35	21	55	66	64	71	50	68	71	74	575
Corpus Christi	354	0	0	English	7	14	12	10	14	10	6	19	19	22	133
Divine Mercy	513	0	0	English	12	19	20	19	22	15	12	18	28	27	192
Father Frederick McGinn	588	0	0	English	25	26	26	35	35	42	44	49	60	40	382
Father Henri Nouwen	499	0	0	English	7	13	5	15	15	14	15	16	18	24	142
				PACE	0	0	0	0	0	0	14	4	0	0	18
				School Total	7	13	5	15	15	14	29	20	18	24	160
Father John Kelly	464	0	0	English	23	21	21	14	29	32	28	34	26	33	261
Good Shepherd	369	4	0	English	51	41	51	44	41	36	36	47	23	35	405
Guardian Angels	694	0	0	English	40	55	55	66	79	67	66	66	79	55	628
Holy Jubilee	680	0	10	English	17	26	35	23	22	41	35	44	42	29	314
Holy Name	530	3	0	English	42	47	41	52	51	56	51	60	63	52	515
Holy Spirit	501	0	0	English	36	31	42	37	51	45	34	46	39	30	391
Immaculate Conception	527	0	0	English	38	33	24	42	37	24	48	38	35	39	358
Light of Christ	496	0	0	English	31	23	28	34	28	34	33	37	24	30	302
Notre Dame	582	0	0	English	39	43	44	35	38	44	48	53	40	55	439
Our Lady Help of Christians	573	0	0	English	27	28	30	32	33	38	40	39	39	35	341
Our Lady of Fatima	602	0	0	English	29	26	22	19	22	22	27	33	27	35	262
				French Immersion	0	0	27	27	27	22	27	28	22	23	203
				School Total	29	26	49	46	49	44	54	61	49	58	465
Our Lady of Good Counsel	461	6	0	English	55	78	64	56	39	63	52	55	41	42	545
Our Lady of Grace	360	0	0	English	19	22	24	20	20	16	22	36	31	23	233
Our Lady of Hope	461	0	6	English	21	21	19	17	23	27	30	26	48	38	270
Our Lady of the Annunciation	530	0	0	English	20	16	11	28	18	16	21	13	26	38	207
Our Lady of the Lake (Elementary)	184	0	0	English	0	0	0	0	0	0	0	0	79	96	175
				French Immersion	0	0	0	0	0	0	0	0	15	16	31
				School Total	0	0	0	0	0	0	0	0	94	112	206
Our Lady of the Rosary	398	0	0	English	25	34	30	29	23	37	40	32	30	29	309
Pope Francis	602	0	10	English	101	94	114	104	87	105	72	74	59	61	871
Prince of Peace	340	0	0	English	39	35	22	31	35	26	33	33	0	0	254
San Lorenzo Ruiz	643	0	0	English	34	18	35	44	34	39	54	45	47	71	421
San Marco	487	0	0	English	30	32	23	29	21	33	26	30	26	25	275

YORK CATHOLIC DISTRICT SCHOOL BOARD
2023 ELEMENTARY NOMINAL BY GRADE/BY PROGRAM

Projection Date: February 7, 2024

ACTUAL ENROLMENT AS AT OCTOBER 31, 2023

School	Board Capacity	Port (Dec 2023)	Pak (Dec 2023)	Program	JK	SK	Gr01	Gr02	Gr03	Gr04	Gr05	Gr06	Gr07	Gr08	Total
Sir Richard W. Scott	291	0	8	English	16	19	23	14	21	24	22	29	34	34	236
St. Agnes of Assisi	511	0	0	English	20	26	20	31	29	34	26	25	36	36	283
St. Andrew	522	0	0	English	16	36	20	34	25	26	23	38	29	33	280
St. Angela Merici	340	0	8	English	13	22	26	30	32	28	28	29	30	29	267
St. Anne	404	0	0	English	22	31	20	32	36	28	37	34	38	50	328
St. Anthony	349	0	0	English	10	10	3	6	13	9	6	11	12	14	94
				French Immersion	0	0	13	22	16	15	11	14	13	19	123
				School Total	10	10	16	28	29	24	17	25	25	33	217
St. Benedict	409	0	0	English	31	24	34	50	40	36	36	38	34	36	359
St. Bernadette	372	0	0	English	24	27	29	30	30	29	36	30	0	0	235
St. Brendan	530	2	8	English	31	37	45	49	57	52	58	77	0	0	406
St. Brigid	435	0	0	English	32	41	32	35	41	35	53	44	0	0	313
St. Catherine of Siena	294	0	0	English	19	27	19	25	21	24	21	26	26	26	234
St. Cecilia	786	0	0	English	21	36	37	43	58	48	72	62	66	72	515
St. Charles Garnier	547	0	0	English	19	18	34	39	33	31	55	55	37	44	365
				PACE	0	0	0	0	0	0	25	43	34	38	140
				School Total	19	18	34	39	33	31	80	98	71	82	505
St. Clare	406	0	0	English	10	14	13	9	19	10	18	19	17	24	153
St. Clement	384	0	0	English	34	25	34	35	44	20	39	35	33	38	337
St. David	605	0	0	English	14	18	19	15	19	20	19	25	28	29	206
St. Edward	392	1	0	French Immersion	0	0	29	31	33	30	31	38	35	54	281
St. Elizabeth Seton	444	4	0	English	19	24	10	15	19	21	17	20	17	20	182
				French Immersion	0	0	43	46	33	39	32	38	53	37	321
				School Total	19	24	53	61	52	60	49	58	70	57	503
St. Emily	723	0	12	English	40	36	48	34	44	38	51	47	55	55	448
St. Francis Xavier	573	0	0	English	29	48	23	39	32	36	39	38	31	41	356
				French Immersion	0	0	21	18	23	21	17	17	15	11	143
				School Total	29	48	44	57	55	57	56	55	46	52	499
St. Gabriel the Archangel	510	0	0	English	29	27	28	27	39	51	33	47	36	52	369
St. Gregory the Great	476	0	0	English	17	24	17	27	21	26	27	23	25	24	231
				PACE	0	0	0	0	0	0	10	8	17	19	54
				School Total	17	24	17	27	21	26	37	31	42	43	285
St. James	510	0	0	English	14	11	21	18	29	20	31	40	29	30	243
St. Jerome	599	0	0	English	25	18	15	17	17	35	21	35	45	38	266
St. John Bosco	484	0	0	French Immersion	0	0	30	37	31	29	42	39	30	47	285
St. John Chrysostom	453	0	0	English	14	16	27	24	15	23	30	23	30	20	222
St. John Paul II	360	0	0	English	19	23	19	29	23	32	26	23	19	38	251
St. John XXIII	291	0	0	English	15	28	8	16	9	10	16	20	11	18	151
				French Immersion	0	0	18	14	15	16	18	17	17	18	133
				School Total	15	28	26	30	24	26	34	37	28	36	284

