



**YORK CATHOLIC DISTRICT SCHOOL BOARD
REGULAR BOARD MEETING
REVISED AGENDA**

Tuesday, June 17, 2025

7:30 p.m.

Catholic Education Centre

320 Bloomington Rd. West, Aurora, ON. L4G 0M1

Watch the Regular 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.

			Pages
1.	OPENING PRAYER / LAND ACKNOWLEDGEMENT	Faith Ambassadors	
2.	ROLL CALL	Elizabeth Crowe	
3.	APPROVAL OF NEW MATERIAL	Elizabeth Crowe	
4.	APPROVAL OF THE AGENDA	Elizabeth Crowe	
5.	DECLARATIONS OF CONFLICT OF INTEREST FOR CURRENT MEETING	Elizabeth Crowe	
6.	DECLARATIONS OF CONFLICT OF INTEREST FROM PREVIOUS MEETING	Elizabeth Crowe	
7.	APPROVAL OF THE MINUTES OF PREVIOUS MEETING(S):	Elizabeth Crowe	
	7.a Regular Board Meeting of May 27, 2025		
	7.b Special Board Meeting of June 10, 2025		
8.	BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING	Elizabeth Crowe	
9.	CHAIR'S REPORT / UPDATE / INSPIRATIONAL MESSAGES	Elizabeth Crowe	3
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12.	STUDENT TRUSTEES' REPORT	Monica Galstyan, Sabine Cuesta	7
13.	RECOGNITIONS / OUTSIDE PRESENTATIONS		
	13.a O.F.S.A.A.		
	13.b 2025 Barbarian Cup		
	13.c Librissimi Contest Winners		
	13.d Acknowledgement of Donations		
14.	DELEGATIONS		

15.	JOURNEY TOWARDS OUR VISION – STAFF PRESENTATIONS		
*15.a	Multi-Year Strategic Plan Update / S.M.A.R.T. Goals 2025-2026	<i>Jennifer Sarna</i>	9
*15.b	2025-2026 Operating Budget and 2025-2031 Multi-Year Financial Recovery Plan	<i>Calum McNeil</i>	39
16.	ACTION ITEM(S) (including Committee Reports)		
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*16.b	Approval of Report No. 2025:05 Policy Review Committee	<i>Angela Saggese</i>	56
16.c	Approval of Report No. 2025:18 Committee of the Whole Meeting	Maria Iafrate	
16.d	Approval of Special Education Plan	Jennifer Powers	79
16.e	Approval of Director's Performance Appraisal Committee Terms of Reference	Elizabeth Crowe	80
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18.	INFORMATION ITEM(S)		
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19.	NOTICES OF MOTION		
20.	FUTURE AGENDA ITEM(S) / REQUEST FOR INFORMATION		
21.	PRAYER TO ST. MICHAEL THE ARCHANGEL		
	<i>St. Michael the Archangel, defend us in battle, be our protection against the wickedness and snares of the devil. May God rebuke him we humbly pray; and do thou, O Prince of the Heavenly Hosts, by the power of God, cast into hell Satan and all the evil spirits who prowl about the world seeking the ruin of souls. Amen.</i>		
22.	ADJOURNMENT		

Next Regular Board Meeting

Tuesday, August 26, 2025



York Catholic District School Board

Chair's Report

Memo To: Board of Trustees

From: Elizabeth Crowe, Chair of the Board

Date: June 17, 2025

Re: **Chair's Report**

It is wonderful to come together for this final Regular Board Meeting before the summer break. Currently, York Region is lush and green from the recent rain. At this time, the life that is thriving around us is a visible sign of God's constant presence in our world. As it is written in the Book of Psalms:

"He covers the heavens with clouds, prepares rain for the earth, makes grass grow on the hills. He gives animals their food, and to the young ravens when they cry" (Psalms 147: 8-9).

St. Peter's 50th Milestone Anniversary

A special thank you to Principal Brusco and the staff at St. Peter CES in Woodbridge, who made their 50th Milestone Anniversary an incredible success.

