

REVISED

**YORK CATHOLIC DISTRICT SCHOOL BOARD
AGENDA
REGULAR BOARD MEETING
Monday, May 29, 2023
7:30 P.M.**

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

LAND ACKNOWLEDGEMENT

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

- | | | |
|--|---------------------------|-----------|
| 1. OPENING PRAYER / LAND ACKNOWLEDGEMENT | Faith Ambassadors | |
| 2. ROLL CALL | D. Scuglia | |
| 3. APPROVAL OF NEW MATERIAL | F. Alexander | |
| 4. APPROVAL OF THE AGENDA | F. Alexander | |
| 5. DECLARATIONS OF CONFLICT OF INTEREST FOR CURRENT MEETING | F. Alexander | |
| 6. DECLARATIONS OF CONFLICT OF INTEREST FROM PREVIOUS MEETING | F. Alexander | |
| 7. APPROVAL OF THE PREVIOUS MINUTES | F. Alexander | |
| a) Regular Board Meeting of April 25, 2023 | | |
| b) Special Board Meeting of May 15, 2023 | | |
| c) Special Board Meeting of May 23, 2023 | | |
| 8. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING | F. Alexander | |
| 9. CHAIR'S REPORT / UPDATE / INSPIRATIONAL MESSAGES | F. Alexander | 3 |
| 10. OCSTA BOARD OF DIRECTOR'S UPDATE | J. Wigston | 5 |
| 11. DIRECTOR'S REPORT / UPDATE | D. Scuglia | 7 |
| 12. STUDENT TRUSTEES' REPORT | A. Peta-Dragos / J. James | |
| 13. RECOGNITIONS / OUTSIDE PRESENTATIONS | | |
| 14. DELEGATIONS | | |
| 15. JOURNEY TOWARDS OUR VISION – STAFF PRESENTATIONS | | |
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| b) 2023-2024 Estimates - Preliminary Financial Position | C. McNeil | 25 |
| c) Using Census Data to Identify and Eliminate Barriers to Students Achieving Their Full Potential | M. McShine-Quao | 38 |
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| i) June Calendar | | |

19. NOTICES OF MOTION

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

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

21. ADJOURNMENT

**UPCOMING
REGULAR BOARD MEETING**

**Tuesday, June 20 2023
7:30 PM**



York Catholic District School Board Chair's Report

Memo To: Board of Trustees

From: Frank Alexander, Chair of the Board

Date: May 29, 2023

Re: **Chair's Report**

Mary's greatness consists in the fact that she wants to magnify God, not herself.
—Pope Benedict XVI.

May is such a miraculous month. We honour the Blessed Virgin Mary throughout this month and reflect on her message of humility and the need to wholeheartedly trust in the Lord.

May is also a continuation of the Easter season, in which we typically catch glimpses of new life being born all around us. It is in observing these special glimpses that I am reminded of the renewal of life offered to us through Christ's resurrection. His promise of rebirth through the sacraments is a constant reassurance to Catholics everywhere.

Throughout the YCDSB schools and parishes, I have seen and heard of so many wonderful new things happening. I am pleased to share with you a few of the highlights from the past month with you here.

Catholic Education Week

Catholic Education Week took place from April 30 to May 5, 2023 with this year's beautiful theme, "We are Many, We are One." All Ontario Catholic schools and local parishes participated in an engaging week of Christ-centred activities. You will have seen the same Catholic Education Week posters hung at your local parishes and throughout all the schools in a true exemplification of how we are at our best when church, home and school life are connected. The week is a wonderful opportunity to thank the incredible staff, students, families, clergy and parish leaders who are dedicated to teaching Gospel values to our students. Through their faith-centred witness to Jesus's teachings, they are educating our youth and are living examples of God's love.

On May 3, the Ontario Catholic School Trustee Association (OCSTA) held its annual Ontario Catholic Student Youth Day. The day was organized by the provincial student trustee leadership team and they planned an online seminar at no cost for all Catholic DSB students. The inspirational youth day event began in the morning and closed with the province-wide Catholic Education Week Mass. Many Catholics were delighted by the live-streamed Mass from St. Michael's Cathedral Basilica. The celebration was led by His Grace Francis Leo, Archbishop of Toronto, and his homily about the importance of Catholic education was a stirring reminder that all across the world, Catholics share the same beliefs.

Sacraments of First Holy Communion and Confirmation

So many of our students and their families have enjoyed special blessings throughout the Easter season. The sacraments of Reconciliation, First Communion and Confirmation have been experienced by hundreds of YCDSB students. We extend congratulations to all the youth who received these sacraments over the Easter season and we ask God to bless you and direct you in His perfect way. May His lifegiving light guide you in all that you do and may God continue to show you His love each and every day.

OCSTA meeting

Many of the Trustees of the York Catholic District School Board had the opportunity to participate in the OCSTA meeting earlier in May. They were blessed to have Archbishop Francis Leo, Archbishop of Toronto, celebrate Mass for them and to hear his inspiring homily. This was also an excellent opportunity to meet colleagues from across the province and to participate in professional development sessions.

School Saint Feast Days

Over the past month, several of the YCDSB schools celebrated their Feast Days. I would like to extend a special blessing to the following schools on their Feast Day:

- April 29 - St. Catherine of Siena CES
- April 30 - St. Joseph the Worker CES
- May 1 - Good Shepherd CES
- May 3 - Holy Jubilee CES
- May 3 - St. James CES
- May 6 - Father Bressani CHS
- May 13 - Our Lady of Fatima CES
- May 16 - St. Brendan CES
- May 24 - Our Lady Help of Christians CES
- May 26 - Blessed Trinity CES

Board Meeting Highlights

OCSTA Board of Directors

April 26, 2023



Ontario Catholic School
Trustees' Association

The OCSTA Board of Directors' meeting took place on Wednesday, April 26, 2023 at 4:00 p.m. at the Sheraton Centre Toronto Hotel. Opening prayer was led by Fr. Jim Mockler.

President Daly opened the meeting with an acknowledgement and congratulations to Directors Marino Gazzola, Colleen Landers, Rick Petrella and Linda Ward on their re-election by acclamation to the position of Regional Director on the OCSTA Board.

New OCSTA Advisory Councils: President Daly reported that the initial meetings of the newly established Northern and Rural, Large and Urban and Catholic Student Trustee Advisory Councils went very well and plans are underway for confirming upcoming meetings where the unique needs and priorities of each of the newly established Councils will be explored.

As the Board of Directors' meeting preceded the Association's Annual General Meeting and Conference, President Daly expressed deep gratitude to all those who contributed to the planning and organization of this meeting, the OCSTA-OCSBOA Business Seminar and the Annual General Meeting and Conference:

- Durham CDSB – Chair, Monique Forster, Director of Education, Tracy Barill, Trustees, staff and students at the DCDSB.
- Colleen Landers, Chair and the members of the Catholic Education and Trustee Enrichment Committee
- All Trustees who have put their name forward to serve in the position of Regional Director.

OCSTA Representation at provincial events:

Throughout March and April, the President and Executive Director Nick Milanetti represented the Association at a number of wonderful events including the installation of His Grace Frank Leo, Archbishop of Toronto and the Annual General Meetings for OECTA, OCSOA, CPCO and

OAPCE. Each of these celebrations serve as valuable opportunities to strengthen relationships and promote the gift of our Church and Catholic education.

Advocacy: President Daly reported that regular meetings with the Ministry of Education and other government officials. Since the last Board Meeting, President Daly and E.D. Nick Milanetti have met with a number of MPPs, Minister Lecce, Deputy Minister of Education, Nancy Naylor and Ministry of Education staff. At each of these meetings the current priorities of Catholic school boards are shared and the important role of locally elected Catholic School Trustees is promoted.

OCSTA continues to advocate for:

- Increased flexibility and autonomy for Catholic school boards
- Increased and multi-year funding in support of learning recovery, faith formation and student mental health and well-being.
- Correcting the default “public” mechanism
- Trustee leadership and Human Rights Training (through a Catholic vision – dignity of the human person).
- Revoking the freeze on Executive Compensation.
- Adequate and fair funding (2023/2024 GSNs)
- Updating the capital construction benchmarks and expediting the capital approvals process.
- Tremendous progress and extremely valuable results continue with the development and release of distinctly Catholic online learning courses and resources. Through the strong leadership of Anne O'Brien, over 50 courses have

been completed with a number of others in the writing and/or planning stages. The value of the creation of CVO and the importance of the development of the Catholic courses cannot be overstated.

Lobby Day: On May 16, the Friends and Advocates of Catholic Education (FACE) partners will participate in a planned Lobby Day. Teams of ACBO, OECTA and OCSTA representatives will meet throughout the day with a number of Cabinet Ministers and MPPs. The day will conclude with a reception at Queen's Park. The unity displayed by the three Catholic partners sends a strong and important message to elected provincial officials.

Labour: Central Bargaining continues to progress. To date we have achieved central agreements with CUPE and OCEW. Conversations continue with ETFO, OSSTF, EWAO and OECTA. President Daly expressed gratitude for the wise counsel of senior officials, from a number of Catholic School Boards, and Trustees participating in the various central bargaining teams. He expressed deep appreciation to Ron McNamara and OCSTA Labour Relations Staff for their tireless work.

Better Schools and Student Outcomes Act, 2023 – Bill 98: On April 17, President Daly issued a memo containing the Association's initial [statement](#) in response to this draft legislation. In a subsequent memo, member boards were invited to share their feedback on the draft legislation with OCSTA. The Association is completing a submission/brief that will be shared with the government during Bill 98 hearings.

President Daly concluded his report expressing appreciation for:

- the outstanding service and goodness of the OCSTA staff;
- the members of the OCSTA Board of Directors for their significant contribution to publicly funded Catholic Education in Ontario;
- the faith filled service of His Excellency Bishop John Boissonneau and OCSTA Chaplains Father Pat Fitzpatrick and Father Jim Mockler, and;

- the invaluable support, assistance and goodness of Lorena Madalena, Hamilton-Wentworth Catholic District School Board Executive Assistant.

Catholic Student Trustee Scholarship

The President and Executive Director were pleased to share that the Association has partnered with the Catholic Board Council of OSTA-AECO to launch the OCSTA-OSTA Catholic Student Trustee Servant Leadership Scholarship.

The Scholarship acknowledges students who display the attributes of the Ontario Catholic School Graduate Expectations among other qualifications. The deadline for submissions is May 22, 2023.

Details are located at:

<https://www.ocsta.on.ca/ocsta-osta-scholarship/>

Catholic Education Week April 30 – May 5

The Catholic Education Week (CEW) Committee has developed curriculum material and resources that are located on the OCSTA website at www.goodnewsforall.ca. The annual CEW Provincial Mass takes place on May 3rd at 1:30 p.m. and will be live streamed.

Ontario Catholic Student Youth Day – May 3

The Annual Ontario Catholic Student Youth Day event (for students in grades 7 -12) takes place on May 3rd from 9:30 a.m. to 1:30 p.m. OCSYD Event details were sent to all boards for student pre-registration and for convenience is available online at the following URL address:

<https://www.ocsta.on.ca/catholic-student-youth-day/>



York Catholic District School Board

Director's Report

Memo To: Board of Trustees
From: Domenic Scuglia, Director of Education
Date: May 29, 2023
Re: **Director's Report**

Throughout the month of May, we celebrate Mary, the Mother of God, and in so doing, we honour all the incredible Mothers in our lives. We also continue our Easter celebrations as we journey toward Pentecost. We observe the miracle of spring unfolding around us and we are reminded that God promises us everlasting life through the death and resurrection of Christ.

Each month I work with a team to address a number of operational issues for the benefit of our staff, students and families, and I am blessed to participate in conferences, events, anniversaries and discussions that together make the York Catholic District School Board the successful, welcoming and province-leading school board that it is today. The following are some highlights from the past very busy month that I was inspired to share.

Milestone Anniversaries

In May, I had the pleasure of attending Milestone Anniversaries at six YCDSB schools. Many of these events had been postponed for up to two years due to the pandemic and I know these were special occasions for old friends to come together again after long times apart. The celebrations were expertly planned right down to the beautiful invitations, decorations and programs. I'd like to recognize the incredible contributions of time, talent and treasures by everyone involved in making these blessed occasions extra special, including our principals, vice principals, school staff, parents, volunteers and community members.

Congratulations to the following schools: Holy Spirit CES - 25 Years; St. Anthony CES - 50 Years; St. Cecilia CES - 10 Years; St. John XXIII CES - 50 Years; St. Mary CES - 25 Years; St. Michael the Archangel CES - 10 Years; and St. Raphael the Archangel CES - 10 Years.

Junior Student Trustee

On April 24, the Junior Student Trustee election took place at the Catholic Education Centre. Eleven candidates presented compelling and passionate arguments as to why they should be elected. I was deeply inspired and proud to listen to all these speeches, which demonstrated the amazing work that is being done in our schools every day. Student voters represented 11 of our secondary schools that had candidates on the ballot, and they did not have an easy choice. In the end, the students elected Monica Galstyan from Our Lady Queen of the World CA. Congratulations Monica! We are all looking forward to working with you.

Yes I Can! Awards Ceremonies

The annual Yes I Can! Awards returned to in-person celebrations this year and it was a wonderful experience for everyone involved. On May 10, over 200 exceptional students and 13 adults were recognized in an electrifying ceremony that was hosted by the Ontario Council for Exceptional Children, a community of educators and partners in learning dedicated to advancing the success of students with exceptionalities.

Each year, students are recognized for their achievements in seven categories, including School & Community, Academics, Arts, Athletics, Self-Advocacy, Technology and Transition. I was honoured to present awards throughout the celebrations. The entire YCDSB community congratulates the following winners for their commitment to our exceptional students:

- *Sean VanSpall from VanSpall's No Frills, Business Award Winners*
- *Allan Steven and Christine Steven, Parent of the Year Winner*
- *Nella Figliano, 2023 Paraprofessional of the Year Winner*
- *Daniela Sambolec, Teacher of the Year Winner*
- *Wendy Britt-Steiner, Leader in Education Winner*
- *Karen Tutty-Smith, 2023 President's Award Winner*

We also send a great big congratulations to our very own student, **Hank Liang**, winner of the Yes I Can! Award in the category of Academics in Mathematics. Hank has been selected to be put forth for provincial recognition which will take place later in 2023.

Vaughan in Motion

This year was the 26th anniversary of the Vaughan in Motion Walk for Cancer Care. Sixteen of our schools in the Vaughan and Richmond Hill area participated in Loonie-Toonie Drives, which cumulatively raised \$5,552.40 in just one month. All of these funds will be dedicated to a community-wide effort for the Medical Surgical Inpatient Unit at the Cortellucci Vaughan Hospital, which will support families and friends who are fighting cancer.

Terry Fox Contributions

I am very proud to announce that the YCDSB has been awarded the Terry Fox Milestone Award in recognition of our outstanding fundraising efforts. Incredibly, we have raised over \$4.5 million since the YCDSB began hosting Terry Fox Run events! Last year alone, we raised over \$225,000! Most of our schools participate annually in the Terry Fox Run, Walk and Roll fundraiser events however I would like to recognize the top three schools who have cumulatively raised almost \$1.25 million: Cardinal Carter CHS has raised over \$381,000 in 26 fundraising events; St. Joan of Arc CHS has raised over \$460,000 in 25 events; and St. Robert CHS raised over \$406,000 in 20 events. Terry Fox's courage, perseverance and strength are inspirational qualities that we at the YCDSB aspire to live by. Thank you to everyone for your generous contributions and we pray that these funds will lead to important groundbreaking cancer research that will find a cure.

Cardinal Carter Relay for Life

Congratulations to Cardinal Carter CHS for their amazing fundraising efforts to help fight cancer. The school community raised \$37,500 with their Relay for Life Campaign! Way to go Cardinals!

EQAO Assessments

I would like to wish all students who are taking part in this year's EQAO exams and all the staff who are facilitating the exams the best of luck. May God bless you and may St. Joseph of Cupertino, the patron saint of those taking tests, be with you at this time.

MMIWG Walk of Remembrance

Friday, May 5 is the National Day of Awareness for Missing and Murdered Indigenous Women, Girls and Two-spirit People, otherwise known as Red Dress Day. Many of our schools participated in discussions and events honouring and raising awareness of the thousands of missing and murdered Indigenous women and girls who have been reported over the years. The red dress has become a powerful symbol representing the pain and loss felt by their loved ones as well as survivors. The dresses are hung from windows, trees and buildings as a sign of honour and to recognize this important date. Our CEC and school staff participated in a liturgy followed by an interactive Walk of Remembrance. Several Indigenous community partners attended and provided hands-on learning about smudging. It was an emotional and educational day for everyone who participated.

ICE Adult Faith Formation Symposium

I had the privilege of attending the Catholic Education Symposium, *On the Way: Adult Faith Formation in Catholic Education* on May 9 and 10. The symposium was led by the Institute of Catholic Education (ICE) and it included several opportunities for prayer, reconciliation and reflection over two days, in addition to a Mass

celebrated by His Grace Francis Leo, Archbishop of Toronto. The two-day symposium offered some enlightening and informative sessions revolving around the topic of integrating our faith into the ministry-mandated education system.

Women in Trades Symposium

The 2023 Women in Trades Symposium is a joint collaboration between York Catholic District School Board and the York Region District School Board. The goal is to expose female secondary students to careers in skilled trades. Students will have the opportunity to hear from skilled tradeswomen about their pathways and careers in the skilled trades and those associated with the construction industry. The focus will be on trades in which females are underrepresented, including automotive, electrical, HVAC, welding, plumbing, millwright and many more. The symposium is happening on May 30. There is no cost to students. This event is open to all girls in grades 9-12 but space is limited to 100 participants.

ChangeMakers Conference - May 17, 2023

On May 17, the YCDSB was excited to host our very first ChangeMakers Conference at St. Elizabeth CHS. Our keynote speaker was Layla Saad, speaker, teacher and *New York Times* Bestselling Author. Many students from across our school board attended this wonderfully informative conference that was led by the board administration and our school equity leads. This is just one of the ways that the YCDSB is promoting the principles of equity, inclusion and well-being in our schools.

Area Oral Communications Competition

Congratulations to all the students and facilitators who participated in the York Region Area Oral Communications Competitions. These students represented their school communities as a result of placing first at their school-level competitions. The regional winners will be recognized at a later date for their tremendous work. Congratulations to the following students: Intermediate: 1st place - Ava at St. Cecilia CES, 2nd place - Rachel at St. Anthony CES, 3rd place - Ava Grace at Blessed Trinity CES; Junior: 1st place - Gabriella at St. Andrew CES, 2nd place - Julian at St. Kateri Tekakwitha CES, 3rd place - Francesco at St. Gregory the Great CES.