YORK CATHOLIC DISTRICT SCHOOL BOARD
2023 ELEMENTARY NOMINAL BY GRADE/BY PROGRAM

Projection Date: February 7, 2024

ACTUAL ENROLMENT AS AT OCTOBER 31, 2023

School	Board Capacity	Port (Dec 2023)	Pak (Dec 2023)	Program	JK	SK	Gr01	Gr02	Gr03	Gr04	Gr05	Gr06	Gr07	Gr08	Total	
St. Joseph the Worker	464	0	0	English	38	46	34	26	31	42	33	35	40	27	352	
				French Immersion	0	0	16	21	15	20	14	17	15	135		
				School Total	38	46	50	47	46	62	47	52	57	42	487	
St. Joseph, Aurora	380	0	0	French Immersion	0	0	43	41	33	35	31	25	35	28	271	
St. Joseph, Markham	519	7	0	English	33	69	55	53	54	70	57	69	72	52	584	
St. Joseph, Richmond Hill	321	0	0	English	21	23	19	22	21	26	17	25	21	26	221	
St. Julia Billiart	642	0	0	English	19	24	26	26	27	37	34	42	49	44	328	
				PACE	0	0	0	0	0	0	13	0	0	0	13	
				School Total	19	24	26	26	27	37	47	42	49	44	341	
St. Justin Martyr	398	6	6	English	22	44	32	52	57	68	52	59	74	62	522	
				PACE	0	0	0	0	0	0	35	38	33	34	140	
				School Total	22	44	32	52	57	68	87	97	107	96	662	
St. Kateri Tekakwitha	340	0	0	English	22	18	17	20	31	17	46	44	28	36	279	
St. Katharine Drexel (Elementary)	322	0	0	English	0	0	0	0	0	0	0	0	163	135	298	
				French Immersion	0	0	0	0	0	0	0	0	0	36	28	64
				School Total	0	0	0	0	0	0	0	0	0	199	163	362
St. Margaret Mary	464	0	0	English	20	43	29	29	30	30	34	36	31	40	322	
St. Marguerite d'Youville	501	0	6	English	12	16	12	15	32	21	29	30	39	43	249	
				French Immersion	0	0	21	17	21	27	13	23	15	21	158	
				School Total	12	16	33	32	53	48	42	53	54	64	407	
St. Mark	393	11	0	English	45	41	38	45	28	44	32	48	0	0	321	
St. Mary	516	0	8	English	49	54	67	54	68	58	69	59	83	68	629	
St. Mary Immaculate	390	0	0	English	15	18	18	28	30	21	40	34	53	54	311	
St. Mary of the Angels	646	0	10	English	41	42	57	34	62	66	77	77	73	80	609	
St. Matthew	300	0	0	English	4	9	8	14	11	9	15	17	16	20	123	
St. Michael	432	0	0	English	15	12	33	19	25	29	28	35	36	47	279	
St. Michael the Archangel	657	0	0	English	21	30	25	33	37	52	60	69	62	69	458	
St. Monica	441	0	0	English	18	30	27	36	29	49	40	50	48	46	373	
St. Nicholas	441	0	0	English	37	43	36	37	37	38	42	38	41	31	380	
St. Padre Pio	527	0	8	English	30	37	23	35	37	35	45	51	34	52	379	
St. Patrick, Markham	317	2	0	English	18	18	29	23	21	32	30	30	47	28	276	
St. Patrick, Schomberg	355	0	0	English	30	24	37	36	34	37	43	34	41	30	346	
St. Paul	265	0	0	English	10	16	9	10	15	14	14	11	10	8	117	
				PACE	0	0	0	0	0	0	0	0	6	6	12	
				School Total	10	16	9	10	15	14	14	11	16	14	129	
St. Peter	369	0	0	English	24	28	21	26	25	24	23	38	20	32	261	
St. Raphael the Archangel	441	1	0	English	16	23	11	17	25	22	38	27	34	41	254	
St. Rene Goupil-St. Luke	231	2	0	English	23	20	23	26	24	24	17	34	32	23	246	
St. Stephen	548	0	10	English	39	52	34	34	45	35	41	33	60	46	419	