It was excellent to be joined at the ceremony by so many families, the clergy of St. Peter's Parish, Trustee Angela Grella, Director of Education John De Faveri, Senior Administration, Minister of Education Paul Calandra, local MPP and Associate Attorney General Dr. Michael Tibollo, Vaughan Mayor Steven Del Duca, and local Municipal Councillor and YCDSB alumn Adriano Volpentesta.

Like St. Peter, who is our first Pope and the rock upon which our Church is built, St. Peter CES is a cornerstone of our Board's foundation. Many of our teachers, staff and administrators were students and still have strong connections to the parish and school. The school continues to welcome new families to York Region, and even new families to Canada, just as it did when it first opened. It was very evident that St. Peter's school is a strong example of the triad of home, school and church upon which Catholic Education is founded.

End-of-Year Festivities

With the end of the 2024-25 school year only days away, York Catholic schools are busy with Masses, graduation ceremonies, barbecues and other community events. After a year of hard work and much learning, Trustees are grateful that staff create these opportunities to celebrate our faith, to recognize our graduates and to have fun as a community. Trustees always appreciate invitations to these events and we will do everything possible to attend as many events as we can.

I hope that the summer brings peace, reflection and relaxation to our students, staff, families and Trustees. A special thank you to Director De Faveri and his senior leadership team, who have kept us on track with our Multi-Year Strategic Plan (MYSP) despite the challenges of developing a Multi-Year Financial Recovery Plan (MYFRP). Thank you to my fellow Trustees for their dedication and stewardship during this school year.



York Catholic District School Board

Memo To: Board of Trustees

From: Jennifer Wigston, OCSTA Regional Director

Date: June 17, 2025

Re: OCSTA Report to Board

OCSTA represents all of Ontario's 29 English Catholic school boards. Together these school boards educate over 575,000 students in more than 1500 Catholic schools. Catholic schools have been operating since 1841 – well before Ontario became a province. In 1930, Catholic Trustees organized as an association to leverage their knowledge and experience in support of targeted advocacy efforts to achieve equitable funding and opportunities for Catholic schools across the province.

Ontario's Catholic schools have a well-recognized and celebrated tradition of providing inclusive, welcoming communities where all students are encouraged to realize their full potential as unique individuals created in the image of God.

OCSTA Year in Review

Through meetings with MPPs and other government leaders, OCSTA continues to advance the policy and regulatory issues of concern to our Catholic school boards, which include:

- Student transportation funding
- Sick leave costs
- CPP and EI inflationary costs
- Anti-racism and Indigenous Education funding
- Information technology, Cybersecurity and broadband services
- Special education, student mental health funding and programs for students with autism
- School board autonomy and flexibility
- Capital funding and benchmark costs
- Executive Compensation

An important part of the work of OCSTA is to influence the legislation, policies and programs that impact Catholic education. This is achieved by presenting submissions on various government legislative and regulatory initiatives to standing committees of the legislature and consultation processes of government ministries. During 2024-2025 OCSTA submissions to the government of Ontario included:

1. Core Education Funding Submission 2025–2026
2. Pre-Budget Submission 2025
3. Consultation on Growing Success Policy Framework
4. Finance Brief, 2024–2025
5. Regulations under Bill 98—electronic meetings, Integrity Commissioners, sanctions on trustees for trustee code of conduct breaches
6. Submission to the Minister of Education re: Director of Education Performance Regulations
7. Submission on Bill 194 an act to enact the Enhancing Digital Security and Trust Act, 2024

A printed copy of the OCSTA Year in Review was provided to all AGM attendees as part of their package, and can also be accessed electronically here:

<https://www.ocsta.on.ca/resources/the-year-in-review-2024-2025/>

OCSTA AGM Follow-Up

Following up on our successful AGM in May, we are pleased to advise Trustees that the presentations have been uploaded to the Member's Centre of the OCSTA website. This includes the available slide decks and audio recordings from Keynotes, workshops and the business session.

The member's centre also provides Trustees access to presentations from the January session as well as from previous years.