Whistleblower App Launch

We have officially launched our new reporting mechanism for all employees of the YCDSB. This safe and accessible solution enables staff to easily and confidentially convey their concerns about fraudulent behaviour contrary to the YCDSB's Code of Ethics. All employees who witness a situation have the power to act. This outside resource allows all employees to anonymously report fraudulent behaviour 24 hours a day, 7 days a week, in French and English.

Luke 4:18 Symposium

Our schools' Luke 4:18 clubs provide incredible service to those in need throughout the year. Every other year, there is a Social Justice Symposium where some Luke 4:18 leaders come together for a full day of activities and reflections. On May 26, more than 200 elementary students, 30 secondary students and 50 teacher facilitators from across the Board participated in this symposium. The students were invited to reflect on and discuss ways to promote belonging, peace and acceptance through the teachings of Jesus to love one another as he has loved us. Students and staff were treated to lunch and snacks and had an opportunity to build friendships and resources outside of their schools and classrooms. We are always so appreciative of the students, staff, families, Catholic School Councils and the Board Trustees for their support in promoting this club.

Video Message Denouncing the Harassment of 2SLGBTQIA+ Students

As a Catholic learning community, we believe that God loves each and every one of us as his own children. And that we are called to love each other in the same way. In an effort to show that hatred towards others is

always unacceptable in the YCDSB and there will be consequences for these actions, I recorded a video message, which is available on the YCDSB YouTube channel. I encourage you to watch it. As part of our commitment to end bullying in our schools, the Report It! system is being more prominently featured on our school websites. This system gives our students another avenue to report bullying to caring staff members.

Twitter Breaks on Mental Health

I had two amazing opportunities to discuss the importance that the YCDSB places on mental health through "Twitter Break with Director Dom:"

- It was great to chat with two amazing student leaders, Kavi, from Cardinal Carter CHS, and Erica, from Father Bressani CHS, about the work being done to build a culture of positive mental health in our schools. They spoke with me just after the inspirational Horizons Headstrong Conference had wrapped-up in the CEC.
- A highlight of my month was visiting Holy Cross CHS in Vaughan, where, with the assistance of St. John's Ambulance, they brought in therapy dogs to lift the spirits of students and staff in the lead-up to exams. I thank Principal Sandra Abate, teacher Michael Mattei and student Alessandro for their leadership on this initiative.

This week, a mental health survey will be shared with students, staff and families, which will be used to determine how we can better support the well-being of our community.

2023-2024 School Year Calendar

We are happy to report that the 2023-2024 school year calendar has been approved by the Ministry of Education. There will be seven PA Days for both the Elementary and the Secondary panel. The new calendar is now available on our Board's website.

May School Visits

Throughout May I had the privilege of visiting some more of our amazing schools: Light of Christ CES on May 5 and Our Lady of Fatima CES on May 12. I was treated to incredible musical performances by the students at both schools. Thank you for your hospitality!

Upcoming Events:

- Elementary School ONLY PA Day - June 2, 2023
- Father's Day - Sunday June 18, 2023
- Bike to School Week - May 29- June 2, 2023
- Secondary Exams - June 20-27, 2023
- Graduations
- Secondary PA Day and Elementary Half Day PA Day - June 30, 2023

Additional Items

- St. Brother Andre CHS Sr. boys Hockey Team Wins the AAA Boys OFSAA Hockey Championship - Way to Go Cardinals!
- St. Brother Andre CHS *Reach for the Top* team took home for the first time ever, the top trophy at this year's Regional Tournament. We are so proud of them!
- St. Jean de Brebeuf CHS grade 12 student Gabriel, brought home the GOLD from the *Artist Gymnastics Canadian Championships*. He competed in rings, pommel horse, high bar and parallel bars as part of Team Ontario. Congratulations Gabriel!



Multi-Year Strategic Plan

Mission Statement

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

Vision Statement

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

Core Values

Catholicity
Equity, Diversity and Inclusion
Excellence
Fiscal Responsibility
Integrity
Respect

Strategic Commitments

Catholic Faith
Equity and Inclusion
Student Achievement
Well-Being

Update for Trustees - May 29, 2023.



Aspects of The Multi Year Strategic Plan

Enduring and consistent over the course of the 5 year plan:

Mission

Vision

Core Values

Strategic Commitments

Strategic Priorities

Strategic Goals



Mission Statement

An organization's mission statement is a concise description of its purpose...

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



Vision Statement

Its vision statement is a vivid and engaging description of its idealized future state...

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



Core Values

Its values statements outlines its core beliefs....

Catholicity
Equity, Diversity and Inclusion
Excellence
Fiscal Responsibility
Integrity
Respect



Strategic Commitments

A strategic commitment is an overarching, high-level priority that an organization establishes in order to realize its vision.

- 1. Catholic Faith**
- 2. Equity and Inclusion**
- 3. Student Achievement**
- 4. Well-Being**



Strategic Priorities

A strategic priority provides the framework for organizing, defining, and communicating strategic goals...

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 inclusive and meaningful student learning and achievement.

Well-Being

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



Strategic Goals

A strategic goal is what an organization will achieve over the course of the strategic plan. A strategic goal is achieved through activities and/or initiatives an organization implements in order to realize its vision:

Each strategic goal should be:

- Translatable into short-term initiatives and actions so that progress can be seen each year;
- Enduring over the multi-year period: goals should not be so specific or easily achieved that they become irrelevant after the first year of the plan;
- Aligned with the boards' long-term vision;
- Just within reach: goals should be a stretch, but achievable



STRATEGIC GOALS

Catholic Faith	Equity and Inclusion	Student Achievement	Well-Being
<p>Foster a sense of belonging throughout our schools, in a safe and inclusive manner, that is inspired by our relationship with Christ.</p> <p>Embed and prioritize Gospel teaching through the Ontario Catholic School Graduate Expectations into all curriculum areas.</p> <p>Cultivate school environments focused on academic and spiritual growth that offer opportunities for Catholic faith formation and the development of faith knowledge</p>	<p>Recognize, value, integrate and celebrate the dignity and diversity of all students, staff, and Catholic school communities.</p> <p>Identify and eliminate barriers to equity of access, opportunity and outcomes for all, as we are all created in the image of God.</p> <p>Actively promote and support high expectations for all students to achieve their God-given potential in inclusive and caring learning environments.</p>	<p>Embed culturally responsive and relevant pedagogy (CRRP) to develop core skills in literacy and numeracy and promote evidence-based instructional practices.</p> <p>Allocate resources and initiatives to align with the <u>global competencies</u> and future trends in education and the workforce.</p> <p>To offer inclusive and specialized programs so that students may develop literacy, numeracy, emotional self regulation, life and workplace skills.</p>	<p>Provide equitable access to evidence-informed (evidence-based) culturally-responsive services and resources.</p> <p>Provide a broad range of individualized accommodations within a healthy, safe and inclusive learning and working environment.</p> <p>Foster a culture of ongoing professional development to increase mental health literacy and enhance staff efficacy to improve employee engagement and support student wellness.</p>

SMART GOALS

SMART Goal development is the last phase of the MYSP development that is being collaboratively developed by the Steering Committee.

SMART Goals provide a stated objective to be achieved within a set period of time, against which results can be compared:

- S - specific
- M - measurable
- A - attainable
- R - relevant
- T - time-bound

SMART GOALS

SMART Goals are not simple to set and must be carefully considered.

SMART Goals will be assessed and changed every year as a component of the Board Improvement Plan.





Aspects of The Multi Year Strategic Plan

Enduring and consistent over the course of the 5 year plan:

Mission

Vision

Core Values

Strategic Commitments

Strategic Priorities

Strategic Goals

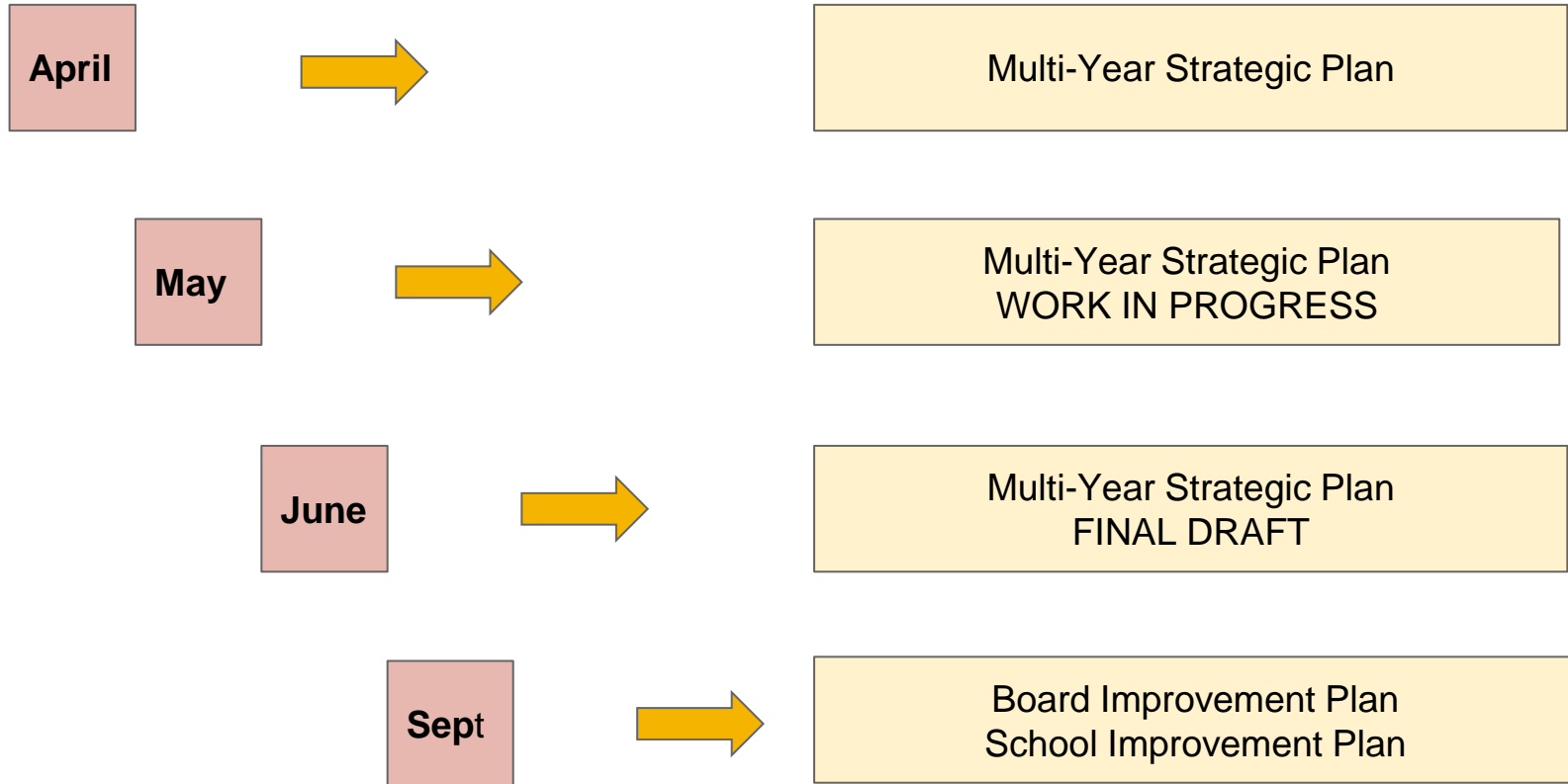
SMART Goals

PREPARING TO MONITOR

Monitoring/Assessing/Accountability

- The Director and Senior Administrators must make sure every outcome statement specifies multiple ways of assessment
- A number of existing measures provide quantitative data on student achievement, including Education Quality and Accountability Office (EQAO) scores, credit accumulation information, and pass rates.
- Qualitative measures may be available or may need to be created through surveys, online community boards, focus groups, or interviews which typically involve monitoring students' development, learning, and well-being, which is not easily evaluated.
- It is important for the Director to articulate the agreed-upon schedule for how and how often progress on each strategic goal will be reported to the Board.

MYSP Timeline



2023-24 Budget Development: Preliminary Financial Position

Regular Board Meeting
May 29, 2023

Prepared by:
Submitted by:
Endorsed by:

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





Financial Overview

2022-23 Revised Estimates Accumulated Surplus

Beginning Balance	\$18.4M
In-Year Deficit	(\$5.3M)
Projected Ending Balance	<u>\$13.1M</u>

2023-24 Estimates

In-Year Deficit before any
Investments/Savings (\$18.8M)



Why is the 2023-24 In-Year Deficit so high?

- COVID-19 Learning Recovery Fund discontinued
- Pay Equity maintenance
- Indigenous Education funding update



Overarching Budget Pressures

Major Drivers:

- Supply Costs (excess absenteeism)
- Special Education
- Pay Equity

Other notable line items:

- Library, School Office and Transportation spending exceeds Ministry funding
- Coordinators and Consultants, Principals/VPs and Board Administration spending is less than Ministry funding



Cost Savings and Investments Summary

In-Year position before investments/savings = **\$18.8M Deficit**

Current In-Year position, after staffing adjustments made to date ⁽¹⁾ = **\$15.7M Deficit** ⁽²⁾

For Trustee Approval	FTE	(\$000's)
Human Resources - Surveillance - Absenteeism (slide 6)	-	100
Information Systems - Cyber Security (slide 7)	1.0	130
Plant - Snow Removal (slide 8)	-	(1,500)
	1.0	(1,270)

Significant Budget Assumptions	FTE	(\$000's)
Savings Assumption - Supply Staff ⁽³⁾	-	(2,500)
Plant - Maintenance Savings ⁽⁴⁾	-	(500)
Administration Cost Savings ⁽⁵⁾	-	(250)
	-	(3,250)

After additional cost savings /investments, position would improve to **\$11.2M Deficit**

- 1) Details not available at this time as the Board is currently involved in collective bargaining
- 2) Refer Appendix 3 current Preliminary Financial Position
- 3) 10% target reduction of supply staff costs driven by measures from the Absenteeism Task Force.
- 4) Maintenance savings are derived from the efficiencies gained through department reorganization and the implementation of a quality control system, which in turn reduces the need for contracting out work orders.
- 5) Generated from attrition/non-replacement of central staff



Absenteeism: Surveillance - Absenteeism

No.	Description	FTE	Investment (\$000's)
P1	Surveillance budget for Culpable Absenteeism	-	100

Outcome

Allow the Board to contract the services of private investigators to assist the Board in addressing and managing concerns regarding culpable absenteeism.

Impact

Considering the Board's absenteeism data provided by a third party, there is a required system investment to properly and fully investigate fraudulent use of sick leave and other paid absences.



Information Systems: Cyber Security

No.	Description	FTE	Investment (\$000's)
P2	Security & Technology Business Continuity Specialist	1	130

Outcome

Create a new position in Information Systems to assess and manage information technology (IT) risk. This position will facilitate remediation of identified vulnerabilities for IT security risk across the Board enterprise and classroom infrastructure, and assist or oversee IT audits, IT risk assessments and regulatory compliance.

Impact

Work towards ensuring the safety of YCDSB and develop documentation including, but not limited to, Technology Business Continuity Plan, Incident Response Plan, Disaster Recovery Plan and a Crisis Management Plan.



Plant: Snow Removal

No.	Description	FTE	Savings (\$000's)
P3	Discontinue Winter Maintenance of Play Areas (Elementary)	-	(1,500)

Outcome

The annual budget for winter maintenance is \$3.2 million. By eliminating winter maintenance for the secondary area (the play area) at elementary schools, potential savings can be realized of approximately \$1.5 million per year. Our current contract provides separate pricing for primary and secondary areas at elementary schools.

Impact

Winter maintenance (snow plowing and salt application) to the play area located at the back of the school (secondary area) will be discontinued.



Appendix 1 – Enrolment Projection

Enrolment	2023-24 Estimates	2022-23 Revised Estimates	Change
<u>Elementary</u>			
Pupils of the Board	30,496	31,427	(931)
International Students	69	38	31
	30,565	31,465	(900)
<u>Secondary</u>			
Pupils of the Board	18,579	18,376	203
International Students	161	106	55
	18,740	18,482	258
Total Enrolment	49,305	49,947	(642)

The Board continues to experience declining Elementary enrolment while Secondary enrolment has been stable for several years. International student enrolment is recovering post pandemic.



Appendix 2 – Preliminary Grants for Student Needs (GSN) Revenue

(\$ millions)	2023-24 Estimates	2022-23 Revised Estimates	Change \$
Pupil Foundation Grant	284.4	284.0	0.4
School Foundation Grant	37.7	37.0	0.7
Special Purpose Grants			
Special Education Grant	71.5	70.8	0.7
Language Grant	15.1	14.9	0.2
Indigenous Education Grant	2.0	4.4	(2.4)
One-Time Realignment Mitigation Fund (Ind Ed)	1.1	-	1.1
Geographic Circumstances Grant (RNEF)	0.1	0.1	-
Learning Opportunities Grant	8.0	7.4	0.6
Mental Health and Well-being Grant	2.4	2.3	0.1
Supports for Students Fund	5.5	5.5	-
Continuing Education and Other Programs Grant	5.4	5.4	-
Cost Adj. & Teacher Qualifications & Experience	62.6	61.9	0.7
Student Transportation Grant	20.5	19.8	0.7
Declining Enrolment Adjustment	2.4	2.1	0.3
School Board Administration and Governance	16.3	15.4	0.9
School Facility Operations	53.2	52.3	0.9
Program Leadership Allocation	1.0	1.0	-
COVID-19 Learning Recovery Fund	-	7.2	(7.2)
Debt Service Support	0.2	0.2	-
Short Term Interest	0.2	0.2	-
Total Grants For Student Needs (GSN)	589.6	591.9	(2.3)
Minor Tangible Capital Assets (TCA)	(1.0)	(1.0)	-
Transfer to/(from) Deferred Revenue	1.9	0.6	1.3
Total GSN incl. Minor TCA and Change in Def. Rev	590.5	591.5	(1.0)



Appendix 3 – Preliminary Financial Position

2023-24 Estimates reflects current In-Year position, after staffing adjustments made to date, but excluding items for Trustee approval and significant budget assumptions included on slide 5

(\$ millions)	2023-24 Estimates	2022-23 Revised Estimates	Change \$
<u>Operating Revenues</u>			
Ministry Grants excluding capital & Debt	590.5	591.5	(1.0)
<u>Other Revenues</u>			
Continuing Education Other Revenues	6.2	6.2	-
International Student Fees	3.9	2.5	1.4
Other Revenues	6.1	6.3	(0.2)
	16.2	15.0	1.2
PPF and Other Grants/Programs	8.0	6.5	1.5
Grants (excluding Capital & Debt) & Other Revenues	614.7	613.0	1.7
Grants for Capital activity and Debt	48.5	54.3	(5.8)
Other Capital Revenues	18.3	18.2	0.1
Revenue For Compliance	681.5	685.5	(4.0)
<u>Expenses</u>			
Salaries and Benefits	560.2	547.9	12.3
Other Expenses	70.3	70.5	(0.2)
Expenses excluding capital activity	630.5	618.4	12.1
Expenses related to Capital Activity and Debt	48.4	54.1	(5.7)
Expense for Compliance	678.9	672.5	6.4
Ministry Compliance Adjustments	18.3	18.3	-
Compliance In-Year Surplus (Deficit)	(15.7)	(5.3)	(10.4)



Appendix 4 – 2023-24 Transportation Grant Update

York Catholic DSB

22/23 Allocation	19.8
Cost Update (Inflation)	0.7
Amount used for 23/24 Transition Amt	20.5
23/24 Allocation - New Model	20.0
23/24 Transition Amount ⁽¹⁾	0.5
23/24 Allocation incl. Transition Amt	20.5

- 1) The 2023-24 Transportation grant includes the first of a 3 year transition amount to ensure that school boards do not experience a decline in funding due to the new funding model.