YORK CATHOLIC DISTRICT SCHOOL BOARD
2023 ELEMENTARY NOMINAL BY GRADE/BY PROGRAM

Projection Date: February 7, 2024

ACTUAL ENROLMENT AS AT OCTOBER 31, 2023

School	Board Capacity	Port (Dec 2023)	Pak (Dec 2023)	Program	JK	SK	Gr01	Gr02	Gr03	Gr04	Gr05	Gr06	Gr07	Gr08	Total
St. Thomas Aquinas	441	1	0	English	35	39	13	25	27	21	26	27	0	0	213
				French Immersion	0	0	36	31	31	20	16	18	0	0	152
				School Total	35	39	49	56	58	41	42	45	0	0	365
St. Veronica	599	0	10	English	27	33	28	47	48	42	65	67	65	68	490
TOTAL Elementary	40,989	60	120	English	2,137	2,432	2,304	2,530	2,624	2,744	2,933	3,132	3,168	3,178	27,182
				French Immerison	0	0	399	394	355	362	332	380	372	369	2,963
				PACE	0	0	0	0	0	97	93	90	97	377	
				Total	2,137	2,432	2,703	2,924	2,979	3,106	3,362	3,605	3,630	3,644	30,522

¹ English is defined as standard YCDSB Programming

Elementary Assumptions

October 31, 2023 base enrolment extracted from Maplewood

YORK CATHOLIC DISTRICT SCHOOL BOARD
2023 SECONDARY NOMINAL BY GRADE/BY PROGRAM

Projection Date: February 7, 2024

ACTUAL ENROLMENT AS AT OCTOBER 31, 2023

School	Program	Gr09	Gr10	Gr11	Gr12	Total
Cardinal Carter	English	263	273	336	323	1,195
	IB	66	79	25	16	186
	School Total	329	352	361	339	1,381
Father Bressani	English	189	213	264	178	844
	Advanced Placement (AP)	54	68	61	35	218
	French Immersion	31	25	39	34	129
	AP and FI	34	22	17	8	81
	<i>FI TOTAL</i>	<i>65</i>	<i>47</i>	<i>56</i>	<i>42</i>	<i>210</i>
	<i>AP TOTAL</i>	<i>88</i>	<i>90</i>	<i>78</i>	<i>43</i>	<i>299</i>
	School Total	308	328	381	255	1,272
Father Michael McGivney	English	157	196	235	225	813
	IB	123	144	54	39	360
	School Total	280	340	289	264	1,173
Holy Cross	English	265	267	233	265	1,030
	IB	26	41	4	8	79
	High Performer Athlete (HPA)	32	48	39	36	155
	School Total	323	356	276	309	1,264
Our Lady of the Lake	English	59	42	67	67	235
	Advanced Placement (AP)	28	11	8	8	55
	French Immersion	9	0	0	0	9
	AP and FI	2	0	0	0	2
	<i>FI TOTAL</i>	<i>11</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>11</i>
	<i>AP TOTAL</i>	<i>30</i>	<i>11</i>	<i>8</i>	<i>8</i>	<i>57</i>
School Total	98	53	75	75	301	
Our Lady Queen of the World	English	132	150	186	177	645
	Advanced Placement (AP)	51	49	29	21	150
	French Immersion	38	30	39	63	170
	AP and FI	43	27	32	22	124
	<i>FI TOTAL</i>	<i>81</i>	<i>57</i>	<i>71</i>	<i>85</i>	<i>294</i>
	<i>AP TOTAL</i>	<i>94</i>	<i>76</i>	<i>61</i>	<i>43</i>	<i>274</i>
School Total	264	256	286	283	1,089	
Sacred Heart	English	179	167	182	228	756
	Advanced Placement (AP)	75	59	55	47	236
	RAP	69	43	46	49	207
	School Total	323	269	283	324	1,199
St. Augustine	English	401	353	360	358	1,472