The Member's Centre is also a repository for OCSTA correspondence including relevant memos and the links to the mandatory training for Trustees.

CCSTA 2025

Trustees from across Canada met for CCSTA June 5-8.

The Canadian Catholic School Trustees' Association is a national organization promoting excellence in Catholic education throughout Canada. CCSTA represents seven provincial and territorial Catholic school associations across Canada. Together, these associations represent over 90 Catholic school boards, which educate more than 850,000 students in over 2,000 schools across the country.

A copy of the Conference Agenda can be found here:

<https://ccsta.ca/wp-content/uploads/2025/01/2025-CCSTA-Orange-Program-Limited-Pages-1.pdf>

Trustee Cotton and I will be preparing a presentation to share with Trustees for the August 2025 Board meeting.

On behalf of OCSTA, I would like to wish everyone a healthy and restful summer break.
God bless,

Jennifer Wigston
OCSTA Regional Director



York Catholic District School Board

Director's Report

Memo To: Board of Trustees

From: John De Faveri, Director of Education

Date: June 17, 2025

Re: Director's Report

With the final day of classes and the final exam date both coming up quickly, I want to sincerely thank all the York Catholic District School Board (YCDSB) staff for their excellence in service throughout this school year. Each of you has played a vital role in nurturing the academic growth of our students, as well as developing their faith, character and well-being. Your work reflects the words of St. Paul: *"Whatever your task, put yourself into it, as done for the Lord"* (Colossians 3:23). During the summer, please take some time to rest and spend extra time with your loved ones. I will pray that God watches over our YCDSB community and keeps us safe until we gather again in the fall.

Update on YRSTF Winners

At the May Regular Board Meeting, we recognized the accomplishments of many outstanding YCDSB students, including those who won medals at the York Region Science and Technology Fair (YRSTF). I am thrilled to share that two of those YRSTF gold medal winners from the YCDSB were also recognized at the Canada-Wide Science Fair (CWSF) that occurred recently at the University of New Brunswick in Fredericton.

Aashna Karshan from St. Augustine CHS in Markham won a CWSF silver medal for her project, "The IV Roller: A Simple Approach to Pain Management of Phlebitis during PIVC Chemotherapy Infusion."

Matthew Shen from St. Theresa of Lisieux CHS in Richmond Hill also won a CSWF silver medal for his project, "Explainable Artificial Intelligence to Diagnose Early Parkinson's Disease via Voice Analysis." He also received a special recognition at the CSWF, called the Innovation Award, which comes with an \$8,000 scholarship. Matthew credits with teachers, Ms. Elliot and Ms. Mariadasan, with this award and is keen to give back to St. Theresa of Lisieux's Science Department.

Congratulations, Aashna and Matthew.

Special Olympics Track and Field Meet

After rain postponed the YCDSB Special Olympics Track and Field Meet on its original date of Thursday, May 29, 2025, students were treated to perfect weather on the make-up date of Tuesday, June 3. I had a great time spending the day with these students with exceptionalities who showed great spirit, determination and skill. Thank you to the staff, families and volunteers who ensured that every student left the meet with a smile on their face.

St. Augustine CHS Art Show

The Catholic Education Centre (CEC) was once again happy to host the St. Augustine CHS Art Show. This year's art show happened on Thursday, June 12 and explored the theme of "Messengers of Hope through Art." The art will remain on display in the CEC atrium for the coming weeks, so any visitors can enjoy our students' artistic talents.



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

York Catholic District School Board

Regular Board Meeting

Information Report

Student Trustees Update

June 17th, 2025

Alignment to Strategic Plan

This report is linked to the strategic priorities:

Catholic Faith: Nurture faith formation and relationships with Christ.

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

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

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

Luke 4:18 Symposium

On May 30th, over 300 elementary school staff and students came together at the CEC to engage in enriching discussions and hear from insightful speakers on the theme of social justice.

YSCPC Awards

On June 2nd, the York Secondary Catholic Presidents' Council hosted its annual awards night, recognizing YCDSB students for their outstanding leadership and commitment to the betterment of our schools. We congratulate all students for their remarkable contributions and thank all the staff and administration that made this generous event possible.