Sector Comparison

	22/23 to 23/24 Grant Change
York Catholic DSB	4%
Provincial	9%
Catholic English	13%
Public English	7%
GTA	11%

True Sector comparison cannot be determined due to the funding impact of:

- 23/24 Transition amount (see note 1)
- Since the beginning of the review of the transportation grant (2020), boards with declining enrolment maintained prior year funding levels.



Motion

RECOMMENDATION: THAT the Board of Trustees approve the cost savings and investments individually in this report for the 2023-24 budget year.

USING DATA TO IDENTIFY AND ELIMINATE BARRIERS TO STUDENTS' ACHIEVING THEIR FULL POTENTIAL

YCDSB, 29 May 2023

USING DATA TO IDENTIFY AND ELIMINATE BARRIERS TO STUDENTS' ACHIEVING THEIR FULL POTENTIAL

Legislative Authority

Intersectionalities

Outcomes & Experiences of
Black Students

Outcomes & Experiences of
Students with Different Identities

Student Census

Legislative Authority

- Bill 114, Anti-Racism Act, 2017
- Ontario Human Rights Code, R.S.O. 1990, c. H. 19(29c)
- Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M.56
- Education Act, R.S.O. 1990, c. E.2

VOLUNTARY STUDENT CENSUS

The student census consisted of approximately 30 questions about students' identities, family characteristics, school experiences and well-being.



Languages
First Spoken

Indigenous
Identity

Ethnic Origin

Race



Religion/
Spiritual
Affiliation

Gender Identity

Sexual
Orientation
(Gr. 7-12)

Status in
Canada



Disability/
Condition

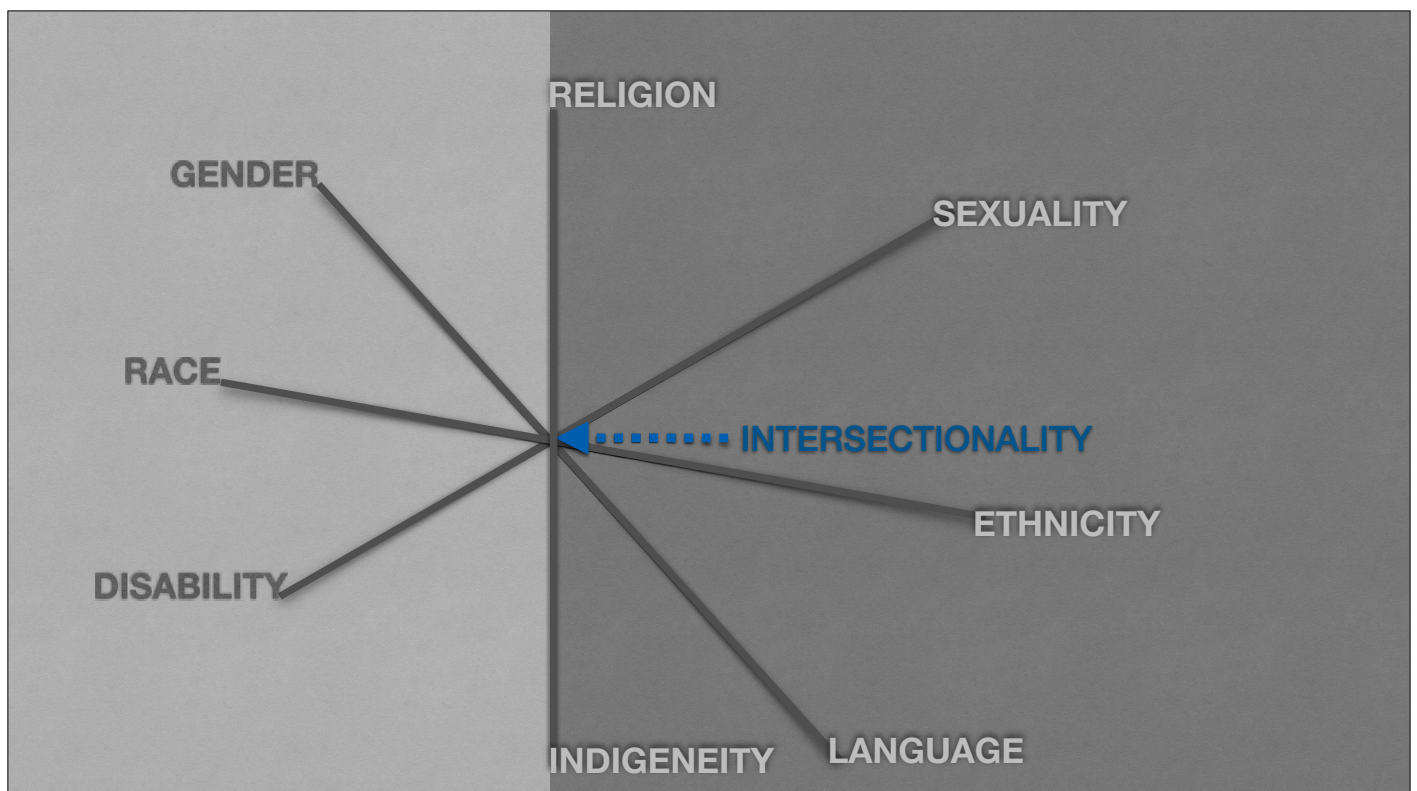
Socio-
Economic
Status

Family
Characteristics

Experiences

Guided by Gospel Values and Catholic Virtues

Creative and Critical Thinkers | Socially Responsible Global Citizens



Outcomes for Black Students

Outcomes for Students who self-identified as Black compared to the averages for all students

Elementary Grades	High School Grades	IEP	Special Education Need	Gifted	Absenteeism	Suspensions	Majority Applied Stream	Changes Grade 8 Math 2018 vs 2021	Changes in Grade 9 Math 2018 vs 2021	Changes in Grade 10 Math 2018 vs 2021
Black students had lower elementary and high school grade averages		Black boys were more likely to have IEPs	Black boys were more likely to have SEN	Black students were less likely to be placed in a gifted program	Black students were less likely to be absent	Black boys were more likely to be suspended Black girls were less likely to be suspended	Black students were more likely to be in the applied stream	Black students , particularly Black boys , were below the average in mathematics For Black boys , averages in grades 8 and 9 math fell but increased in grade 10		

Black students with “self-reported disabilities”

- faced challenges across all outcomes examined (with the exception of absenteeism)
- Black boys experienced suspension rates “significantly” higher than average

Experiences of Black Students

Student Perceptions of their School Experiences

Sense of Belonging
"NEVER"
feel they belong

Feel Unwelcome
Students are "OFTEN"
made to feel unwelcome
at their school

**Black
Students**

Sense of Fairness
School rules are
"NEVER" applied fairly
to all students

RISK FACTORS FOR BLACK YOUTH

36%

FINANCIAL INSTABILITY

How often do you worry about your family's financial situation?

16%

FOOD INSECURITY

During a regular school week, how often do you go to bed hungry because there is not enough food at home?

4%

HOUSING INSECURE

Have you considered yourself to be homeless in the last twelve months (e.g., living in shelters, living in cars, staying in abandoned buildings, or couch surfing)?

Voices of Black Students

Is there anything about you that we have not asked, and you feel we should know so that we can help you fulfil your potential and be successful?



- Grade 7 - I just want to learn more
- Grade 7 - I don't know if you guys did ask this, but I wished you guys asked: Do you get left out a lot because of your skin colour/race? My answer would have been: Yes. [anti-Black racism] [Stereotypes]
- Grade 7 - For people to be kinder towards me despite the colour of my skin. [Bullying] [anti-Black racism]
- Grade 7 - A lot of these questions are about the past, my history and things that have happened but I feel like there should've been more questions about what I aspire to have, be and do in the future. Those types of questions would've allowed me to explain better what goals I have for myself and what the school could do to help me attain those goals. [Black aspiration] [Black excellence] [Student Success]
- Grade 7 - More resources for indigenous and black students. [Diversity] [Representation]

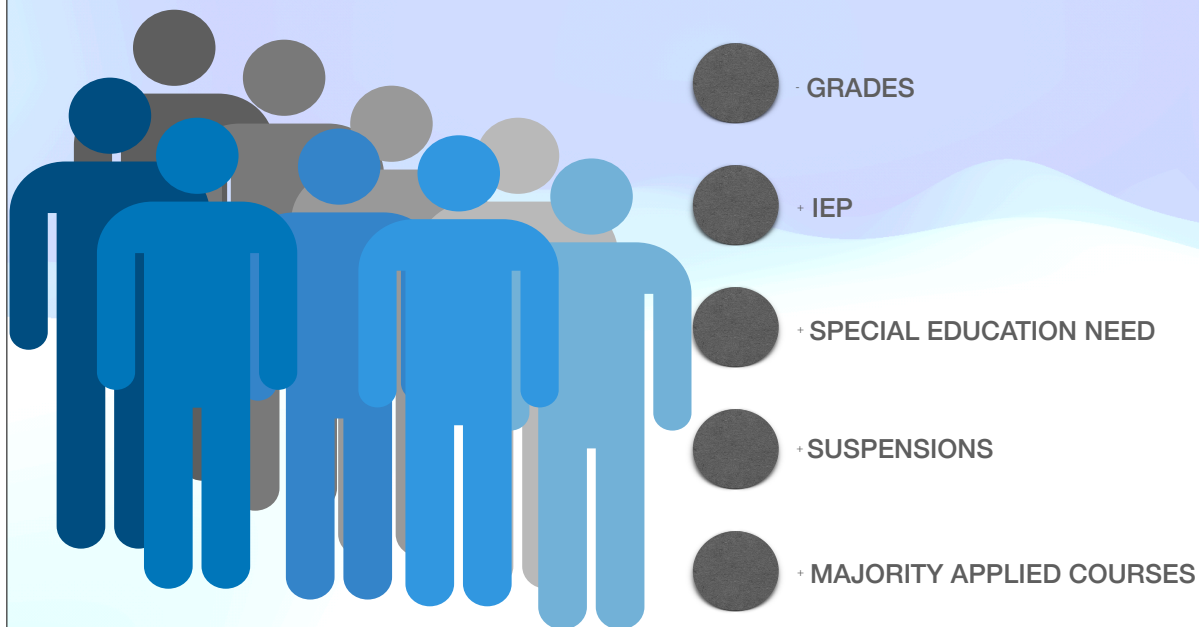
Is there anything about you that we have not asked, and you feel we should know so that we can help you fulfil your potential and be successful?



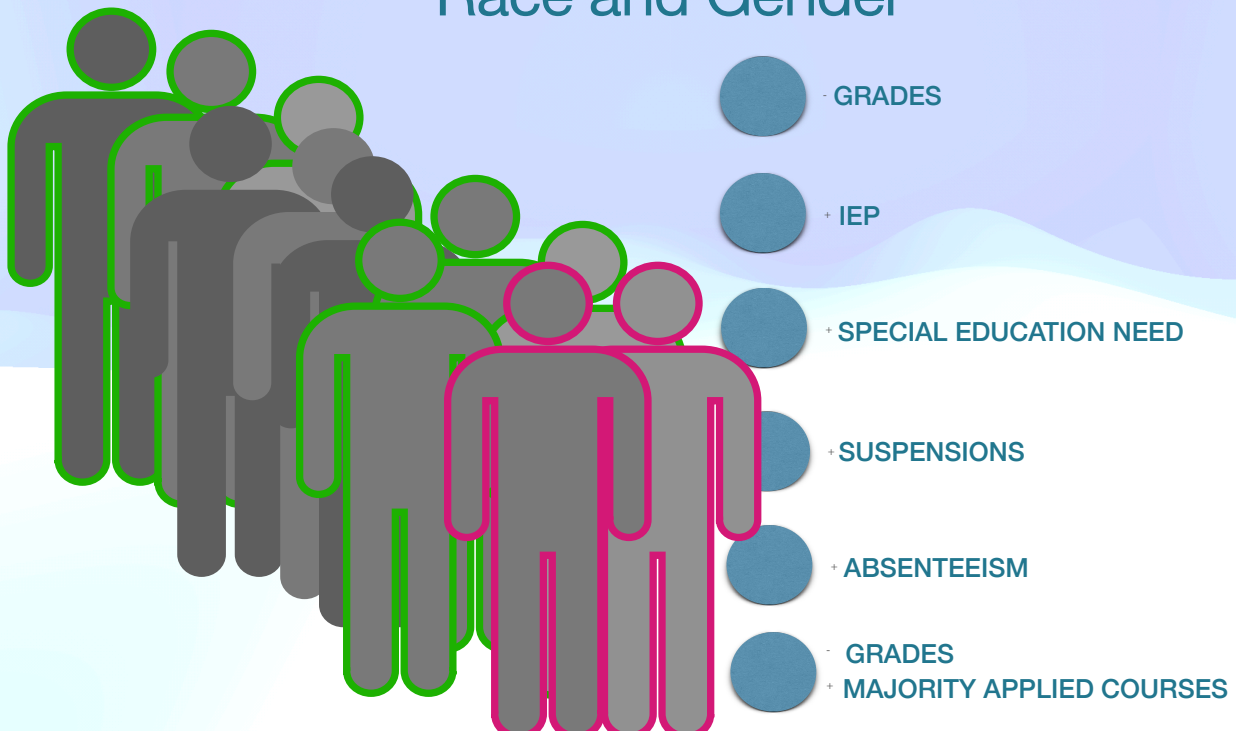
- Grade 12 - I just started going to [edited] this year, but I haven't once ever felt like I actually go there. I'm going to graduate in a few months anyways, but for future students, it would be nice if the school had a way of helping new students feel more like members of the community. [Sense of Belonging]
- Grade 12 - I would like the safety and wellbeing of black students to be taken more seriously in schools. I often feel like my opinion is ignored or cast aside. As a black student I don't always feel welcome but since I am a grade 12 I am patiently waiting for me to leave my school. [Safe Schools] [Welcoming] [Well-Being]

Outcomes for Students With Different Identities

Gender Differences



Race and Gender



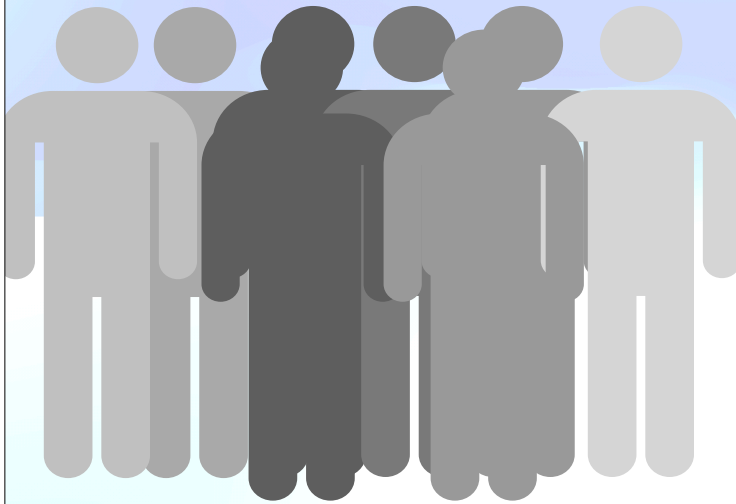
Gender and Disability

Self-Reported



Race and Disability

Self-Reported

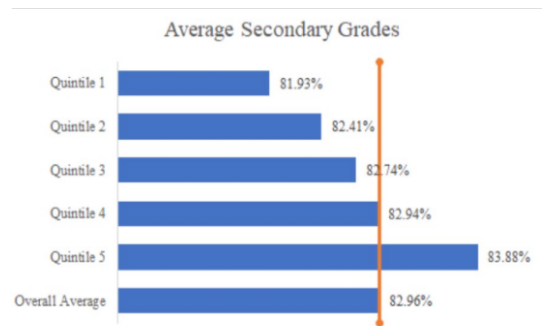
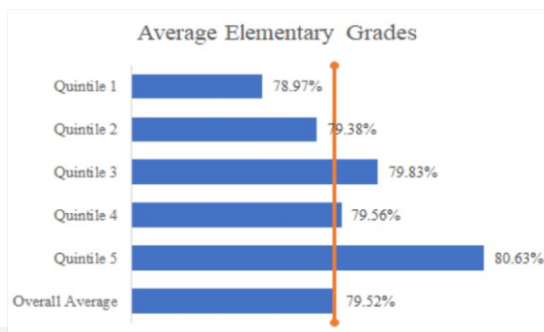


- GRADES
- IEP
- SPECIAL EDUCATION NEED
- SUSPENSIONS
- ABSENTEEISM
- MAJORITY APPLIED COURSES

Relationship between Socioeconomic Status and Academic Achievement

Academic Achievement

- The overall **average elementary grade** was 79.52 percent. Variation by quintile was statistically significant with the first quintile (78.97%) having an average of almost two percent lower than the highest quintile (80.63%).
- Similarly, in **average secondary grades**, students in the lowest quintile had an average (81.93%) that was nearly 2% lower than the highest quintile of students (83.88%).