YORK CATHOLIC DISTRICT SCHOOL BOARD
2023 SECONDARY NOMINAL BY GRADE/BY PROGRAM

Projection Date: February 7, 2024

ACTUAL ENROLMENT AS AT OCTOBER 31, 2023

School	Program	Gr09	Gr10	Gr11	Gr12	Total
St. Brother Andre	English	188	270	289	301	1,048
	Advanced Placement (AP)	68	63	36	30	197
	French Immersion	24	39	40	33	136
	AP and FI	13	17	11	5	46
	<i>FI TOTAL</i>	<i>37</i>	<i>56</i>	<i>51</i>	<i>38</i>	<i>182</i>
	<i>AP TOTAL</i>	<i>81</i>	<i>80</i>	<i>47</i>	<i>35</i>	<i>243</i>
	School Total	293	389	376	369	1,427
St. Elizabeth	English	181	217	224	230	852
	RAP	64	87	44	94	289
	School Total	245	304	268	324	1,141
St. Jean de Brebeuf	English	419	341	395	437	1,592
St. Joan of Arc	English	207	168	222	266	863
	Advanced Placement (AP)	49	44	11	0	104
	School Total	256	212	233	266	967
St. Katharine Drexel	English	80	0	0	0	80
	French Immersion	22	0	0	0	22
	School Total	102	0	0	0	102
St. Luke Learning Centre	English	0	2	11	29	42
St. Maximilian Kolbe	English	231	237	239	309	1,016
	Advanced Placement (AP)	35	46	15	23	119
	French Immersion	48	25	19	24	116
	AP and FI	23	14	6	5	48
	<i>FI TOTAL</i>	<i>71</i>	<i>39</i>	<i>25</i>	<i>29</i>	<i>164</i>
	<i>AP TOTAL</i>	<i>58</i>	<i>60</i>	<i>21</i>	<i>28</i>	<i>167</i>
	School Total	337	322	279	361	1,299
St. Robert	English	235	245	290	294	1,064
	IB	176	189	132	120	617
	School Total	411	434	422	414	1,681
St. Theresa of Lisieux	English	298	275	298	316	1,187
	Advanced Placement (AP)	105	129	96	75	405
	School Total	403	404	394	391	1,592
	English	3,484	3,416	3,831	4,003	14,734
	Advanced Placement (AP)	465	469	311	239	1,484
	French Immersion (FI)	172	119	137	154	582
	AP and FI	115	80	66	40	301
	High Performer Athlete (HPA)	32	48	39	36	155
	International Baccalaureate (IB)	391	453	215	183	1,242
	Regional Arts Program (RAP)	133	130	90	143	496
	<i>FI TOTAL</i>	<i>287</i>	<i>199</i>	<i>203</i>	<i>194</i>	<i>883</i>
	<i>AP TOTAL</i>	<i>580</i>	<i>549</i>	<i>377</i>	<i>279</i>	<i>1,785</i>
	Total	4,792	4,715	4,689	4,798	18,994

Appendix 6

Summary of Enrolment Projection Assumptions

General

- Enrolment projections utilize October 31, 2023 as the base year and estimate future enrolment as of October 31 of each year.
- October 31, 2023 enrolment base is extracted from student data (Maplewood) on November 1, 2021 to reflect the October 31st count date.
- Junior Kindergarten projections are forecasted based on projected age cohorts from York Region, “Live Birth” data by municipality from the Registrar General of Ontario and historical trends.
- Grade 9 Enrolment is based on the previous year’s Grade 8 cohort, with additional factors for new development and increased participation from open access.

Blessed Chiara Badano / St. Katharine Drexel

- The Stouffville Boundary Review was completed on November 24, 2020. Board approved attendance and program boundaries for Blessed Chiara Badano and St. Katharine Drexel have been incorporated into this year’s 10-year projection forecast with an assumed opening for September 2023
- Projection tables include capacities of Blessed Chiara Badano and St. Katharine Drexel

Secondary Dual & Triple Feeder Schools

- Where an elementary school is considered to be a ‘dual’ or ‘triple’ feeder to a secondary school, Grade 8 to 9 retention has been modeled using historical data.
- Any changes to dual feeder status of secondary schools will be modeled into future enrolment projection reporting following Board approval

Regional Programs

- Elementary
 - a. PACE – Enrolment projections for PACE have been based on historical trends, with less weight given to this year’s enrolment.
- Secondary
 - a. Regional Arts Programs (St. Elizabeth and Sacred Heart) – Enrolment is based on the average retention from schools in which Grade 9 students have historically come from.
 - b. IB Program – For the following IB centres, enrolment is based on the average retention from schools in which Grade 9 students have historically come from.
 - i. St. Robert
 - ii. Father Michael McGivney

- iii. Cardinal Carter
 - iv. Holy Cross
- c. French Immersion Implementation
- i. St. Brother Andre (2017-18)
 - ii. Father Bressani (2018-19)
 - iii. Jean Vanier (2018-19)
 - iv. St. Maximilian Kolbe (2018-19)
 - v. Our Lady of the Lake Catholic Academy
 - 1. Gr 7 to commence 2021-22
 - 2. Gr 9 to commence 2023-24
- d. Other Programs
- i. Students accessing Advanced Placement (AP) are identified separately in the 2023 by Grade summary
 - ii. Students accessing the HPA program at Holy Cross CHS are identified separately in the 2023 by Grade summary
- e. Enrolment Caps
- i. St. Theresa of Lisieux – Annual enrolment cap of 1,600 pupils; Our Lady Queen of the World has been designated as an overflow school
 - ii. St. Robert – Annual enrolment cap of 1,750 pupils; St. Elizabeth has been designated as an overflow school
 - iii. Pope Francis - JK cap of 101/year; new SK-8 students may be permitted to attend Pope Francis if space exists within individual classes; St. Stephen has been designated as an overflow school