Special Olympics

On June 3rd, the YCDSB hosted its annual Special Olympics at Our Lady Queen of the World Catholic Academy. The beautiful event, hosted on a perfectly sunny day, brought



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

York Catholic District School Board

together students board-wide to demonstrate athletic ability, courage, joy, and an undeniable resilient spirit. Thank you to everyone who made this day possible!

Semester 2 Exams

To cap off the 2024-2025 academic year, secondary students completed their final exams for the term. We wish all students a safe and enjoyable summer, and best of luck to all those graduating!

Graduation

As the 2024-2025 academic year comes to a close, the YCDSB bids good luck and farewell to its graduating classes of 2025! Congratulations to all graduates; you have demonstrated resilience, determination, and drive that has brought you to this culminating event in your educational journey. To our grade 8 classes, best of luck as you step into high school, and to our grade 12s, we wish you the best of luck in your bright future!



Multi-Year Strategic Plan

Final Report #3

Presentation to Board of Trustees - June 17, 2025.

Multi-Year Strategic Plan 2023-2028

1. Evaluation of Year Two (2024-2025) SMART goals

- **Reflection**
- **Learning and Growth**
- **Areas of Need**

2. Development of Year Three (2025-2026) SMART goals

- **Champions**
- **Fewer goals - larger impact**

Catholic Board Improvement Plan - 2024-2025

Year Two

33 SMART Goals

Overall Performance Summary: Status of Goals (33 Total)

Reporting Period	Action Required	Monitor	On Target	Overall
Current (June 2025)	2/33	10/33	21/33	On Target
Previous (March 2025)	0/33	9/33	24/33	On Target
Previous (Nov. 2024)	1/33	13/33	19/33	On Target

SMART Goals Year Two - 2024-2025

SMART Goal	Prior Status	Final Status	Comment
33. By June 2025, through workshops, peer led mental health initiatives, curriculum and social media, 67% of students in grades 6, 9 and 10 will be aware of and know how to access mental health supports and services.	➔	➔	Data coming from EQAO in Fall 2025.



Some goals cannot be assessed at the time the final report is provided as the data is not yet available.

SMART Goals Year Two - 2024-2025

SMART Goal	Prior Status	Final Status	Comment
7. By the end of June 2025, a comprehensive system-wide audit will be completed to identify barriers to equity in access, opportunity, and outcomes that influence student success in the classroom that will drive the development of an action plan.	↑	→	Key initiatives underway include the completion of the Tana Turner Staff Equity Audit, and collaboration with Accessibility Partners to conduct a Gap Analysis and update the YCDSB Multi-Year Accessibility Plan. These efforts involve staff interviews, policy reviews, training assessments, and compliance audits, culminating in an AODA compliant Accessibility Plan to drive meaningful progress. Policy changes have been made that align with the audit.

Some goals could not be achieved within the year, but they are well within reach and will continue beyond the term of the goal.

SMART Goals Year Two - 2024-2025

SMART Goal	Prior Status	Final Status	Comment
20. By June 2025, 100% of secondary YCDSB Special Education Teachers and secondary Principals/Vice-Principals will be trained on the implementation of inclusive, evidence informed transition practices, resources, tools, supports and programs outlined in the Transition Framework.			The Transition Framework has been completed/published and Special Education Teachers and VPs have been trained. Due to scheduling challenges, Principals training has not yet occurred.

Some goals at the mid-year point looked within reach, but unforeseen circumstances meant that the goal had not been achieved.

SMART Goals Year Two - 2024-2025

SMART Goal	Prior Status	Final Status	Comment
28. All elementary schools (100%) will promote and encourage the Active School Travel strategies and suggestions by including them within their regular newsletters/communication to families	↓	→	An Active School Travel lead was identified for 100% of our elementary schools . The lead is responsible for ensuring the monthly communications are sent.

Some goals were achieved, as a collaborative push, from many different champions, to bring them to fruition.