School Experiences of Students With Different Identities

Sense of Belonging

2021 Grade 7-12 Student Census



Black

Latinx

East Asian

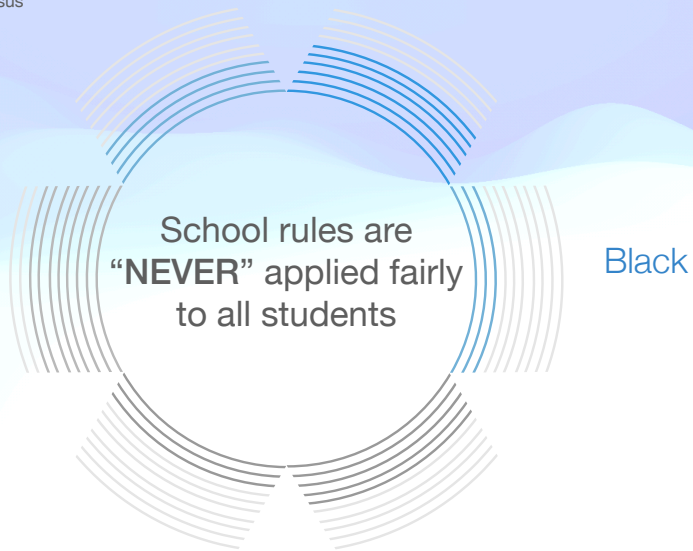
Gender-diverse

Born outside of Canada

Low income

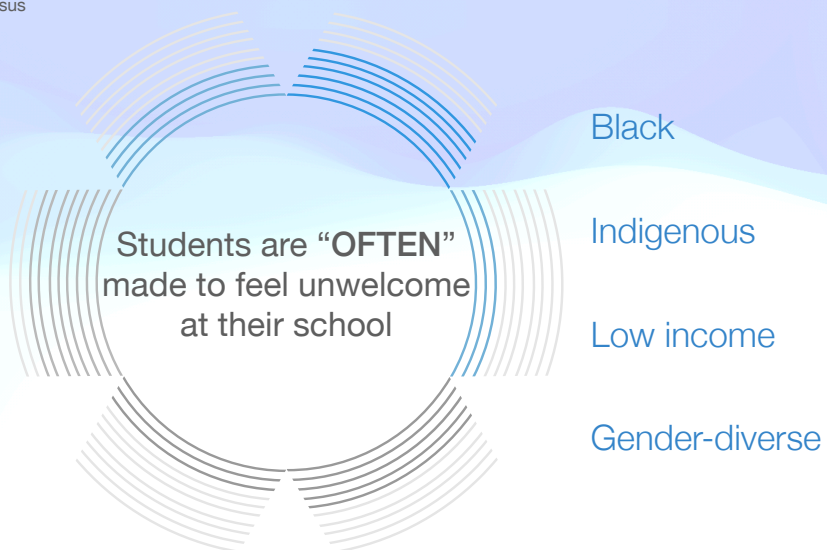
Sense of Fairness

2021 Grade 7-12 Student Census



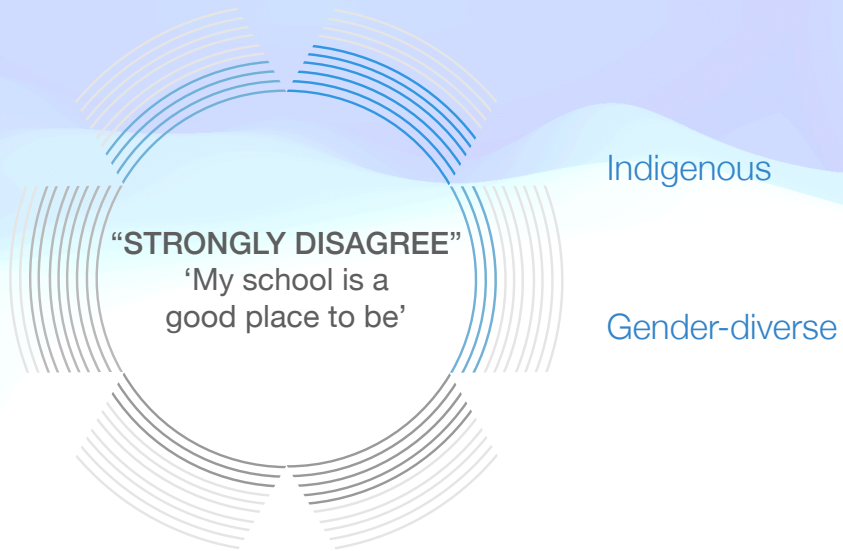
Feel Unwelcome

2021 Grade 7-12 Student Census



Feel Accepted

2021 Grade 7-12 Student Census



Last Word... Student Voice



To treat all students with dignity and respect.
Creating classrooms that encourage students to share their realities so that we all start to realize that not all things are a given. We do not all have the same opportunities to draw from.



"We are all created in the image of God"
Genesis 1:26-28

YORK CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE
REPORT NO. 2023: 06

To: Regular Board Meeting

May 29, 2023

A meeting of the Special Education Advisory Committee was held on **May 1, 2023** in a hybrid format in person at the CEC, 320 Bloomington Rd. W and virtually over Google meet.

PRESENT:

Committee Members:	N, Byrne*, J. Gamboa*, S. Gatti *, A. Grella*, N. Lai*, D. Legris*, J. Man*, J. Wigston, N. Welch*
Association Representatives:	M. DiFederico*, C. Sandig*
Administration:	A. Cabraja*, D. Candido, E. Miceli-Bush*
Regrets:	L. Webb
Recording	C. Mong*
Guests:	Francesca Puma, <i>Parent, PFS, YCDSB</i> M. McShine-Quao, <i>Education Researcher, YCDSB</i> A. Miraglia, <i>Itinerant Work Experience Teacher, YCDSB</i> A. Saggese, <i>Trustee Vaughan Area 1: Ward 1, YCDSB</i> E. Strano, <i>Special Education Consultant - PACE, YCDSB</i>

**Denotes Virtual attendance*

1. ACTION ITEM(S): nil

2. CORRESPONDENCE:

- KPRDSB SIP Claim funding

3. PRESENTATIONS/DISCUSSIONS/INFORMATION:

- Using Data to Identify and Eliminate Barriers to Students Achieving their Full Potential
- PACE Program Update
- Student Services Update

4. ASSOCIATION REPORTS:

Community Living: E-Connector, Early Bird Camp Pricing

Easter Seals: National AccessAbility Week & Red Shirt Day

EIS: the Infant and Child Development Services (ICDS) program is offering the Laugh, Learn and Play group and Positive Early Childhood Education (PECE) program

LDAYS: 4th Annual Virtual LDA Parent Conference

York Hills: Youth Mental Health week, see website for various events held this week

5. ITEMS FOR FUTURE AGENDA:

- Inclusion Action in Ontario Presentation
- Budget Update
- Year End Recap
- NBIA Canada

6. NEXT MEETING: June 12, 2023

J. WIGSTON, CHAIR, SEAC

York Catholic District School Board

**REPORT NO. 2023:02 of the
JOINT BOARD CONSORTIUM
PUBLIC SESSION**

To: Regular Board Meeting

May 29, 2023

A regular session of the Joint Board Consortium was held electronically on Wednesday, May 10th, 2023 commencing at 4:04 p.m.

PRESENT:

YRDSB Trustees: L. Hoeg, R. Lynn, and N. Mahmood

YRDSB Staff: J. Fair

YCDSB Trustees: F. Alexander, J. DiMeo, A. Grella and T. McNicol

YCDSB Staff: C. McNeil, T. Pechkovsky, and J. Sarna

STSYR Staff: N. Smith

Presiding: YRDSB Board Trustee N. Mahmood

Recording Officer: L. Toniutti

Regrets: All Present

1. ACTION ITEM(S): Nil

2. BUSINESS ARISING FROM THE MINUTES OF THE PREVIOUS MEETING:
There was no business arising from the minutes of the March 1, 2023 meeting.

3. PRESENTATION(S): Nil

4. DECISION ITEM(S): Nil

5. DISCUSSION/INFORMATION ITEM(S):
The Committee received information for the following:
a) Funding Model Review Update

6. FUTURE ITEM(S): Nil

ADJOURNMENT: 4:14 p.m.
Adjourned by common consent

York Catholic District School Board
REPORT NO. 2023:02
STUDENT SUCCESS & PATHWAYS COMMITTEE

To: Regular Board Meeting

May 29, 2023

A meeting of the Student Success & Pathways Committee was held via Google Meet on Monday, May 15, 2023 at 6:30 pm.

PRESENT:

Trustee Committee Members: F. Alexander, M. Barbieri, A. Saggese, J. Wigston

Other Trustees: J. DiMeo, A. Grella, E. Crowe, T. McNicol

Absent with Notice: M. Iafrate

Administration: A. Arcadi, N. Galatianos, J. Sarna, D. Scuglia

Staff: R. Ball, M. Benakis, S. Bondy, C. DeHaas, M. Perry,
D. Pimentel, A. Pasquini

Recording: L. Coquim

Presiding: A. Saggese, Committee Chair

1. ACTION ITEM(S): NIL

2. DISCUSSION / INFORMATION ITEMS:

- a. STREAM Centres of Excellence Data Results
- b. EQAO Supports (Elementary Panel)
- c. Religious Education, Family Life, Adult Faith, & Equity Updates
- d. Pathways Updates: Dual credits
- e. Continuing Education Programs

3. FUTURE MEETING DATE: TBD

4. ADJOURNMENT: 8:08 pm

A. Saggese, Committee Chair

REPORT

Report to: Board of Trustees

Date: May 29, 2023

Report: Trustee Appointment to the YCDSB Indigenous Education Circle

BACKGROUND

As mandated by the Ministry of Education, all school boards must have a formal structure to inform, guide and support Indigenous education for all students and to provide programming and opportunities that meet the needs of Indigenous students. It will be an opportunity for educators, administrators, and community members to come together to learn about Indigenous ways of knowing and being, and to share knowledge and experiences.

The work of the Indigenous Education Circle (IEC) services to strengthen the relations between the board and Indigenous communities and partners. The IEC will help provide a greater voice for Indigenous People in board decision-making.

The Indigenous Education Circle will provide feedback on board planning regarding Indigenous education, and will provide guidance on how best to serve the board community, both Indigenous and non-Indigenous.

LET IT BE RESOLVED:

THAT the Board appoint Trustee Maria Iafrate to the Indigenous Education Circle Committee.

Submitted by: Domenic Scuglia, Director of Education

York Catholic District School Board

Report To: Board of Trustees

From: Administration

Date: May 29, 2023

Report: Dissolution of the Ad-Hoc Trustee Code of Conduct Committee

EXECUTIVE SUMMARY

The purpose of this report is to provide information to the Board of Trustees with regards to the dissolution of the Ad-Hoc Trustee Code of Conduct Committee.

BACKGROUND INFORMATION

York Catholic DSB's Policy 118 Trustee Code of Conduct was last revised on November 27, 2018. The Ontario government introduced **Bill 98**, *The Better Schools and Student Outcomes Act, 2023*. Revisions to this policy was timely and all suggested changes were incorporated through a series of meetings. In addition, as per Ontario Regulation 246/18, the Board has fulfilled their obligation to revise and approve the Code of Conduct Policy by May 15, 2023. The revisions adhere to regulation 218.2 of the *Education Act* and provisions under the *Human Rights code*.

RECOMMENDATION

THAT the Ad-Hoc Trustee Code of Conduct Committee be dissolved effective immediately.

Prepared & Submitted by: Maria Iafrate, Committee Vice-Chair, Ad-Hoc Trustee Code of Conduct Committee

York Catholic District School Board

REPORT

Report to: Board of Trustees

Date: May 29, 2023

Report: Trustee Appointment to YCDSB Gender, Sexuality and Catholic Education Committee

LET IT BE RESOLVED:

THAT the Terms of Reference of the Staff Committee, “YCDSB Gender, Sexuality and Catholic Education Committee” be amended to increase Trustee representation from 2 to 3;

THAT the Board appoint Trustee Angela Saggese to the **YCDSB Gender, Sexuality and Catholic Education Committee**

Submitted by: Domenic Scuglia, Director of Education

YCDSB GENDER, SEXUALITY AND CATHOLIC EDUCATION COMMITTEE TERMS OF REFERENCE 2022

Background

The Director of Education chairs and convenes the Gender, Sexuality and Catholic Education Committee for the purpose of advancing the YCDSB mission and vision as it relates, particularly, to students who identify as 2SLGBTQQIA+. Guided by Gospel Values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their God-Given potential in a safe, inclusive and caring environment. Core members of the committee were selected to bring a diversity of perspective and expertise to expand our thinking, challenge perspectives and enable faith-filled, student-focused solutions. By doing so, we seek to support our vision that YCDSB students will become creative and critical thinkers who integrate Catholic values into their daily lives as socially responsible global citizens. The committee acknowledges the existing body of Catholic Church Teaching relevant to our mandate.

Purpose/Mandate

1. The purpose of this committee is to establish system level guidance, rooted in a Catholic context, regarding how to:
 - 1.1. support students, staff and families who identify as Two-Spirit, Lesbian, Gay, Bisexual, Trans, Questioning, Queer, Intersex, and/or Asexual (“2SLGBTQQIA+”);
 - 1.2. guide the teachings and incorporate knowledge about 2SLGBTQQIA+ community and the particular social justice issues that are faced by the 2SLGBTQQIA+ community to our students, staff and families;
 - 1.3. demonstrate that all 2SLGBTQQIA+ students, staff and families at the YCDSB are beloved children of God, each with their own unique gifts and talents.

2. Guiding Principles

All decisions and/or recommendations of the committee will be informed by:

- 2.1. a thorough and correct understanding of Catholic Church Teachings and a recognition of our call to pastoral care;
- 2.2. inputs from subject-matter experts and stakeholders including those with lived experience;
- 2.3. an evidence-based, data driven analysis that is developed in consultation

with a broad array of stakeholders;

- 2.4. a primary focus on the well-being and achievement of the 2SLGBTQQIA+ students enrolled in YCDSB schools;
- 2.5. an intersectional understanding that inequities and oppression cut across different identity categories, and that social identities have multiple dimensions; for instance, gender identity and sexual orientation in relation to race, culture, economic status, ability, age, immigration status and other socially constructed identities.

3. Expected Outcomes

Understand and Plan

- 3.1. A prioritized list of items that the committee will consider as it develops a shared awareness of issues of concern.
- 3.2. An environmental scan to inform a shared understanding of the scope and extent of the issues of concern.
- 3.3. A review of all related existing board policies, practices and procedures and, if required, recommendations for amendments.

Create

- 3.4. A readily accessible list of recommended programs and resources that are approved for use in YCDSB schools (i.e. the approved list).
- 3.5. A prominent and frequently updated web page with resources, Q&As and contact information.
- 3.6. A well-understood process for how the system will support 2SLGBTQQIA+ students. The process will assign responsibilities, recommend resource allocation and establish expectations for monitoring.
- 3.7. Increased engagement with student advocates and allies of 2SLGBTQQIA+ students.
- 3.8. Increased participation in professional development for teachers, guidance instructors, mental health lead(s), student services staff, administrators and trustees on the experiences of 2SLGBTQQIA+ students, implications for student success and related social justice issues.
- 3.9. Increased capacity to further our mandate by sponsoring and/or approving initiatives such as research, programs, events and training.

Monitor and Evaluate

- 3.10. Regular reports to the Board of Trustees.
- 3.11. Support budget recommendations to the Board of Trustees to advance the work of this committee and related system-wide initiatives, as needed.

4. Committee Membership

- 4.1. Bishop of the Archdiocese of Toronto - Northern Pastoral Region
- 4.2. ~~Two (2)~~ **Three (3)** Trustee(s)
- 4.3. Director and/or Associate Director
- 4.4. Superintendent of Curriculum and Assessment
- 4.5. Human Rights and Equity Advisor and/or Human Rights and Equity Officer
- 4.6. Superintendent of Human Resources & International Education or designate
- 4.7. Mental Health Lead and/or Superintendent of Education: Exceptional Learners
- 4.8. Religious Education Team
- 4.9. Indigenous Education Lead and/or Principal of Indigenous Education
- 4.10. Principal of Student Success and Pathways
- 4.11. Principal or Vice Principal - Elementary and Secondary
- 4.12. anyone else deemed appropriate by the Committee

5. Working Groups & Resource Personnel

- 5.1. Working groups will be established as required to provide an opportunity for members to work collaboratively on specific issues and projects.
- 5.2. Resource Personnel will be invited as needed.

6. Meeting Schedule and Time

- 6.1. The committee will meet at least three (3) times a year.
- 6.2. The sub-committees and working groups shall meet as needed to fulfill their mandates.

7. Measurement and Evaluation

- 7.1. Further to 2.3, metrics shall be determined at the earliest possible stages of the committee's work and resources shall be allocated to the collection and analysis of information for the purpose of measuring and evaluating the committee's impact and effectiveness.
- 7.2. The committee shall report regularly on its activities and achievements.

- 7.3. The terms of reference will be reviewed annually by the committee beginning September 2023.

Membership:

Anthony Arcadi
 Bishop John Boissonneau
 Mark Brosens
 Diana Candido
 Nancy Davie
 Danny DiLallo
 Lisa Falconi
 Michelle Farrell
 Michael Gray
 Maria Iafrate
 Lou Paonessa

David Pimentel
 Jennifer Sarna
 Michelle Prinzo
 Francesca Sarcinella
 Jennifer Sarna
 Domenic Scuglia (Chair)
 Shannon Ulgiati
 Jennifer Wigston

Angela Saggese

Last Revision/Approval Date: May 29, 2023 (*Updated Committee Membership*)

REPORT

York Catholic District School Board

Report To: Board of Trustees

From: Domenic Scuglia - Director of Education

Date: May 29, 2023

Report: Beyond the 94th: YCDSB Imagining the 95th Call to Action Excursion

EXECUTIVE SUMMARY:

This report is to provide the Board of Trustees with information regarding 'Beyond the 94th: YCDSB Imagining the 95th Call to Action' Excursion.

Date(s): May 30th - June 3rd, 2023

Location(s): Saskatchewan - Saskatoon and Regina

In accordance with *His Holiness, Pope Francis*, and in alignment with our Multi Year Strategic Plan (MYSP), and our Indigenous Board Action Plan (BAP), the YCDSB is committed to prioritizing the **94 Calls to Action** outlined by **Truth and Reconciliation Commission of Canada**. Moreover, we are committed to creating - with intention - opportunities for our stakeholders to partake in such Calls to Action, bringing us closer to Truth, and eventual Reconciliation.

Student Attendees by Grade		Chaperones
Grade 9	2 students	Domenic Scuglia, Director of Education Nick Galantianos, Principal of Indigenous Education Kyla King, Consultant: Indigenous Education
Grade 10	9 students	
Grade 11	8 students	
Grade 12	3 students	
Total: 22 Students		

Student Attendees by School			
Cardinal Carter	2 students	St. Augustine	1 student
Fr. Bressani	1 student	St. Brother Andre	1 student
Fr. Michael McGivney	1 student	St. Elizabeth	2 students
Holy Cross	1 student	St. Jean de Brebeuf	1 student
Our Lady of the Lake	1 student	St. Joan of Arc	1 student
Our Lady Queen of the World	2 students	St. Maximilian Kolbe	2 students + 1 student trustee
Sacred Heart	1 student + 1 student trustee	St. Robert	1 student

	1 student	St. Theresa of Lisieux	1 student
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BACKGROUND INFORMATION:

“The Holy See and the local Catholic communities are concretely committed to promoting the Indigenous cultures through specific and appropriate forms of spiritual accompaniment that include attention to their cultural traditions, customs, languages and educational processes, in the spirit of the United Nations Declaration on the Rights of Indigenous Peoples.