Residential Development

- Future development assumptions are based on a number of sources including but not limited to:
 - Municipally approved development forecasts
 - Region of York population projections
 - Subdivision surveys
 - Building permits
 - Additional development areas, such as Whitebelt Lands, Intensification Areas and Secondary Plans (those which have not been identified in development applications) have been accounted for using placeholders. In areas where unit estimates are not available from individual municipalities, Planning Staff have made their own assumptions.
 - Unit estimates for all development applications are updated regularly as new information becomes available

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees
FROM: Administration
DATE: February 27, 2024
RE: **Entry to School Program – Proposed School Locations**

EXECUTIVE SUMMARY

The intent of this report is to provide the Board with an update of changes in locations to the provincial “*Entry to School*” program for March 2024.

Table 1 includes a list of existing schools which have been hosting the program since March 2022 while Table 2 includes locations for March 2024.

BACKGROUND

As reported to the Board previously on January 25, 2022, a Provincial Autism Spectrum Disorder program (ASD) developed by the Ministry of Children, Community and Social Services (MCCSS) is being offered to support families with children who are entering kindergarten or Grade 1 for the first time. The program is referred to as “*Entry to School Program*” and outlined below:

- designed for children (three to five years old) with ASD to support a successful transition into school
- will be delivered by Kinark Child and Family Services (Kinark) in collaboration with Kerry’s Place

The *Entry to School* program provides a number of benefits to the community and the Board:

- students with high needs are better prepared for entry into school
- specialized expertise to address students with high needs
- providing necessary services to the community
- increase utilization of space in schools
- providing funding to the Board for space
- potential increase to overall enrollment

Table 1 identifies the original 10 Board approved locations for March 2022.

Table 1: Board approved Entry to School Program Locations - March 2022

School	Address	Municipality
Our Lady Of The Annunciation CES	30 Bayswater Ave., Richmond Hill, On L4E 2L3	Richmond Hill
San Lorenzo Ruiz CES	840 Bur Oak Ave, Markham, On L6E 0E1	Markham
St. Bernadette CES	5279 Black River Rd, Sutton, ON L0E 1R0	Georgina
St. Clare CES	391 Velmar Dr, Woodbridge, On L4L 8J5	Vaughan
St. Jerome CES	20 Bridgenorth Dr, Aurora, On L4G 7P3	Aurora
St. Matthew CES	75 Waterbridge Ln, Unionville, ON L3R 4G3	Markham
St. John Chrysostom CES	800 Joe Persechini Dr, Newmarket, ON L3X 2E8	Newmarket
St. Padre Pio CES	770 Napa Valley Ave, Woodbridge, ON L4H 1W9	Vaughan
St. Veronica CES	171 Maria Antonia Rd, Woodbridge, ON L4H 2S8	Vaughan
Sir Richard W. Scott CES	90 Roxbury St, Markham, ON L3S 3S8	Markham

The license agreement with Kinark and Kerry’s Place provides flexibility to review and modify the 10 locations annually to reflect Provincial data and needs in the community. As reported to the Board on February 7, 2023, for March 2023, Kinark continued with a total of 10 locations, removing St. Veronica Catholic Elementary School (CES) and replacing it with St. Raphael the Archangel CES.

UPDATE

For March 2024, Kinark and Kerry’s Place proposes to continue with a total of 10 locations, removing St. Matthew CES and replacing it with St. Michael Catholic Academy (CA), resulting in the locations as illustrated in Table 2.

Table 2: Entry to School Program Locations - March 2024

School	Address	Municipality
Our Lady Of The Annunciation CES	30 Bayswater Ave., Richmond Hill, On L4E 2L3	Richmond Hill
San Lorenzo Ruiz CES	840 Bur Oak Ave, Markham, On L6E 0E1	Markham
St. Bernadette CES	5279 Black River Rd, Sutton, ON L0E 1R0	Georgina
St. Clare CES	391 Velmar Dr, Woodbridge, On L4L 8J5	Vaughan
St. Jerome CES	20 Bridgenorth Dr, Aurora, On L4G 7P3	Aurora
St. Michael CA	41 Simonston Blvd., Thornhill, ON L3T 4R6	Markham
St. John Chrysostom CES	800 Joe Persechini Dr, Newmarket, ON L3X 2E8	Newmarket
St. Padre Pio CES	770 Napa Valley Ave, Woodbridge, ON L4H 1W9	Vaughan
St. Raphael the Archangel CES	131 Ravineview Dr, Maple, ON L6A 3T6	Vaughan
Sir Richard W. Scott CES	90 Roxbury St, Markham, ON L3S 3S8	Markham

For the 2022/2023 school year, 27 students from this program have registered into YCDSB Schools. For the 2023/2024 school year, 39 students from this program have registered into YCDSB Schools.

SUMMARY

The provincial *Entry to School* program is delivered by Kinark and Kerry's Place in licensed YCDSB Schools. The program provides specialized ASD services to children and assists with their transition into the school environment. Each year incremental changes may be required in response to enrolment and client requirements. For March 2024, the total number of sites remains 10 locations with the replacement of St. Matthew CES with St. Michael CA, see Table 2.