SMART Goals Year Three - 2025-2026

- Maintaining a focus on the enduring Strategic Priorities and Goals required at all times.
- Collaboration and consultation across board level teams.
- “Champions” input a critical component of goal development.
- Timing will allow for communication to all stakeholders in order to incorporate within Student Achievement Plans and School Improvement Plans.
- 20 SMART Goals - a reduction in number from Year One and Two, but this reflects a conscious decision to focus on doing more with less.

YCOB MULTI-YEAR STRATEGIC PLAN 2023-2025			CATHOLIC BOARD IMPROVEMENT PLAN
Strategic Commitment	Strategic Priority	Enduring Strategies (Goals)	YEAR THREE SMART GOALS 2025-2026
Catholic Faith	Nurture faith formation and relationships with Christ.	<p>Foster a culture that respects and honours the human dignity of all persons that is inspired by our relationship with Christ.</p> <p>Embed and prioritize the Catholic School Graduate expectations into all curriculum areas.</p> <p>Cultivate school environments focused on spiritual growth to support Catholic faith formation and deeper faith knowledge.</p>	<p>1. By June 2026, at least 90% of elementary NTIP teachers who attend the mandatory Religion and Family Life sessions will report a positive and significant impact ("Agree" or "Strongly Agree") on their familiarity with and ability to implement the Religious Education and Family Life Education Programs at YCOB.</p> <p>2. The Blessed and Beloved Family Life Education Program will be implemented in 100% of Grades 2 and 3 classrooms by June 2026.</p> <p>3. Before the end of June 2026, the total number of attendees at Faith Ambassador events (where staff gather in fellowship and celebrate our Catholic identity) for the year will have increased by 25%.</p>
Equity and Inclusion	Build and sustain an equitable, inclusive and accessible learning and working environment.	<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 acknowledge that we are all created in the image of God.</p>	<p>4. By June 2026, YCOB will develop and deliver three equity and accessibility training sessions for staff grounded in Catholic Social Teaching designed to foster a welcoming, inclusive, and accessible school environment for all students, staff, and families.</p> <p>5. By June 2026, YCOB will use audit data to create seven equity portals to support schools in identifying and addressing systemic barriers and closing equity gaps.</p> <p>6. By June 2026, two system-level strategies will be developed to promote greater inclusion and engagement of students, staff, and families. (i.e. Dismantling Anti-Black Racism Strategy)</p>

YCOB MULTI-YEAR STRATEGIC PLAN 2023-2025			CATHOLIC BOARD IMPROVEMENT PLAN
Strategic Commitment	Strategic Priority	Enduring Strategies (Goals)	YEAR THREE SMART GOALS 2025-2026
		Actively promote, support and expect excellence for all students to achieve their God-given potential.	7. By the end of June 2026, at least two new system-level initiatives will have been developed and implemented that address barriers to equity of access, opportunity and outcomes for those who are traditionally underrepresented. (i.e. Student Leadership Symposium).
Student Achievement	Enrich and improve student learning so that excellence in achievement and engagement is possible for all.	Embed culturally responsive and relevant pedagogy (CRPP) for the improvement of literacy and numeracy skills and to promote evidence-based instructional practices.	<p>8. The percentage of grade 3 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for writing will improve from 71% to 75%.</p> <p>9. The percentage of secondary students successfully completing the Ontario Secondary School Literacy Test (OSSLT) will improve from 89% to 90%.</p> <p>10. The percentage of grade 6 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from 60% to 62%.</p> <p>11. The percentage of grade 7 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from 69% to 70%.</p> <p>12. The percentage of grade 9 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from 70% to 72%.</p>
		Align program initiatives with the social competencies and future trends in education and the workforce.	13. The percentage of elementary schools visiting and engaging in learning at the STREAM Centres of Excellence will be maintained at 100%.