It is our desire to renew the relationship between the Church and the Indigenous peoples of Canada, a relationship marked both by a love that has borne outstanding fruit and, tragically, deep wounds that we are committed to understanding and healing.”

~ His Holiness, Pope Francis, Meeting with Civil Authorities, Representatives of Indigenous Peoples and Members of the Diplomatic Corps, Address of His Holiness, July 27 2022

In accordance with **His Holiness, Pope Francis**, the YCDSB is committed to prioritizing the **94 Calls to Action** outlined by **Truth and Reconciliation Commission of Canada**. That said, we are committed to creating - with intention - opportunities for our stakeholders to partake in such Calls to Action, bringing us closer to Truth, and eventual Reconciliation.

SUMMARY:

1) PURPOSE AND INTENT OF TRIP:

- Twenty-two students have been invited to work towards answering the **TRC Calls to Action**, and the Pope’s call for Catholics to support Indigenous communities.
- Each secondary school has selected one student who will return to their respective school and will facilitate a local school based Truth and Reconciliation Call to Action initiative.
- Moreover, secondary schools will continue their work around the development of Indigenous Circles with their associated feeder elementary schools.

2) ITINERARY HIGHLIGHTS

Tuesday, May 30	Wednesday, May 31	Thursday, June 1	Friday, June 2	Saturday, June 3
<u>Sacred Heart Community School</u> (with Sacred Heart Students and an Elder - Smudge - Winter Count Buffalo Robe Teaching <u>Regina Industrial Indian Residential School</u>	<u>Teepee Raising & Teaching</u> O’Neill Catholic High School (with O’Neil Students) -RCMP Heritage Centre: Indigenous Atlas of Canada & MMIWG2S workshop	-Tour: First Nations University <u>CCSTA Conference</u> -Traditional Opening at Wanuskewin Heritage Park -Elder Knowledge Keeper/Smudge	<u>CCSTA Conference</u> - Chief Cadmus Delorme (Keynote) - Chief Cadmus and Archbishop Don Bolen (discussion) Oskāyak’s School Visit Choice of 4 activities for students to choose to participate	<u>Rimai Art Gallery</u> Métis Artist Exhibition <u>St. Paul’s Catholic Co-Cathedral</u> Mass Putting it all together Planning our Reconcili-ACTION

- Cemetery visit - Prayer Service for Reconciliation (lead and created by YCDSB Students) Cathedral Neighbourhood	-Royal Saskatchewan Museum		in with students from Oskāyak's Science and Cree Culture Class a)Working with Hides b)Traditional Games c) Smudge, Circle and Tobacco Ties d) Fire Teachings Documentary Screening: Documentary screening "nîpawistamâsowin : We Will Stand Up" by Natasha Hubbard	
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Detailed Itinerary

3) AFTER THE EXCURSION

Students on this trip will be requested to take a form of ***Reconcili-Action*** upon returning from the experience:

- Students will re/establish Indigenous Circles at each of their sixteen respective high schools, along with a Truth and Reconciliation Initiative, tailored to their unique school communities
- Students will collaborate with each other to create a presentation that will be presented to the Board of Trustees in the 2023/24 school year.
- Students will participate in the creation of their school's Land Acknowledgement (if it has not been completed)
- Students will be an Indigenous student representative in the 2023-24 school year
- Students will be part of a planning committee for Orange Shirt day 2023, and be part of the YCDSB live stream presentation.

Prepared by:

Reviewed and Submitted by:

Endorsed by:

Kyla King - Indigenous Education Lead

Jennifer Sarna - Associate Director of Education

Domenic Scuglia, Director of Education

REPORT

York Catholic District School Board

Report to: Board of Trustees

From: Domenic Scuglia – Director of Education

Date: May 29, 2023

Report: **Update on the Work of the YCDSB Gender, Sexuality and Catholic Education Committee**

EXECUTIVE SUMMARY:

This report is submitted to provide the Board of Trustees with information about the ongoing work of the YCDSB Gender, Sexuality and Catholic Education Committee (the “Committee”). The Committee was established in March 2022 to provide system-level guidance.

It is important to note that trustees were invited to join this committee and to participate in the joint awareness raising, knowledge building and planning. However, it is not the role of participating trustees to endorse any of the recommendations made by the Committee. In other words, no inference should be made that a trustee who participates on the Committee will vote to support any particular recommendation.

Two sub-committees of the Committee have brought forward the following recommendations:

1. The Flag & Symbols sub-committee recommends that the YCDSB fly a Rainbow Flag, specifically the Progress Pride Flag, during the month of June at the Catholic Education Centre (the “CEC”).

2. The Professional Education & Speakers sub-committee recommends that a module specific to supporting 2SLGBTQIA+ students be created and included in the proposed series for teachers - *“Creating Mentally Healthy and Inclusive Classrooms”*.
3. The Professional Education & Speakers sub-committee recommends that a statement be issued to denounce all forms of hatred and violence against members of the 2SLGBTQIA+ communities and that a renewed campaign to encourage the reporting of bullying and harassment be launched.

BACKGROUND:

A. Towards a comprehensive strategy to support 2SLGBTQIA+ students, staff and families at YCDSB

In March 2022, the Director of Education created the Gender, Sexuality and Catholic Education Committee, and gave it a mandate to establish system level guidance, rooted in a Catholic context, regarding how to:

- support students, staff and families who identify as Two-Spirit, Lesbian, Gay, Bisexual, Trans, Questioning, Queer, Intersex, and/or Asexual (“2SLGBTQIA+”);
- guide the teachings and incorporate knowledge about 2SLGBTQIA+ community and the particular social justice issues that are faced by the 2SLGBTQIA+ community to our students, staff and families;
- demonstrate that all 2SLGBTQIA+ students, staff and families at the YCDSB are beloved children of God, each with their own unique gifts and talents.

Core members of the committee were selected to bring a diversity of perspectives and varying expertise to expand thinking, challenge perspectives and enable faith-filled, student-focused solutions. The existing body of Catholic Church Teaching, including the 2012 missive from OCSTA, is central to its mandate and discussions.

Through many previous YCDSB initiatives (i.e., forums, conferences, retreats), it was well understood that a system-level strategy was required in order to support issues arising in our schools. Administrators report that bullying in schools is becoming increasingly challenging to

manage. Our students in the 2SLGBTQIA+ communities, along with their allies have suffered for a long time - mostly in silence. Dealing with bullying in a way that promotes prevention and restoration remains a top priority for all of our administrators who recognize that students have tremendous access to information through social media and the internet. It is the responsibility of educators to assist in the navigation of this information to create informed, intelligent, equitable, fair, and positive thinking individuals and it is anticipated that the Committee will provide resources to support our educators in fulfilling this role.

B. Meetings of the Committee

An environment for respectful and brave communication was established at the onset given the potential for misunderstanding and miscommunication that can arise when discussing gender, sexuality and Catholic education. Over the course of several meetings, committee members became willing to share information and perspectives. Participants were motivated to engage in a nuanced discussion and gained a collective appreciation for the challenges at hand.

In May 2022, a working group was established to create a resource for distribution to the entire system in June. This group was composed of school administrators and system leaders in Religion, Mental Health and Human Rights. Ultimately, the document that was proposed by this group was rejected by the Board of Trustees. However, a communication was sent via an amended addendum to system memo dated June 2, 2002 (Pride Month: Information for Educators AMENDED ADDENDUM).

Subsequently, Principals and Superintendents received calls from parents asking why the Board was not flying the Rainbow Flag. The working group was re-convened and created a resource for Superintendents and Administrators to assist them in responding to the following questions:

- Why isn't the YCDSB raising the Rainbow Flag?
- How is it that other Catholic school boards raise the flag whereas York Catholic does not?

In November 2022, two sub-committees were created to support the work of the Committee: Flag and Symbols and Professional Speakers and Education. It was expected that the Committee would build its capacity to respond to the challenging questions and events that had transpired the previous June through further education and careful consideration.

His Excellency Bishop John Boissonneau from the Archdiocese of Toronto has participated in committee meetings since its inception. He shared ecclesiastical resources and listened to all of the inputs presented. In March 2023, he presented an overview of relevant Catholic teaching and emphasized that any expressions of hatred against people from the 2SLGBTQIA+ community are unacceptable. A decision not to fly a Rainbow Flag should not be construed as a lack of willingness to love and support all. It is important to note that there is no universally accepted meaning attached to the symbol of the Rainbow Flag. It does attach to values of welcome and acceptance. It also attaches to advocacy movements that call for change in social values and legislation, such as same sex marriage, which the church does not accept.

Date	Overview of Committee Agenda Items
March 3, 2022	Introductions; draft Terms of Reference
May 6, 2022	Draft Terms of Reference; Data shared by Mental Health lead on student expectations for June
May 20, 2022	Terms of Reference approved; responding to student/staff requests re June, Rainbow Flag, etc.; sharing resources with schools and community; Q&A Working Group created
November 10, 2022	Employee Suggestion Box responses; Creation of sub-committees (Flag and symbols; Professional Speakers and Education)
January 13, 2023	Expanding membership; updates from sub-committees; HREA report; Maplewood Biographics information
March 3, 2023	Reflections from Board meeting February 28th, 2023; Report from HREA; decision to remove video of February Board Meeting from YouTube
March 30, 2023	Presentation from Bishop Boissonneau; Professional Speakers Sub-Committee - guest (C. Cabarios, social worker)
April 24, 2023	OECTA stickers; creation of video from Director supporting 2SLGBTQIA+; Professional Speakers Sub-Committee - guest (M. Kolton, EGALE); Flag Sub-Committee update

C. Sub-Committees

a. Flag and Symbols (Chair, David Pimentel)

Our Catholicity calls us to be inclusive, compassionate, and empathetic. Pope Francis continues to urge all of us to welcome LGBTQ members into the church, to demonstrate “tenderness, please, as God has for each one of us.” Christ himself embraced the marginalized and the oppressed, welcomed all those discriminated against, and spoke out against those who were mistreated in society. Christ embodied the spirit of inclusivity in all that he said and did. As we strive to emulate Christ, flying the Rainbow Flag reflects this belief of acceptance and affirmation, through a concrete and tangible act. It is important to note that the Cross will always be the foremost prominent symbol of our faith. To fly the Rainbow Flag, a symbol of support for the 2SLGBTQIA+ community, is not to undermine our position that any and all symbols associated with Christ do indeed remain at the forefront at YCDSB. Nor does flying the flag diminish any reverence for the June celebration of the Sacred Heart of Jesus, where we recognize His merciful heart and redeeming love for humankind.

The YCDSB has worked very diligently to make our schools more equitable, and provide opportunities for gender and sexually diverse students to feel welcomed in their school community. We responded by creating Respecting Difference groups in our schools that allowed students the opportunity to feel comfortable expressing their experience as 2SLGBTQIA+ people and allies of 2SLGBTQIA+ people. We have provided leadership opportunities for these students under the direction of dedicated staff through various retreats, forums, and engagements. Our students suggest that one major component of their full acceptance is the acknowledgement and recognition of the most important symbol - the Rainbow Flag.

Support through words is abundant and plentiful, it is in the “what we do” that is now the most meaningful and demonstrable sign of support for the 2SLGBTQIA+ community. We can celebrate the importance of this symbol in the recognition and acceptance of everyone by highlighting that the flag stands for inclusivity. We are now living in a time where the voice of the affected group, the members of that particular community which is subjected to the actual

oppression and the mistreatment, is the singular voice that should ring the loudest, and which should be given the most consideration when implementing change.

The York Catholic District School Board is deeply committed to living our Catholicity and to ensuring the well-being of all our students. To fly the flag should not be viewed in juxtaposition with the teachings of our faith. We continue to honour the Catholic social teaching principles of “solidarity” and “rights and responsibilities” by representing the Rainbow Flag as the quintessential symbol of acceptance for the 2SLGBTQAI+ community. To support the flag is not to dismiss the tenets of our faith. Flying the flag does not compromise our commitment to the teachings of the Catechism of the Catholic Church.

Flying the Rainbow Flag at the CEC would be consistent with the pastoral mission of the Catholic Church. In no way should it be viewed as undermining our board’s commitment to honouring and respecting the teachings of the Catholic Church. Instead, it would be an attempt to support our 2SLGBTQA+ students who historically have been disproportionately marginalized and bullied, often with tragic consequences.

YCDSB administrators have heard students in their own school’s Respecting Difference groups pleading for the raising of the Pride Flag for a very long time. They have been required to explain to their students that Board policy prevents them from exercising their discretion to decide if flying the flag would be appropriate in their school community. Educators give this message to students knowing that national research shows a dangerous number of young adults have turned towards suicide as the only option in a system that never fully listens. Although raising the pride flag may not eradicate homophobic, transphobic, or other gender-based bullying and violence, it will show that - after a long time of hearing our young people - we are now listening.

In the month of June, organizations across the country show their support for 2SLGTBQAI+ people through a variety of initiatives. 26 of 29 Ontario Catholic school boards fly or display the Rainbow Flag in one form or another (i.e., on school flag poles in some cases, but for most, at their respective education centres/board offices). Flying the flag would reflect the position that YCDSB will stand with all of our students in June, as we do throughout the school year. It would

reinforce the notion that we are all children of God and are all worthy of love and respect—as our faith and our Church teach.

Recommendation

1. The Flag & Symbols sub-committee recommends that the YCDSB fly a Rainbow Flag, specifically the Progress Pride Flag, during the month of June at the Catholic Education Centre (the “CEC”).

b. Professional Education & Speakers (Chair, Michelle Farrell)

The Professional Education & Speakers sub-committee supports members of the larger committee by providing information, vetting speakers and recommending community partnerships. The sub-committee was invited to bring presentations to the Committee that would support each member in developing their own awareness of the issues facing our 2SLGBTQIA+ students, staff and families and in developing the Committee’s shared understanding of the issues at hand in order to work more effectively together to impact change.

Presentations to the full Committee:

- **from M. Prinzo, YCDSB Mental Health Lead (with data from M. McShine-Quao, Research Manager):**

The *YCDSB 2021 Kindergarten to Grade 12 Student Census* data shows that 52% of students reported their gender as girl/woman and 46% reported their gender as boy/man. One percent (n=187) identified as **gender diverse**. **Sexual orientation** was analyzed using five categories: heterosexual, gay/lesbian, bisexual, other and prefer not to answer/not sure/don’t know/don’t understand the question. The majority of students responding to the Census identified their sexual orientation as heterosexual/straight (82%). Eighteen percent (18%) of our student body selected from the remaining four options. Of those, 209 students identified as gay/lesbian and 270 students identified as bisexual.

These students reported significantly higher levels of not feeling safe, not feeling like they belong and reported feeling they don't belong in their school community and are not treated with

respect by their peers. They also reported significantly higher levels of feeling sad, depressed, nervous/afraid, low self-esteem and that they are not loved or made to feel welcome.

- **from M. Farrell, YCDSB Human Rights & Equity Advisor:**

Incidents of harassment and discrimination against YCDSB 2SLGBTQIA+ students are being reported but our students have explained that they under-report because they do not trust the system to do anything about their concerns (i.e., there is no reward for the difficult work of reliving traumatic events). Adults made delegations to a regular board meeting which were violent, non-inclusive and constituted a violation of the *YCDSB Code of Conduct (Policy 117)*. Recent decisions of the Superior Court provide guidance on the interpretation of s.93. The YCDSB, pursuant to its stated value of inclusion, must challenge any belief that excludes others. Strong, unequivocal action is required as a result of the controversy around the distribution of the OECTA Safe Space Stickers (e.g., Director statement/video; directive that Administrators consequence all incidents of hate; fly the Rainbow Flag).

- **from C. Cabrios, Social Worker:**

In his practice as a social worker, he has met several gay Catholics who struggle with a lack of acceptance from their home, school, and parish. He shared a powerful story of the support he received from a high school science teacher who helped him understand that, as a gay man, he was not disqualified from continuing his faith formation as a Catholic.

- **from M. Kolton, Director of Learning at EGALÉ:**

It is understood that there are many challenging and complex issues involved in creating a supporting environment for students from the 2SLGBTQIA+ communities in Catholic schools. National statistics show that 2SLGBTQIA+ students report disproportionately high rates of mental health issues. EGALÉ is experienced in training teachers and other caring adults on how to support students. They are willing to partner with YCDSB to support initiatives designed to create safe and inclusive spaces for all students.

Recommendations

2. The Professional Education & Speakers sub-committee recommends that a module specific to supporting 2SLGBTQIA+ students be created and included in the proposed series for teachers - *“Creating Mentally Healthy and Inclusive Classrooms”*.
3. The Professional Education & Speakers sub-committee recommends that a statement be issued to denounce all forms of hatred and violence against members of the 2SLGBTQIA+ communities and that a renewed campaign to encourage the reporting of bullying and harassment be launched.

Prepared by:	Michelle Farrell, Human Rights & Equity Advisor David Pimentel, Principal – Religion, Family Life, Adult Faith & Equity
Reviewed and submitted by:	Jennifer Sarna, Associate Director of Education
Endorsed by:	Domenic Scuglia, Director of Education



York Catholic District School Board

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

April 18, 2023

IDENTIFICATION OF GIFTED LEARNERS

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

LET IT BE RESOLVED

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

Elizabeth Crowe
Trustee
Aurora / King / Whitchurch-Stouffville

Reference No. 2023:08:0418:EC

York Catholic District School Board

REPORT TO: Board of Trustees
FROM: Administration
DATE: May 29, 2023
RE: Contingency Plan – Blessed Chiara Badano CES and
St. Katharine Drexel CHS

Prepared and Submitted by:

Joel Chiutsi, Superintendent of Education: School Leadership
Calum McNeil, CFO & Treasurer of the Board
Tom Pechkovsky, Co-ordinating Manager of Planning &
Operations

Endorsed by: Domenic Scuglia, Director of Education and Secretary of the Board





Overview

This report reviews **interim accommodation options** considered as a result of the construction delay and consequential delayed opening of the Stouffville Multi-Use Facility (Blessed Chiara Badano (“BCB”) and St. Katharine Drexel CHS (“SKD”)). For the purpose of this report, the opening date, originally scheduled for September 2023, is assumed to be February 2024.

The two interim accommodation options allow the schools to open in September 2023, **as per our commitment to the community**, and to occupy the new school as soon as possible, given that we received original approval from the Ministry in 2016. The interim accommodation options aim to place students in nearby schools, while minimizing disruption to students and families, and, where possible, consolidating cohorts into one location to ensure a smooth transition to the new building by February 2024.