Prepared by: Joachim Tsui, Manager, Planning Services
Submitted by: Tom Pechkovsky, Coordinating Manager of Planning and Operations
Endorsed by: John DeFaveri, Interim Director of Education
Jennifer Sarna, Associate Director



MARCH 2024 TRUSTEE SERVICES









**Monthly Virtue:
Perseverance**

April 2024

- Apr 1—Easter Monday
- Apr 4—Director’s Council
- Apr 8—SEAC 7pm
- Apr 9—EDC Policy Review—6:30 pm
- Apr 17—HRC Committee—5pm
- Apr 20—YCPC Spring Conference
- Apr 22—YCPC 7pm
- Apr 23—Executive 2 pm (Public)
- Apr 24—Executive 3 pm (Private)
- Apr 29—YSCPC Elections 3:00 pm
- Apr 30—Audit Cmte 5:00 pm (Public)
- Apr 30—Audit Cmte 6:00 pm (Private)
- Apr 30—Committee of the Whole 6:30 pm
- Apr 30—Regular Board 7:30 pm

May 2024

- May 1—Director’s Council
- May 3—PA Day—Secondary
- May 6 to 10 —Catholic Education Week
- May 6—SEAC 7pm
- May 8—Joint Board 4pm
- May 13—Student Success & Pathway 6:30 pm
- May 15—Corp Services 6:30 pm (Public)
- May 15—Corp Services 8:00 pm (Private)
- May 20—HOLIDAY—Victoria Day
- May 21—Executive 3pm (Public)
- May 21—Executive 4pm (Private)
- May 21—EDC By-Law Meeting 6:30 pm
- May 27—YSCPC Awards
- May 29—Yes, I Can Awards 4:30 pm
- May 30 to June 1—CCSTA Conference

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
						
3	4	5	6	7	8	9
	7pm SEAC	6:30 pm Policy Review	Director’s Council 4pm Joint Board 6:30 pm CTW 7:30 pm Regular Board			
10	11	12	13	14	15	16
	<h1>MARCH BREAK</h1>					
17	18	19	20	21	22	23
ST. PATRICK’S DAY 						
		6:30 pm CTW 7:30 pm Regular Board	5pm OCSTA Session	1:15 pm Lenten Board Wide Mass	8:45 am SAL	
24	25	26	27	28	29	30
	HOLY WEEK— March 25 to March 28, 2024					
31						
		121				

February 16, 2024

Sent by Email: oapce.on@gmail.com

Dear Ontario Association of Parents in Catholic Education (OAPCE) Executive Team,

The Board of Trustees of the York Catholic District School Board (YCDSB) thank you for contributing to and advocating for publicly funded Catholic education. We believe that Catholic schools help nurture every aspect of a **child's development by combining the strengths of home, school and Church**. Countless Ontarians have reached their full potential thanks to this community-based approach of faith, love and learning.

As a Board we would like to take this opportunity to learn more about your work and plans.

At your earliest convenience, please share the mission, vision and strategic plan of OAPCE. We would also like to learn some details of your current advocacy work and a breakdown of where you are allocating membership fees.

You can share this information with Silvana Greco, Administrator to YCDSB Interim Director of Education, John De Faveri at silvana.greco@ycdsb.ca.

We are looking forward to learning more about your work.

Sincerely,



Elizabeth Crowe
Chair of the Board



John De Faveri
Interim Director of Education



The Ontario Association of Parents in Catholic Education Membership Overview and Benefits

About the Ontario Association of Parents in Catholic Education:

Since 1939, the Ontario Association of Parents in Catholic Education (OAPCE) is a provincial not-for-profit organization working with a network of education partners and volunteer parent leaders to promote and protect Catholic Education, as well as actively support parent involvement at all levels. It is the longest standing parent organization in Catholic Education, the only one recognized by the Ministry of Education in Ontario, and in 2024 we are celebrating our 85th anniversary.

Our Vision:

OAPCE is the voice of parents that advocates for, promotes and protects publicly funded Catholic Education in Ontario.

Our Mission:

Our mission is to “Engage, Advocate, and Enhance” Catholic education at the provincial and regional level through the strength of our collective voice. By connecting to home, school, and church, OAPCE collaborates with local and provincial education partners to ensure the voice of parents is represented. We have strong relationships and the support of many Catholic partners. We support one another in promoting and protecting the gift of publicly funded Catholic education for generations to come. Our partners assist in promoting all our initiatives, meetings and events, including the OAPCE Conference. They include:

Institute of Catholic Education (ICE) as a Board of Directors Member
Assembly of Catholic Bishops of Ontario (ACBO)
Catholic Education Foundation of Ontario (CEFO)
Catholic Principals Council of Ontario (CPCO)
Ontario Catholic School Trustees’ Association (OCSTA)
Ontario Catholic Schools Business Officials Association (OCSBOA)
Ontario Catholic Supervisory Officers Association (OCSOA)
Ontario English Catholic Teachers Association (OECTA)

What makes OAPCE unique?

We are like no other, and there is no other. OAPCE is the only Catholic parent association recognized by the Ministry of Education and is mandated through the Education Act in Regulation 612 School Councils. OAPCE provides a voice for parents who share a common goal in advocating for the continuation and preservation of publicly funded Catholic education in the province.