CATHOLIC FAITH - Strategic Commitment #1

1. By June 2026, at least **90%** of elementary NTIP teachers who attend the mandatory Religion and Family Life sessions will report a positive and significant impact (“Agree” or “Strongly Agree”) on their familiarity with and ability to implement the Religious Education and Family Life Education Programs at YCDSB.
2. The Blessed and Beloved Family Life Education Program will be implemented in **100%** of Grades 2 and 3 classrooms by June 2026.
3. Before the end of June 2026, the total number of attendees at Faith Ambassador events (where staff gather in fellowship and celebrate our Catholic identity) for the year will have increased by **25%**.

3 SMART Goals:

- Embracing change
- Building capacity

EQUITY AND INCLUSION - Strategic Commitment # 2

4. By June 2026, YCDSB will develop and deliver **three** equity and accessibility training sessions for staff grounded in Catholic Social Teaching designed to foster a welcoming, inclusive, and accessible school environment for all students, staff, and families.
5. By June 2026, YCDSB will use audit data to create **seven** equity portraits to support schools in identifying and addressing systemic barriers and closing equity gaps.
6. By June 2026, **two** system-level strategies will be developed to promote greater inclusion and engagement of students, staff, and families. (i.e. Dismantling Anti-Black Racism Strategy).
7. By the end of June 2026, at least **two** new system-level initiatives will have been developed and implemented that address barriers to equity of access, opportunity and outcomes for those who are traditionally underrepresented. (i.e. Student Leadership Symposiums).

4 SMART Goals:

- Aligned with the Equity Audit, Action plan, and ongoing commitment to building and sustaining inclusive schools.

STUDENT ACHIEVEMENT - Strategic Commitment #3

8. The percentage of grade 3 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for writing will improve from 73% to **75%**.
9. The percentage of secondary students successfully completing the Ontario Secondary School Literacy Test (OSSLT) will improve from 89% to **90%**.
10. The percentage of grade 6 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from 60% to **62%**.
11. The percentage of grade 3 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from 69% to **70%**.
12. The percentage of grade 9 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from 70% to **72%**.
13. The percentage of elementary schools visiting and engaging in learning at the STREAM Centres of Excellence will be maintained at **100%**.
14. Continue to maintain high levels of completion rates (**over 90%**) in all areas of Experiential Learning (i.e., Cooperative Education, Dual Credit Programs, Ontario Youth Apprenticeship Program, Schools Within a College, and Specialist High Skills Major).
15. Student Services will define and document key equity indicators specific to their department (eg. OT/PT, Speech and Language, Psychology, etc) by the end of June 2026 as the first phase in developing an equitable service delivery model.