The three cohorts which have been consolidated in each of the two interim accommodation options are *Grades 1-6 French Immersion (“FI”), Grades 7-8 Regular Track (“RT”) & FI, and Grade 9 RT & FI.*

Based on the information contained in this report, administration made the decision to proceed with Option 1



Overview Cont'd

Deferral of opening the new schools until September 2024 was not considered an option due to the following:

- The timing of the project opening is uncertain; delays could be as little as 2 months. To leave the school vacant for the balance of a school year due to a 2 month delay was not respectful of the community's patience and understanding as they have been awaiting the new facility since its announcement in 2016.
- Plans for the organization of the new school for September 2023 were in place, with commitments made, some staffing, etc established. To reverse those commitments based on early estimates of a delay was not necessary.
- While there would be some one-time staff cost savings if the school opening was deferred, the savings would potentially be offset by the impact on enrollment and lower future transportation savings relating to the St Brother Andre students.



Interim Accommodation Options

Interim Option 1 envisages student cohorts being consolidated at:

- **St. Brendan** **Grades 1-6 FI, and Grade 9 (RT and FI)**
 - Grade 1-6 FI: Existing 8 classrooms in the port-a-pak
 - Grade 9: 4 Classrooms (1st Floor), existing portables
- **St. Mark** **Grades 7-8 (RT and FI)**
 - Location: Existing 8 portables, 2 more to be relocated from St. Brigid, 1 classroom in building

Interim Option 2 envisages student cohorts being consolidated at:

- **St. Brendan** **Grades 1-6 FI**
 - Location: Existing 8 classrooms in the port-a-pak
- **St. Brother André CHS** **Grades 7-8 (RT and FI), Grades 9 (RT and FI),**
 - Location: 5 existing classrooms in the Eldale, 10 more portables will be needed



Incremental Costs

The following tables represent **incremental costs / (savings)** versus the original plan (i.e. the new school buildings are open as planned in September 2023).

	2023-24					
	SMUF open as planned Sep 2023 ¹⁾		Interim Option 1		Interim Option 2	
	Total Cost of SMUF family of schools		Increased cost / (cost savings) versus SMUF open as planned Sep 2023			
	FTE	(\$000's)	FTE	(\$000's)	FTE	(\$000's)
Principal/Vice Principal	6.5	971	Nil	Nil	Nil	Nil
Secretary/Clerical	7.0	462	Nil	Nil	Nil	Nil
Teachers	97.7	11,434	Nil	Nil	Nil	Nil
Total Staffing	111.2	12,867	Nil	Nil	Nil	Nil
Transportation	-	450	Nil	Nil	Nil	150
Total 2023-24	111.2	13,317	Nil	Nil	Nil	150
	2022-23					
Total 2022-23 (Portable Relocations, Temporary Accommodation Grant - budget line. See Note 2)			Nil	120	Nil	600
TOTAL INCREASED COSTS / (COST SAVINGS)			Nil	120	Nil	750

Option 1:
\$120K higher
than the
original plan.

Option 2:
\$750K higher
than the
original plan.

The options assume students move to the new buildings in February 2024. Cost projections are subject to enrolment and transportation assumptions made.

Note: 1) Two new schools (BCB/SKD) physically open on Sept 2023 as originally planned. 2) Current available Temporary Accommodation Grant is \$180k.



Options Comparison

Option	Pros	Cons
Option 1:	<ul style="list-style-type: none">• Allows the schools to be organized for September 2023 which facilitates a mid-year move• Requires less staffing for grades 1 to 8• No splits grades• Maintains the same classroom organization over the school year with familiar teachers to support students through the year• Minimizes additional transportation costs• Minimizes the requirement for Temporary Accommodation (portables)• Each school will have its own bell time which will minimize traffic congestion• Keeps all students in Stouffville	<ul style="list-style-type: none">• Splits up families who have children in Grade 7/8 and Grade 9• Requires students to move mid-year to new building
Option 2:	<ul style="list-style-type: none">• Allows the schools to be organized for September 2023 which facilitates a mid-year move• Requires less staffing for grades 1 to 8• No splits grades• Maintains the same classroom organization over the school year	<ul style="list-style-type: none">• Grade 7 and 8 students leave Stouffville to attend St. Brother Andre• Requires additional transportation costs• Requires additional accommodation costs (10 portables at St. Brother Andre)• Requires students to move mid-year



Additional Interim Option Based on Community Input

This interim option was suggested during a community meeting. Parents requested that students stay in their current location until the new building is ready for occupancy. Because staffing occurs in June, this option would require additional staffing of 2.4 FTE over the existing interim options. Additional staffing cannot be adjusted mid-year when the students move to the new location. This option would also mean SKD students would be located in four locations which makes it difficult to build community and school spirit. This option also generates more split grades.

TRACK	STUDENT LOCATION
Grades 1-6 (RT)	N/A
Grades 1-6 (FI)	St. Brendan St. Mark
Grades 7-8 (RT and FI)	St. Brendan St. Brigid St. Mark
Grade 9 (RT and FI)	St. Brother André CHS

Saint Katharine Drexel Catholic High School Information Update

May 18th, 2023

Opening Prayer

Heavenly Father,

As we continue our work together in establishing our school community with St Drexel as our foundation, we acknowledge her dedication to serving the marginalized and oppressed.

Help us to emulate her example of love and compassion towards all people.

We pray for the strength and courage to follow St. Katharine's example, to be agents of change and justice in the world. May her message of inclusivity and empowerment continue to inspire us to work towards a more just and equitable society.

We ask for St. Katharine's intercession in our daily lives, that we may have the wisdom to discern your will and the courage to act on it. May her spirit of generosity and selflessness guide us in all that we do.

We make this prayer through Christ our Lord.

Agenda

Grade 7 and 8

- School day format
- Uniform

Grade 9

- School day format
- Uniform

Co-Curriculars and Building Community

Transportation

Q&A

Grade 7 and 8

Location : St Mark CES , September 2023

Structure of School Day- Grade 7 and 8

<i>All Grade 7s and 8s will have a modified rotary schedule (2 classroom teachers, with Music and Core French (English Track) taught by Itinerant teaching staff)</i>	Grade 7 and 8 (Both English track and French Immersion)
9:30	Start of day + Instructional time
Offset from St Mark	Movement Break (Supervised by classroom teacher)
	Instructional Time
12:05-12:45	Lunch + Movement Break (Supervised by Lunchtime Supervisor) <i>In collaboration with St Mark, ordered lunches (ie pizza, subs, etc) will be available multiple times each week. When we enter the permanent building cafeteria services will be available.</i>
	Instructional time
Offset from St Mark	Movement break if not incorporated in Physical Education block (Supervised by classroom teacher)
Day ends at 3:30 86	Instructional time + end of day

School Colours

- Navy Blue
- Silver
- Orange





School Uniforms



This is our uniform crest, which is modified from our full school crest.

Golf Shirt Options



LADIES POLO S/S

WHITE | GREY



UNISEX POLO S/S

WHITE | GREY



LADIES POLO L/S

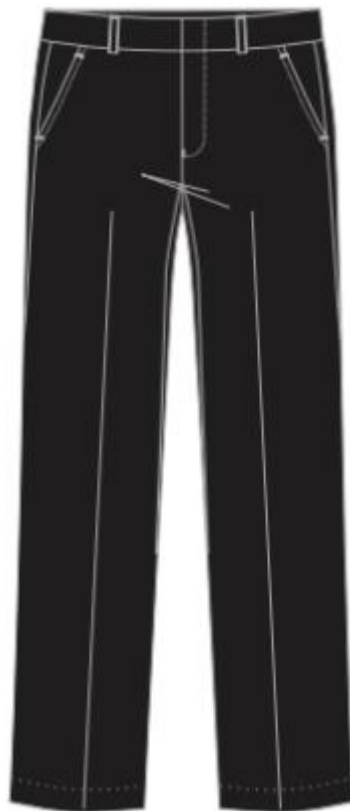
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UNISEX POLO L/S

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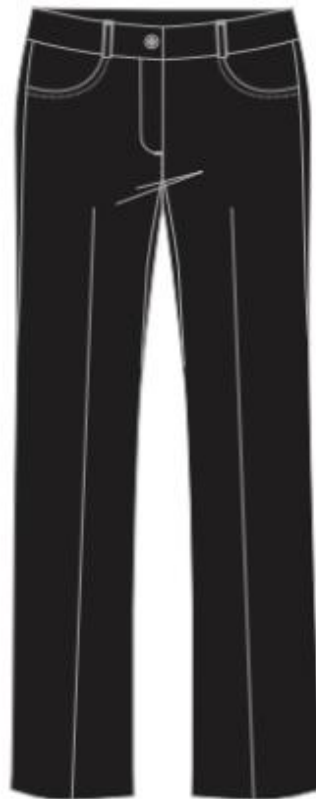




MEN'S DRESS PANT

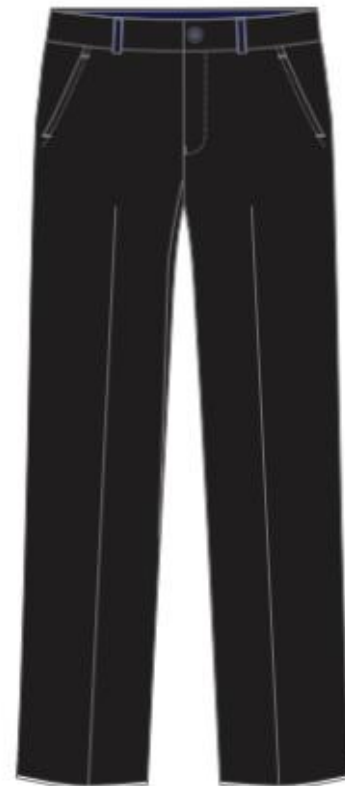
BLACK

91



LADIES' DRESS PANT

BLACK



UNISEX CASUAL PANTS

BLACK



UNISEX RUGBY
CHARCOAL/NAVY



FULL ZIP SWEATER
NAVY

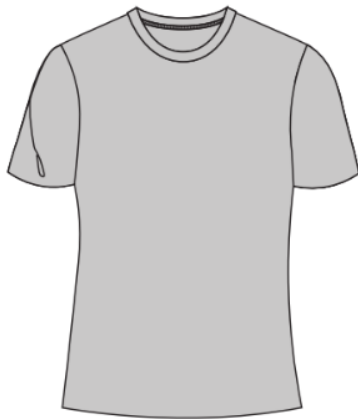


1/4 ZIP SWEATER
NAVY

SKD

Physical Education Clothing

- Cotton unisex t-shirt
- Pro-fit t-shirts (Unisex and Ladies)
- Long sleeve t-shirt
- Unisex shorts
- Ladies fight shorts
- Track pants



**LADIES PRO-FIT
T-SHIRT**

GREY

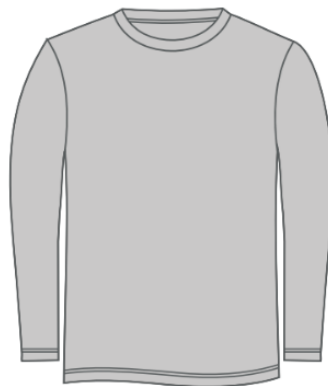


**UNISEX PRO-FIT
T-SHIRT**



**UNISEX COTTON
T-SHIRT S/S**

GREY



**UNISEX COTTON
T-SHIRT L/S**

GREY



LADIES SHORTS

NAVY



UNISEX SHORTS

NAVY



TRACK PANTS

Please note: Final designs of Physical Education uniform will be available and shared with the school community in June.

Shoes - Grade 7 and 8 - Elementary

Grade 7 and 8 students are not required to wear black shoes.

They may choose to wear running shoes or outdoor shoes that will enable them to participate safely in their daily physical activities.

Shoes - Grade 9 - Secondary

Grade 9 students are required to wear black shoes.

School Uniforms

What are the requirements for the school uniform?

- All students attending St Katharine Drexel CHS are expected to be in full school uniform each day.
- There will be designated days for Spirit Wear (or school colours), or Civvies Days, each month.
- Our school uniform provider is DGN Kilters.
- Parents will be emailed in June with a package containing the information and pricing.



Class Assignment and Classroom Setup- Grade 7 and 8

- During the month of June, classes for the next school year will be established.
- Mr Bruni will work collaboratively with the school administration and teaching staff of St Brendan, St Brigid and St Mark to establish classes for our Grade 7 and 8 students that are balanced. Teaching staff will assist in assigning students to classes to ensure students have friends in their classes to start together in September 2023.

Grade 9

Location : St Brendan CES , September 2023

Structure of School Day- Grade 9

	<i>Grade 9</i>
9:30-10:45	Start of day, Homeroom , Period 1
10:50-12:05	Period 2
12:05-12:45	Lunch (Supervised by Lunchtime Supervisor) <i>In collaboration with St Brendan, ordered lunches (ie pizza, subs, etc) will be available multiple times each week. When we enter the permanent building cafeteria services will be available.</i>
12:50- 2:10	Period 3
2:15-3:30	Period 4

Student Services and Core Resource Support

For the students who are currently receiving Core Resource Support will there be an orientation for the students who have registered to attend St. Katherine's in Sept 2023?

Staff from St Drexel and from the elementary schools will be arranging for an orientation to take place in June as well as in August for those students receiving Student Services support.

Will these students be bussed to the school?

Staff from St Drexel and from the elementary schools will arrange for any Special Transportation needs based on student accommodations

Co-curriculars and Community

Grade 7 to 12 Model

- Student leadership opportunities in all grades
- Councils and clubs for all grades
- Sports for elementary and secondary are separate
- House league sports to build community
- Continuum of curriculum and collaboration amongst elementary and secondary staff
- School wide events (concerts, plays, fundraisers, student appreciation events, celebrations) for all grades
- Grade specific events (retreats, dances, semi-formal, etc)