Our central mandate is to share information with parents to better inform them of local school boards and Ministry of Education policies. As advocates for Catholic Education, by providing proper information and resources for parents, we support them to help their children succeed in school. If all our children succeed, then Catholic education succeeds.

Ensuring that our Faith is paramount in schools integral to all that we do, we offer Faith Formation opportunities for parents and provide resources, guidance, and support in all aspects that impact them, both locally and provincially.

Regional Parent Involvement committees (PIC's) that are also mandated in Regulation 612 EW's suggestion: for all Public and Catholic School Boards have their own purpose: "27. (1) The purpose of a parent involvement committee is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being." PIC's provide input at the board level only, whereas OAPCE does this as well at a provincial level. The official mandate of a PIC does not include advocacy of Catholic education, faith formation opportunities for parents or to have any impact on education decisions.

How does OAPCE represent the voice of parents?

OAPCE Liaison Representatives:

As per Section 612 of the Education Act, when a school board pays membership, every local parent school council is required to have an OAPCE Liaison representative. This position must be held by a Roman Catholic parent or guardian of a child currently in a Catholic District School Board. This position is an additional voting parent member position to the usual school council membership and the purpose is to provide contact between the school council, the regional committee, and the provincial Association. These OAPCE Liaison Representatives will sit as part of a Regional Committee and become the conduit to share parents' views and concerns with OAPCE.

OAPCE is governed by a Board of Directors, including two directors from York Region, and accomplishes all work voluntarily. These Directors have a direct connection to their region's OAPCE Liaison Representatives and provide opportunities to meet with them in their regional committees. Through meetings and ongoing discussions, the parent perspective is heard and provides a voice to the provincial association.

OAPCE is committed to supporting parents and educators in their mission. It elevates the public education profile by providing parents with information and resources. It provides a platform for advocacy and engagement for parents to create an educational environment that nurtures the hearts and minds of children, enabling them to become informed, compassionate, and faithful Catholics who will positively contribute to our society.

Why be a member of OAPCE and the Benefits of Membership

What does OAPCE do?

- 1) OAPCE has a direct connection and meets with the Minister of Education on an ongoing basis. We provide extensive feedback and discussions regarding the issues in Catholic education today.
- 2) OAPCE meets with the Ministry of Education's Inclusive Education Priorities and Engagement Branch, Parent initiatives and working tables, Curriculum Review, Student Achievement Division, Healthy Schools, the Minister's Partnership Table, the EQAO's Assessment Review Committee as well as the Ontario College of Teachers (OCT).
- 3) As the voice of parents in Catholic Education, OAPCE advocates for the importance of Catholic education and any changes to publicly funded education. Most recently, we were invited to address the committee regarding *Bill 98, the Better Schools and Student Outcomes Act, 2023*, which proposed amendments to the Education Act. OAPCE expressed support for areas of the bill such as:

*The emphasis on the need for each child to achieve their best potential, with a stronger focus on the fundamentals of reading, writing, and math, while also adapting to the new technological world.

*The importance of accommodating different learning styles and ensuring that parent suggestions are respected to promote the best performance and health of students.

*The current low levels of parent involvement and reiterating that parental engagement is integral to student success.

*The need for support and guidance for parents and highlighted in the Education Act for parents to work with groups such as OAPCE.

*A protocol for parents' complaints, emphasizing the importance of transparency regarding complaint resolutions – that schools and boards should track complaints and be accountable to them.

*Ensure transparency in boards regarding funding.

*The need for more collaboration with boards on the code of conduct, aiming to remove politicization and promote transparency in this area.

*Most importantly, above all, parents are their child's first educators and should be respected as such in all aspects of education.

- 4) OAPCE is an equal Board member on the Institute of Catholic Education (ICE) Board of Directors. As the only partner association that represents parents from across the province, we are invited to, and participate in consultations of importance on religious curriculum. Most recently, and ongoing, is our participation in the new Family Life curriculum. OAPCE Liaisons and Directors participated in an extensive consultation in the beginning stages and continues to provide input as it is being developed for the Fall of 2024.
- 5) OAPCE provides a parent perspective to the provincial media, including the Catholic Register, Salt and Light TV and all other media outlets.
- 6) OAPCE invites parents in Catholic education all across Ontario to participate in our annual conference that consists of keynote speakers, celebrations of our faith, and workshops related to parenting, navigating and enhancing our education system and supporting student achievement in Ontario. OAPCE Liaison Representatives are invited to attend with no charge to the all day conference.
- 7) OAPCE hosts many regional committee meetings throughout the year providing valuable insights and resources. This year in our regional meetings these were some of the presentations provided:

***Home, School and Beyond:** Our Co-Executive Director, J. Perri, provided an engaging “Puzzle-building” exercise in which parents worked together to solve the big picture. Catholic Education is going through a challenging time with the many different issues, concerns and items that our children are facing each day. As we remain committed that parents are their child's first educator and want to work in partnership with all individuals at the schools to help ensure their children achieve success, we also want to ensure that our children are learning through a Catholic lens.

***The Gift of Christmas: Given, Shared, Received:** Teresa Hartnett, Diocese of Hamilton, provided us with an Advent retreat to learn about the three gifts of Christmas, given to all by Jesus’s birth – gifts we are called to share with our family, friends and colleagues, and most importantly the Holy Family – a true representation of our own families.

***A Parent’s Insight: Exploring the Benefits and Drawbacks of ChatGPT and AI Technology:** Workshop by Anthony Perrotta, Principal & Educational Leader. This parent workshop aimed to explore the impact of ChatGPT and AI technologies in schools. We discussed the benefits, such as personalized learning and efficient assistance, while also addressing concerns like privacy, potential biases, and the need for responsible student use.

8) Support for parents and leadership development has been accomplished through a variety of means to suit the needs of all parents.

a) Parent-friendly information and skill-building opportunities on the OAPCE website:

The OAPCE website provides updates on OAPCE provincial and regional business. In addition, the website contains useful resources for parents to access and share. Most recently we have launched our new OAPCE Blog post which discusses current issues in Catholic Education with several guest writers and contributors.

<https://oapce.org/>

b)Webinars

OAPCE offers regular webinars, including Catholic Virtual Ontario, the newest platform created by the Ontario Catholic School Trustees

Association to provide courses for students to meet their mandatory online course requirement now set out by the Ministry of Education. They have also had various webinars on social media safety, the value of incorporating family time through various different movie experiences that connect to the Catholic Graduate School Expectations as well as ongoing parent engagement webinars.

c) Newsletters – Parents4Parents Press – OAPCE publishes a regular newsletter for all parents providing updates of the actions of the Ministry of Education, news from Catholic education partners, as well as reports from the regions across the province.

d) Parents4Parents1Pager - this year OAPCE published a new one page resource focusing on reclaiming and reengaging parents as partners. It is available digitally on the website and hard copies were distributed to parents across the province.

e) Information sharing through social media postings and mailings:

OAPCE work and advocacy is shared on our social media accounts. Here are a couple of examples:



f) OAPCE’s annual Fall and Spring conferences – the ONLY Conference in the Province for Parents in Catholic Education:

We hold several annual conferences for parents across Ontario in the fall in conjunction with our commissioning ceremonies and in the spring. We were able to host several one day conferences or

meetings to welcome and commission our new OAPCE liaison representatives for the year and provide them guidance on their role in our organization.

In Toronto, we were able to once again host our very popular and well-attended Awards ceremony for Parent volunteers as well.

In 2023, parents, guardians, representatives, and educational partners from across the province came together in beautiful Kingston, Ontario, for OAPCE's 84th Anniversary Spring Conference and Annual General Meeting. We were thrilled to welcome and connect with new and familiar faces from across the province, as well as to listen and interact with our guest speakers. There was a wide variety of services and products that were made available for browsing from our vendors and then had the opportunity to celebrate mass together as a community at St. Mary's Cathedral, which included a blessing for all our parents, guardians, OAPCE representatives, and education partners. The day concluded with a wonderful evening with our awards ceremony to recognize the outstanding contributions of our OAPCE Award recipients.

In addition to our regular parent engagement and leadership development activities, the highlight of the coming year will be our annual conference: *Celebrate OAPCE 85: A Celebration of Change, Commitment and Catholic Education*. As we celebrate the 85th anniversary of OAPCE, we recognize the importance of parent leadership in shaping the entire education landscape in Ontario. This all day conference will take place on Saturday April 13, 2024 in Toronto at Monsignor Percy Johnson SS with many Guest speakers including Karl Subban. We are also Blessed that we will be led in Mass with His Grace, Archbishop Francis Leo at his first Parent Catholic Conference. The day ends with our Gala Awards Dinner at the Sandman Signature Hotel where all parents and partners will come together to celebrate this milestone anniversary as well as acknowledge individuals with our OAPCE 85 Leader in Catholic Education Awards.

This list is not exhaustive.

In conclusion:

As we enter this 85th year in operation of OAPCE, we are tasked to challenge ourselves to reach even more parents across the province of Ontario than ever before. In a world where education is constantly evolving to meet the needs of a technologically advancing society, parents have a vital role to play in this process.

We have managed to grow year after year with the dedication and hard work of our OAPCE Representatives, Directors, Executive Leadership Team, and various Partners. OAPCE stands as a pillar of support for parents in Catholic Education, empowering them to take on informed and active leadership roles and advocating for their rights. The organization encourages parents to embrace their role as leaders in their school communities, ensuring that all children receive a higher quality of education and succeed to the best of their ability.

Through conferences, workshops, resources, webinars, our website and other inspirational methods, OAPCE supports and equips parents with the knowledge and tools they need to not only to become leaders but also to navigate and tackle any issues in their child's education, family situations, understanding the system, or how to support the mental health of their children. Most importantly we will continue to advocate for the continuation of the Gift of Catholic Education.

On behalf of the Board of Directors and all members of the Ontario Association of Parents in Catholic Education we thank you for your ongoing support.

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Joe Perri - Co-Executive Director
Dencie Garell-Teti - OAPCE Chair/Director, Halton
Elizabeth Wylie - Executive Communications/Director, Hamilton

cc: Michael Brancatella, Director, York
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