Transportation

Keith Brown and Susan Tavares



ST. KATHARINE DREXEL CHS

Interim Non-Transportation Zone: Grade 7-8 at St. Mark CES

September 2023 - TBD

Grade 7 & 8 Temporary Location Transportation Map

Legend

● Elementary School

■ Secondary School

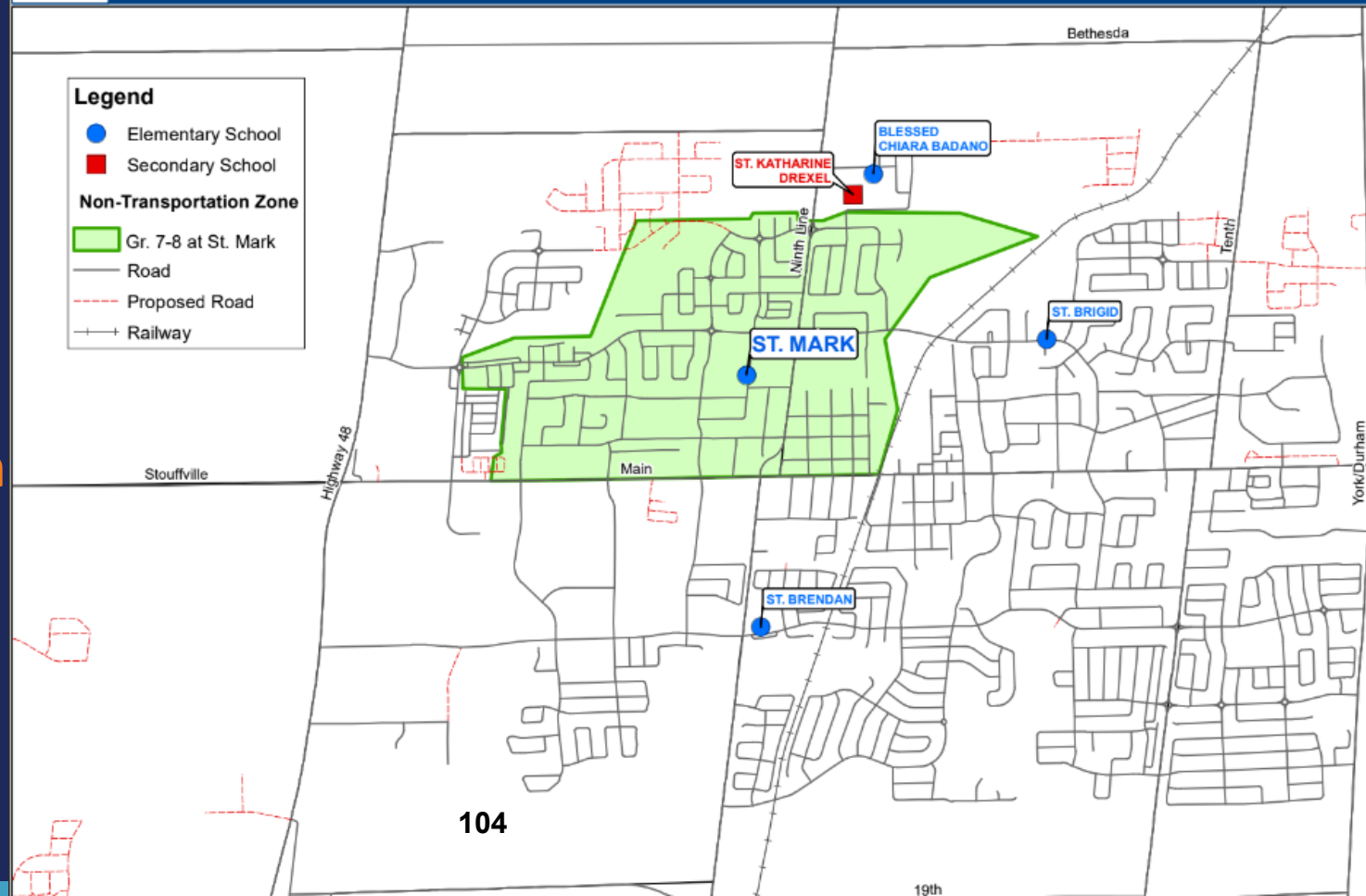
Non-Transportation Zone

■ Gr. 7-8 at St. Mark

— Road

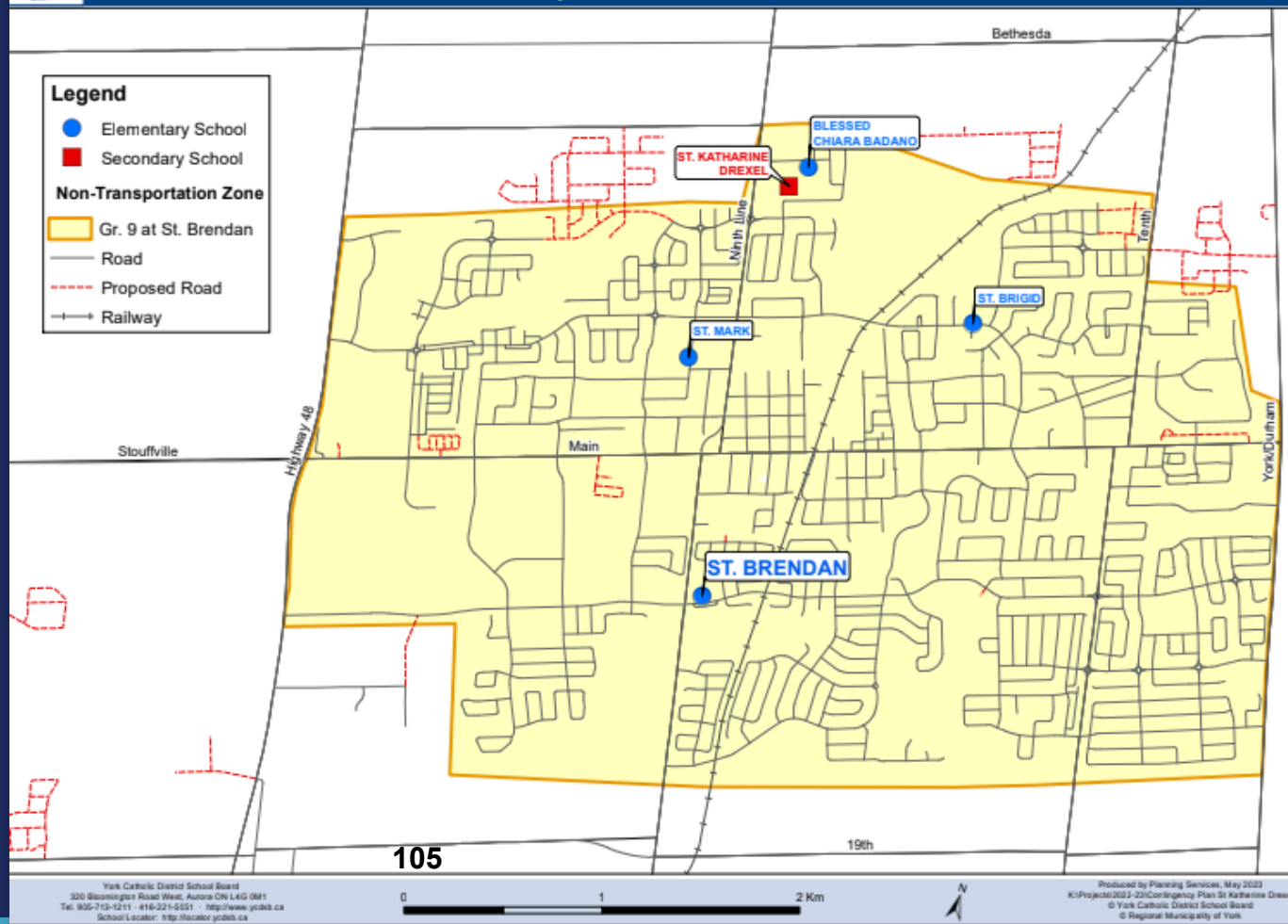
- - - Proposed Road

+ + + Railway





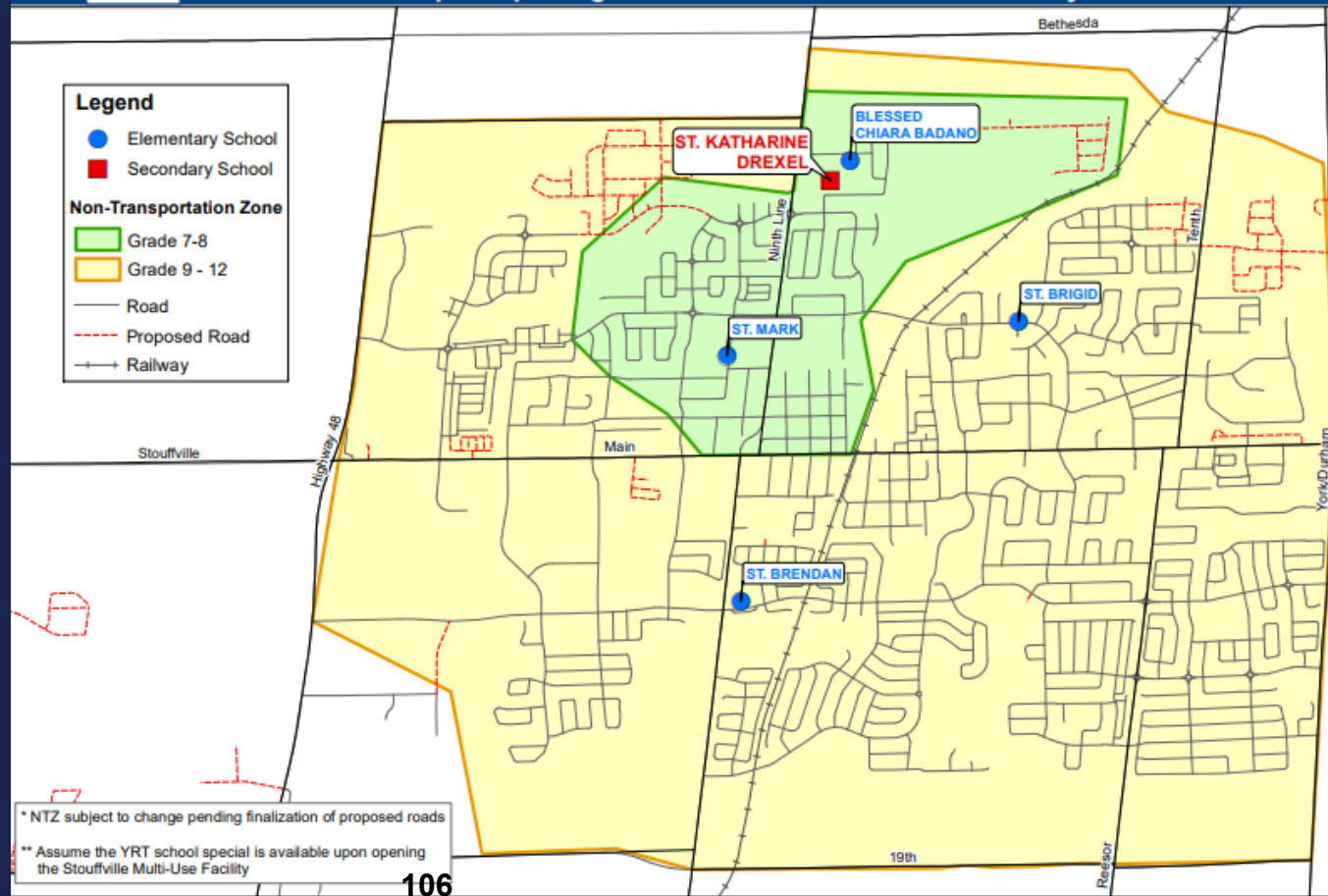
Grade 9 Temporary Location Transportation Map



Future Transportation Map For St Katharine Drexel CHS



ST. KATHARINE DREXEL CHS Future Non-Transportation Zone Effective upon opening of the Stouffville Multi-Use Facility





York Catholic District School Board

MEMO

DATE: May 29, 2022

Re: 2023-2024 REGULAR BOARD MEETINGS

Below is a list of the 2023-2024 Regular Board Meeting dates. All Board Agendas and Minutes will be posted on the York Catholic District School Board website as follows:

<https://www.ycdsb.ca/trustees/board-meeting-agendas-minutes/>

Start Times for Regular Board Meetings: 7:30 pm

AUGUST 2023		SEPTEMBER 2023		OCTOBER 2023
Tuesday, August 29, 2023 6:30 pm Mass followed by Board Meeting at 7:30 pm		Tuesday, September 26, 2023		Monday, October 30, 2023
NOVEMBER 2023		NOVEMBER 2023		DECEMBER 2023
Monday, November 20, 2023 (Tentative) 6:30 pm Mass followed by Inaugural Board Meeting at 7:30pm		Tuesday, November 28, 2023		Tuesday, December 19, 2023
JANUARY 2024		FEBRUARY 2024		MARCH 2024
Tuesday, January 30, 2024		Tuesday, February 27, 2024		Tuesday, March 19, 2024
APRIL 2024		MAY 2024		JUNE 2024
Tuesday, April 30, 2024		Tuesday, May 28, 2024		Tuesday, June 18, 2024
JUNE 2024				
Thursday, June 27, 2024 @ 8 am (Special Board Meeting, if necessary)				

York Catholic District School Board

REPORT

Report to: Board of Trustees

From: Administration

Date: May 29, 2023

Report: **Policy 604 Child Care & Early Years, Extended Day, Before and After School Programs Results of Parent Satisfaction Survey**

Executive Summary

This report is intended to provide more detailed information to the Board of Trustees related to the administration of the Parent Satisfaction Survey as defined in Policy 604 *Child Care & Early Years, Extended Day, Before and After School Programs*. Overall, parents utilizing the services of child care operators in schools of the York Catholic District School Board are satisfied with the Child Care and Before and After School Programs offered in York Catholic schools.

Background Information

YCDSB Policy 604 requires that each Child Care Operator complete a Parent Satisfaction Survey for each of their programs on an annual basis and that a summary of the survey be reported to the Board. Surveys for the 2022-23 school year were carried out during the month of April and submitted to the Manager of Child Care Services.

Summary

Highlights of the Parent Satisfaction Survey are as follows:

- 3,079 surveys were distributed by the operators
- 891 surveys (29%) were completed and returned to the operators

A Board summary has been included for Trustee reference.

The Parent Satisfaction Survey requested input in four areas, namely, Child Care Program, Staffing, Parents and Participation, and Operations.

Generally, the comments were very supportive, positive and encouraging of the program, staffing, opportunities for parent participation, and the overall operation of the Child Care and/or Before and After programs.

A few parents, from various operators, nevertheless expressed some concerns that are noted as follows:

Child Care Program:

- More opportunities for outdoor activities that integrate the use of developmentally appropriate equipment (i.e.: structured/organized games such as basketball, soccer, etc.);
- More opportunities for children to explore their personal interests in after school activities planned and implemented by B&A staff;
- Consider a greater variety and balance of food for snacks.

Parents and Participation:

- The Child Care Parent Engagement Committee, as a new initiative, was introduced through the approval of the Board's revised Policy 604 and many parents indicated a keen interest in participating on this committee in the 2022-2023 school year.

Operations:

- Communication needs to be more consistent throughout the programs;
- Policies and procedures within the Operator's Parent Handbook need to be more accessible, up-to-date and informative;
- As per the Ministry of Education's directive, the decal must now be posted in a visible location and parents must be made aware of the location.

As a follow-up to the receipt of the Operator's parent satisfaction survey summary, the Manager of Child Care Services has reviewed the submissions individually and addressed any concerns identified by parents.

Prepared and Submitted by:
Reviewed by:

F. Zeppieri, Manager of Child Care Services
D. Candido, Superintendent of Education: Exceptional Learners
Jennifer Sarna, Associate Director of Education

Board Parent Satisfaction Survey Results 2022-2023

	2018-2019	2022-2023
# Surveys Distributed (one per family)	5326	3079
# of Respondents	1511	891
% of Respondents	28%	29%

Child Care Program

	2018-2019		2022-2023	
	Agree %	Disagree %	Agree %	Disagree %
• The Program reflects the Ministry of Education's vision for Ontario Early Years: "How Does Learning Happen?" The four foundations: Belonging, Well-Being, Engagement and Expression are evident in the program.	94%	4%	96%	0%
• The Program provides a variety of opportunities for exploration based on the children's interests and is developmentally appropriate.	92%	7%	96%	3%
• The Program provides opportunities for a variety of outdoor experiences.	89%	9%	96%	3%
• The menu provides a variety of healthy food choices that meet the Canada Food Guide standards.	92%	5%	95%	3%
• The Program meets my child's individual needs related to food allergies and other food restrictions.	94%	2%	97%	1%

Staffing

	Agree %	Disagree %	Agree %	Disagree %
• Parents concerns and requests are addressed in a timely manner.	94%	4%	98%	1%
• Interactions are professional and respectful.	95%	3%	98%	0%
• Interactions are friendly, sensitive and supportive.	96%	3%	98%	0%
• Adult-child relationships are positive and responsive.	95%	3%	99%	0%

Parents and Participation

	Agree %	Disagree %	Agree %	Disagree %
• Parents are encouraged to participate in Parent Engagement Committee and other special events.	84%	11%	88%	7%
• Parents feel welcome and are provided opportunities to engage with staff.	95%	3%	94%	2%
• Parents feel comfortable in communicating with staff about any issue and/or concern in the Program.	94%	4%	96%	0%

Operations

	Agree %	Disagree %	Agree %	Disagree %
• Fees are communicated in a timely manner.	91%	7%	97%	2%
• Communication is conducted in a professional manner keeping parents well informed (i.e. e-mails, newsletters, postings, phone calls, in person etc.).	93%	4%	96%	3%
• Policies and Procedures within the Parent Handbook are accessible, up to date and informative.	92%	5%	98%	1%
• The Ministry of Education license and decal are posted in the Program in a visible location.	90%	5%	98%	1%
• The hours of operation meets the needs of your family.	96%	2%	98%	1%
• Your child is safe in the Program and security procedures are followed	96%	2%	98%	0%

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: May 29, 2023

RE: Policy 615 Educational Partnerships Report

EXECUTIVE SUMMARY

In compliance with *Policy 615 Educational Partnerships*, this report provides the Board of Trustees with a summary of the Level 2 and Level 3 facility partners.

Policy 615 is based on the premise that partnerships between the Board or Schools and community support the Mission, Vision, Core Values and Strategic Commitments of the Board, and provide opportunities to make a positive impact on student achievement.

Level 2 and 3 partnerships are generally system or department wide impacting multiple schools. A summary of these partnerships, as well as the characteristics of Level 2 and Level 3 Partnerships is included in this report.

BACKGROUND

Educational partnerships have been a long standing tradition at the York Catholic District School Board, a practice which was formalized in 1995 with the creation of *Policy 707 Partnerships in Education* (this policy number has since been reassigned). This policy was later replaced by the current ***Policy 615 Educational Partnerships***.

Educational partnerships are arranged with the goal of providing opportunities to positively impact student achievement and well-being by providing additional resources outside of the school Board. These partnerships involve a range of not-for-profit organizations, professionals, and independent speakers with expertise and knowledge to assist students in reaching their potential. The policy identifies three levels of partnership, however, this report is focused on level 2 and 3 partnerships only as a reporting requirement of Policy 615.

Policy 615 does not apply to *Educational-Out of Classroom Activities*, as defined in *Policy 303, Community Planning and Partnerships*, as defined in *Policy 704, Sponsorships*, as defined in *Policy 607, Charitable Donations*, as defined in *Policy 603B or Community Use of Schools (Permits)*, as defined in *Policy 703*.

LEVEL 2 EDUCATIONAL PARTNERSHIPS:

Level 2 Educational Partnerships - Classroom Support- characterised as face to face contact covering one or more complete classes, divisions or departments, and lasting for one or more full terms or semesters. These partnerships are approved by the Principal, in consultation with department, division or central staff.

These types of partnerships support our SHSM programs, Co-operative Education, provide speakers and cooperative education placements. A summary of these partners is provided in Table 1.

Table 1: Summary of Level 2 Educational Partnerships:

Partner	Description	Department
Y2 Labs	Y2 Labs - SHSM Certification Provider	Curriculum
The Empowerment Project	The Empowerment Project - SHSM Certification Provider	Curriculum
Flashpoint	Flashpoint - SHSM Certification Provider	Curriculum
Toronto Symphony Orchestra	Toronto Symphony Orchestra - SHSM Certification Provider	Curriculum
A Poetic Health	A Poetic Health - SHSM Certification Provider	Curriculum
Food Sharks	Food Sharks - SHSM Certification Provider	Curriculum
Mackenzie Health Hospital	Mackenzie Health Hospital - Cooperative Education placements	Curriculum
Markham Stouffville Hospital	Markham Stouffville Hospital - Cooperative Education placements	Curriculum
The Scarborough Hospital	The Scarborough Hospital - Cooperative Education placements	Curriculum
Humber River Hospital	Humber River Hospital - Cooperative Education placements	Curriculum
York Regional Police	York Regional Police - Guest speakers and Cooperative Education placements	Curriculum
Sheraton Parkway Toronto North	Sheraton Parkway Toronto North - Cooperative Education placements	Curriculum
Canadian Business Health Management Inc.	Canadian Business Health Management Inc. - SHSM Certification Provider	Curriculum
Enriched Academy	Enriched Academy - Financial Literacy program provider and SHSM certification provider	Curriculum
St. John Ambulance	St. John Ambulance - Leadership/Health and Safety program provider	Curriculum
Interdisciplinary Research & Education Services	Interdisciplinary Research & Educational Services - Research Co-op Provider	Curriculum
Heaven Can Wait	Heaven Can Wait - SHSM Certification Provider	Curriculum
Cedar Glen YMCA	Cedar Glen YMCA - SHSM Certification Provider	Curriculum
Winged Canvas	Winged Canvas - In-school art workshops	Curriculum
Kidder	Kidder - STEM/MAKER projects	Curriculum
Funny Money	Funny Money - SHSM Certification Provider and guest speaker	Curriculum
Vital Signs	Vital Signs - SHSM Certification Provider	Curriculum
Common Compass	Common Compass - SHSM Certification Provider	Curriculum
The Beanstalk Academy	The Beanstalk Academy - SHSM Certification Provider	Curriculum
The Canadian Armed Forces	The Canadian Armed Forces - Cooperative Education placements	Curriculum

JA Central Ontario	JA Central Ontario - Financial Literacy program and provide guest speakers	Curriculum
The Training Center GTTI	Skills trades training center for SHSM	Curriculum
Heart to Heart	First Aid/ CPR certification - SHSM	Curriculum
Food Sharks	Nutrition certification - SHSM	Curriculum
Working at Heights	Working at heights training/ certification	Curriculum
Pierre Duperron	Infection control training/ certification	Curriculum
SportSide Medical Services	First Aid/ CPR certification	Curriculum
Act First Safety	First Aid/ CPR certification	Curriculum
Apple Creek	Taping and Wrapping certifications	Curriculum
Camp Robin Hood	Leadership certification - SHSM	Curriculum
Functional Strength Therapy	Lifting certifications - SHSM	Curriculum
Workplace Medical Corp	CFA/ CPR C training for SHSM students	Curriculum
Workplace Law Consulting	Working at heights training	Curriculum
LD@School	<p>LD@school is a project of the Learning Disabilities Association of Ontario (LDAO). It includes this website as well as the Educators' Institute. LD@school is dedicated to providing Ontario educators with information, resources and research related to teaching students with learning disabilities (LDs).</p> <p>Available to provide presentations to boards, administrators and teachers that can include discussion and break out sessions on topics of interest.</p> <p>LD@Home is a new project that provides resources to parents.</p>	Student Services
Best Buddies Canada	<p>Best Buddies is a school committee run by students and teachers whose primary goal is to foster friendships between neurotypical students and students with developmental/intellectual disabilities.</p> <p>Since contact between these two groups of students seldom occurs spontaneously, Best Buddies facilitates friendships by organizing activities and events at the school where all students come together.</p> <p>BB Canada representatives meet with committee members at the school and provide funding/support for events and activities</p>	Student Services

<p>York Hills Centre for Children, Youth and Families</p>	<p>York Hills Centre for Children, Youth and Families provides a spectrum of high quality services to children and youth ages 0-18 years and their families.</p> <p>The day treatment program is designed to support children and youth ages 4 to 18 years who have mental health needs (social/emotional/behavioural) that severely interferes with their ability to function at school.</p> <p>Outpatient services (clinical navigation, brief therapy, group therapy, play therapy, goal focused therapy, mental health navigation).</p>	<p>Student Services</p>
<p>Kinark Child and Family Services</p>	<p>Kinark Child and Family Services is a leading provider of services and supports for children and youth with complex needs and their families. Services are provided in the areas of Child and Youth Mental Health, Autism and Forensic Mental Health/Youth Justice.</p> <p>The day treatment program is designed to support youth from grades 9-12 who have mental health needs (social/emotional/behavioural) that severely interferes with their ability to function at school.</p>	<p>Student Services</p>
<p>Rose of Sharon</p>	<p>Rose of Sharon is a charitable organization providing support and educational services to prenatal and parenting young women under the age of 25 across the York Region.</p> <p>The educational program supports individuals under 21 years who are prenatal or parenting a child who is under 24 months in the completion of credits towards their OSSD.</p>	<p>Student Services</p>

Lumenus Community Services	<p>Lumenus Community Services offers a range of professional services including; assessment, service coordination and planning, individual, family and group counselling, specialized day/residential services and respite services.</p> <p>The day treatment program provides a therapeutic program with an individualized academic component for youth (12-18 years of age) with a dual diagnosis (mild-moderate developmental disability and mental health challenges), Autism Spectrum Disorder (ASD), mental health and/or behavioural challenges who may also have challenging behaviours whose needs exceed the capacity of the school system.</p> <p>The Merge and Visions Program is designed for high school students who are experiencing significant challenges at school. The program supports youth who are struggling with academics, attendance, mental health, family, or other persistent issues and provides a multidisciplinary intensive therapeutic program for the youth.</p>	Student Services
Youthdale	Youthdale provides comprehensive, integrated mental health services to troubled children and their families. We also simplify access to services by connecting families with the right programs and services at Youthdale and in their communities.	Student Services
Aptus	<p>Aptus Treatment Centre has been providing people who have developmental disabilities with meaningful opportunities in the community to explore what matters to them.</p> <p>Services include school programs, adult day programs, supportive homes and Aptus Teaching Landscape for the greater Toronto area.</p>	Student Services
Atlas	Atlas Day Program at Markham Hospital is a school-based program for youth who are not able to attend school in a traditional setting due to mental health concerns.	Student Services
Southlake Regional Health Centre's Child and Family Clinic	Southlake Regional Health Centre's Child and Family Clinic is a regional out-patient service for children up to 18 years of age who live in York Region. Referrals from physicians and secondary service providers (with the knowledge and agreement of their family physician) are accepted for children and adolescents with severe mental health difficulties and their families.	Student Services

LEVEL 3 EDUCATIONAL PARTNERSHIPS:

Level 3 Educational Partnerships - Formal Contract- characterised as usually involving one or more of the following:

1. A complete school or several departments, initiated at the school level or Board level, or
2. All schools initiated at the Board Level (i.e. system level).

These types of partnerships are formalized with an agreement or contract. Principals, in consultation with teachers(s), may submit an Educational Partnership Approval form, along with supporting documentation to the respective Superintendent who would process the request in accordance with *Policy 615 Educational Partnerships*.

These partnerships are often with larger organizations or established not for profits, such as Rose of Sharon, Special Olympics Ontario and Children's Treatment Network.

Table 2 Summary of Level 3 Educational Partnerships:

Partner	Description	Department
Children in Youth and Care Transportation Funding	Working with Children's Aid Society a program of joint submissions to the Ministry of Education for Transportation Funding to enable additional supports or transportation funding to facilitate a transition to an alternate caregiver and school move at an appropriate time of the year.	Curriculum
Workforce Planning Board	Workforce Planning Board - Provide guest speakers and help recruit co-op partners	Curriculum
PFAFF Automotive Group	PFAFF Automotive Group - Provide guest speakers, support the OYAP program, Women in the Trades Symposium	Curriculum
Zanchin Automotive Group	Zanchin Automotive Group - Provide guest speakers, support the OYAP program, Women in the Trades Symposium	Curriculum
Vector Solutions (SafeSchools Training)	Vector Solutions (SafeSchools Training) - Provide virtual training for Cooperative Education, Technology and SHSM programs	Curriculum
Hour Republic	Hour Republic - Cooperative Education software for document creation and hours tracking.	Curriculum

Youth Bocce Canada	<p>YBC hosts and sponsors annual bocce tournaments for YCDSB secondary students with Special Needs.</p> <p>Provides funding for transportation to and from bocce practices and tournaments.</p> <p>Holds an annual Bocce Banquet for all of the bocce players.</p> <p>Trophies and monetary bursaries are awarded to YCDSB students at the banquet.</p> <p>Hosts and sponsors an annual Religious Retreat at Mary Lake for all secondary students with special needs and staff.</p>	Student Services
Learning Disability Association of York Simcoe (LDAYS)	<p>In September 2016, the LD Steering Committee was formed in response to the significant and growing number of students with an Learning Disability in YCDSB.</p> <p>The committee is a collaboration with LDAYS with a common strategic goal of serving the LD population in YCDSB.</p> <p>YCDSB schools work closely with LDAYS to deliver various programs/learning opportunities for students with LDs and the broader school communities (e.g., Voices of LDAYS, SOAR Transition Program, March Break/Summer Camps, etc.).</p>	Student Services
REENA Since 2018	<p>For the last 4 years, YCDSB has partnered with Reena through the Summer Employment Transition Program (SET).</p> <p>Reena's SET program offers both full and part-time paid employment opportunities from June to August for participants who have been identified with a developmental, intellectual and/or ASD disability.</p> <p>Once SET participants have secured a summer job placement, they receive on-the-job coaching at the workplace from a trained "Job Coach" who provides ongoing assistance with navigating the challenges of being employed.</p> <p>Over 15 YCDSB students with special needs have secured paid employment as a result of this partnership.</p>	Student Services

York Support Services Network (YSSN) Transition Planner	<p>A YSSN Transition Planner, Clare MacDonald, is assigned to work with both our board and YRDSB to support students with special needs and their families as they prepare to leave the school system.</p> <p>Clare is available to come into all YCDSB schools to meet with families one-to-one to provide information and resources around transition planning; these meetings often take place following IPRC meetings.</p>	Student Services
York Region Early Intervention Services (YREIS)	<p>Early Interventionists in the Inclusion Support Services stream support families of children with special needs transitioning to school who attend licensed early learning and childcare programs.</p> <p>Infant and Child Development Services (ICDS) provides family centred support in the early years, primarily in the home.</p> <p>York Region Preschool Speech and Language Program can provide assessment and services to children until they begin school.</p>	Student Services
Special Olympics Ontario	Every year, in collaboration with Special Olympics Ontario, YCDSB holds a Special Olympics Track and Field Event where all secondary students with special needs compete in various events (e.g. wheelchair races, running races, shot put, standing long jump etc.)	Student Services
COMPASS	Mental health professionals that provide mental health support to students and their families. Referrals are received from school teams. COMPASS is a Third Party Protocol partner that we also have an ongoing MOU with.	Student Services
Mental Health and Addiction Nurses	Mental Health and Addiction nurses (MHAN) provide mental health support to students referred by the school team. MHAN is a Third Party Protocol partner that we also have an ongoing MOU with.	Student Services
Addiction Services of York Region	Youth Addiction Counselors support students with addiction issues at St. Luke's and at two other secondary schools on a rotating basis. Student's from other schools can access services using their central intake process. ASYR was brought on this year as a Third Party Protocol partner and an MOU will be finalized shortly.	Student Services

Children's Treatment Network (CTN)	<p>The Children's Treatment Network (CTN) was created by families and the children's service communities in Simcoe and York to bring more rehabilitation services closer to home and provide coordinated care for children and youth with multiple special needs. Network Partners from healthcare, education, recreation, social and community service organizations have joined together to build a new system for delivering comprehensive coordinated care. (CTN website, 2011)</p> <p>The York Catholic District School Board is an active CTN network partner</p>	Student Services
EarlyON Family & Child Centre	EarlyON Child and Family Centres provide opportunities for children from birth to 6 years of age to participate in play and inquiry-based programs, and support parents and caregivers in their roles. These centres offer safe and welcoming environments open to all families across Ontario, with qualified professionals and quality programs. Families and caregivers will be able to find support, advice, make personal connections and access a network of resources.	Student Services
CAPC Community Action Program for Children	Community-based children's program that promotes the healthy development of young children (0-6 years). (Federal Funded)	Student Services
Child Care Leases	Leases for purpose built child cares (27 Child Care Operators)	Student Services
Before and After School Programs	License agreements for use of classrooms for the B&A program. (83 Programs)	Student Services
Entry to School Program ETS Offered by York Simcoe Autism Network (YSAN)	<p>The ETS program is offered in some of YCDSB elementary schools and is provided to children with Autism Spectrum Disorder (ASD) between the ages of three and six years old who are entering kindergarten or grade one for the first time. This six-month, group program is funded by the Ministry of Children, Community and Social Services and is focusing on helping children develop school-readiness skills in communication, play, social interaction, behavioural self-management, learning and attention. Program is typically provided from March to August prior to the school start.</p> <p>ETS Consultation support is provided at the start of school (September-January) to students that completed a 6 months group program. ETS consultants will conduct observation and provide support as needed and as determined by the school and MDT team.</p>	Student Services

Urgent Response Service URS Intake and oversight provided by CTN and the program is delivered by one of the agencies	URS is a time-limited (up to 12 weeks), rapid response service that addresses a specific need to prevent further escalation of a child or youth harming themselves, others or property. The service is available to any child or youth registered in the OAP who meets defined ministry criteria which is determined through a screening process that looks at high risk factors.	Student Services
Kerry's Place for Autism Services; School Support Services	<p>The Kerry's Place York ASD School Support Program provides support to York school boards and mental health day treatment partners working with students with ASD.</p> <p>The parties will work together in supporting students in accordance to shared planning that includes the development of treatment plans, interventions and training</p>	Student Services
Kinark Child and Family Services	The goal of Connections for Students is to provide a more coordinated and seamless transition for children with ASD transitioning from the Central East Autism Program (CEAP) into the full time publicly funded school program	Student Services
York Hills	York Hills Community Outreach provides webinars and groups to identified classrooms on topics including: bullying, positive self-image, identifying feelings and emotions and assertiveness skills.	Student Services
Workshop providers	This link lists all the mental health workshop providers (*update to the policy around this was presented to SSLT to incorporate a vetting process)	Student Services

SUMMARY

Educational partnerships play a variety of roles in our school system, augmenting existing skill sets of staff, and in some cases, providing much needed additional support. In accordance with *Policy 615 Educational Partnerships*, the Level 2 and Level 3 educational partners are reported to the Board of Trustees.

ATTACHMENTS:

Appendix 1: **Mental Health Speakers/Presentations/Workshops List**

Prepared By:	Tom Pechkovsky, Coordinating Manager of Planning and Operations
Submitted By:	Diana Candido, Superintendent of Learning: Exceptional Learners
	Anthony Arcadi, Superintendent of Curriculum and Assessment
Endorsed By:	Domenic Scuglia, Director

YORK CATHOLIC DISTRICT SCHOOL BOARD

Report To: Board of Trustees

From: Administration

Date: May 29, 2023

Report: Virtual School 2023-2024

EXECUTIVE SUMMARY

This report is written to provide information to the Board of Trustees with regard to the status of the York Catholic District School Board's Virtual School for the 2023-2024 school year. The relatively low number of requests for virtual schooling, combined with the fact that the Ministry of Education no longer requires or funds school boards to operate such, contributed to the decision that the York Catholic District School Board will not be offering a virtual school for the 2023-2024 school year.

BACKGROUND INFORMATION

During the 2022-2023 school year there were 280 students enrolled at our virtual school St. Teresa of Calcutta: 220 in the elementary grades (JK - 8) and 60 in the secondary grades (9-12).

All of the families with children enrolled at St. Teresa were polled as to their interest in continuing with virtual schooling next year and the results showed that:

- 126 student in K-8 were requesting to remain in virtual schooling next year
- 41 students in 9-12 were requesting to remain in virtual schooling next year

As the Ministry of Education did not fund nor require school boards to operate a Virtual Schooling option for the 2023-2024 school year, the cost of operating a virtual school would be unfunded.

A financial review was conducted as to the incremental costs in running a virtual school for the 2023-2024 school year. The costing estimates revealed costs in excess of \$350 000.00. *(2023-2024 Remote Learners Proposal, Virtual School)*

Elementary remote learners (114) housed at Holy Jubilee will result in an incremental cost of \$362k.

Panel	Cost component	Staff	('000s)		
			Expenses	GSN Funding	Pressure / (Savings)
School Admin ⁽¹⁾	Principal	-	-	-	
	Secretary	-	-	-	
Elementary	Teachers ⁽²⁾	5.0	585	351	
	Teacher Librarian	0.5	59	-	
	Spec Ed. Teacher	1.0	117	-	
	EA	1.0	62	62	
Total		7.5	822	413	410
Home to School Transportation					(47)
Pressure to the Board net of Transp Savings					\$ 362

Note:

1) While the Board will receive a Remote Learning Administration Allocation, it will be offset by a reduction in in-person School Administration funding.

2) Two additional Teachers required due to class size structure impact across the system.

The costs associated with the running of the virtual school proved prohibitive and the families, students and staff were informed of our decision to not offer virtual schooling next year.

In order to help the families that had expressed interest in continuing with a virtual school option, supports were put in place to:

- help with the transition back to their respective home school for face to face learning
- OR
- provide a referral to the Toronto Catholic District Board's Virtual School

In partnership with the TCDSB, all of the current families that were seeking a continuation of virtual learning have been accommodated into the virtual school being offered by the TCDSB.

Sept. 2023 Grade	Number of Students
JK	1
SK	2
1	1
2	2
3	0
4	2
5	3
6	3
7	4
8	3

SUMMARY:

The transition of students to new learning environments, be that their YCDSB home school now or at some point in the future, be supported as we move into the 2023-2024 school year at the York Catholic District School Board without a virtual school option.

Prepared by: Jennifer Sarna, Associate Director
 Endorsed By: Dom Scuglia, Director



York Catholic District School Board

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May 23, 2023

Finding Transportation Efficiencies Thru School Bell Time Review

- Whereas** in a report to the Joint Board Consortium dated December 2014, staff stated the following: "Savings can result from changing some existing school bell times. Changing bell times would ensure that school bus routes operate as efficiently as possible and would allow for the re-use of existing vehicles."
- Whereas** a process for School Bell Time Management was developed and presented to the Joint Board Consortium dated June 2015. It recommended that parents were notified no later than December for changes to be implemented the following September
- Whereas** the implementation of the process was postponed indefinitely, ie never implemented, because Student Transportation Services wanted to implement new routing software which would make modeling easier.
- Whereas** the new transportation funding model did not adequately address the YCDSB's transportation funding shortfall
- Whereas** the board has a deficit and other boards have found significant savings by undertaking a system wide review. For example, Durham DSB and Durham Catholic DSB saved \$1.9 M in 2017 and took 48 buses off the road after implementing a system-wide bell-time review. In 2022-23 they undertook a second study to find further savings since school demographics and riderships had changed.
- Whereas** reducing the number of buses will help address the bus driver shortfall.

LET IT BE RESOLVED

THAT Student Transportation Services undertake a bell time review to find transportation efficiencies with a report to come to the Board for September 2024 implementation.

Elizabeth Crowe
Trustee
Aurora / King / Whitchurch-Stouffville

Reference No. 2023:11:0523:EC



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May 23, 2023

MOTION TO ENRICH YCDSB CATHOLICITY

- Whereas** Christ is at the center of our Faith;
- Whereas** We are all one in Christ;
- Whereas** This oneness is intended to bring us all in unity and peace with one another;
- Whereas** Unity and peace have been severely fractured;
- Whereas** Unity and peace can only be found in the Prince of Peace;
- Whereas** Infusing the Prince of Peace in our lives and the life of our schools will bring us that peace.

LET IT BE RESOLVED

THAT the York Catholic District School Board adopt the **Order of Daily Prayer and Recitations** and **Prayer before and after each class**; (Appendix A)

THAT the Policy on Prayer be amended to include **Order of Daily Prayer and Recitations** and **Prayer before and after each class** .

Respectfully submitted,

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

Reference No. 2023:12:0523:FA

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APPENDIX A

ORDER OF DAILY PRAYERS AND RECITATIONS

1. ACT OF CONTRITION
2. A SHORT READING FROM THE NEW TESTAMENT
3. SONG OF PRAISE:
 Praise to You Lord Jesus
 King of endless glory
 Saviour of the world
 Saviour of the world
4. BOARD'S LAND ACKNOWLEDGEMENT
5. NATIONAL ANTHEM
6. ANNOUNCEMENTS

PRAYER BEFORE AND AFTER EACH CLASS

1. Ensure a prayer asking Jesus's help and guidance precedes every class
2. Ensure that students are asked to offer their intentions
3. Ensure that every class ends with thanksgiving to Jesus



JUNE 2023

TRUSTEE SERVICES

Monthly Virtue: HONESTY

July 2023

July 1  Canada Day (Holiday)
CEC Closed—July 3

August 2023

August 7—Simcoe Day (Holiday)
August 29—5pm Committee of the Whole
August 29—6:30 pm, (Tent) Mass
followed by Regular Board

Father, Creator of all,
thank You for summer!
Thank you for the warmth of the sun
and the increased daylight.
Thank You for the beauty I see all around me
and for the opportunity to be outside
and enjoy Your creation.
Thank You for the increased time I have to be
with my friends and family,
and for the more casual pace of the summer season.
Draw me closer to You this summer.
Teach me how I can pray
no matter where I am or what I am doing.
Warm my soul with the awareness of Your presence
and light my path with Your Word and Counsel.
As I enjoy Your creation, create in me
a pure heart and a hunger and a thirst for You.
Amen



Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
				1	2 PA Day (E)	3
4	5 6:30 pm YSCPC & Board Recognition Awards	6 6:30 pm Policy Review	7 Director's Council 6:30 pm Corp Services (Public) 8pm Corp (Private) 9pm Spec CTW 9:30 pm Spec Board	8	9	10
11	12 7pm SEAC	13 1pm Executive (Public) 2pm Executive (Private) 7pm YCPIC	14 5pm HR Committee	15	16	17
18 	19	20 6:30 pm CTW 7:30pm Regular Board	21 National Indigenous Peoples Day	22	23	24
25	26	27 128	28	29 8am Special Board (If Needed)	30 PA Day (S) Elementary Schools: Dismissal at Lunchtime	