8 SMART Goals - (Curriculum and Student Services)

- Building on the results from Year Two

WELL-BEING - Strategic Commitment #4

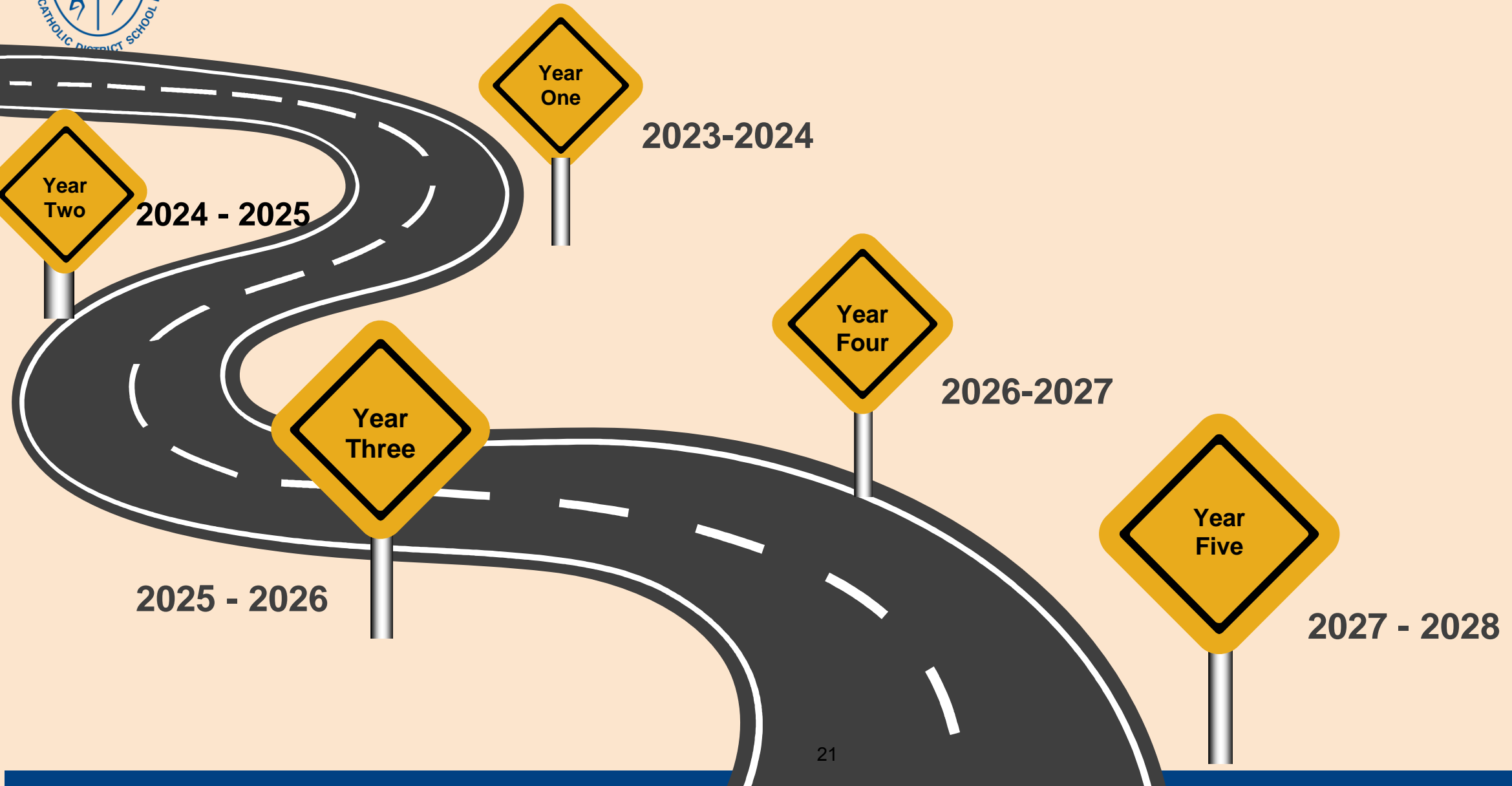
16. 100% of schools will have a mental health and wellbeing goal on their SAP that reflects their school climate data.
17. At 100% of our elementary schools, one of their SAP goals will be related to Active School Travel as supported by the Active School Travel Lead.
18. Throughout the 2025–2026 school year, the Attendance Task Force, in collaboration with Employee Wellness and the Communications Department, will implement a system-wide strategy to continue to reduce employee absenteeism.
19. 100% of guidance counselors and chaplains will be ASIST trained by June 2026.
20. The capacity of the senior academic team in supporting student mental health will be developed using the Leading Mentally Healthy Schools resource from School Mental Health Ontario.

5 SMART Goals:

- Continuing to focus on staff and student well-being and strengthening the supports.



Monitoring Progress and Moving Forward





Multi-Year Strategic Plan

2024-2025 MYSP Reporting Template

Report #3 - June 17, 2025

Our Mission	With Jesus Christ as our model, we provide all students with a Catholic education rooted in equity, well-being and learning.
Our Vision	A recognized leader in Catholic education committed to inclusion, excellence and innovation that develops socially responsible global citizens.
Our Values	Catholicity Equity, Diversity and Inclusion Excellence Fiscal Responsibility, Integrity Respect

Overall Performance Summary: Status of Goals (33 Total)

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current (June 2025)	2/33	10/33	21/33	On Target	↑
Previous (March 2025)	0/33	9/33	24/33	On Target	↑
Previous (Nov. 2024)	1/33	13/33	19/33	On Target	↑

Catholic Faith - Strategic Commitment #1

Nurture faith formation and relationships with Christ.

Strategic Goals

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

Performance Summary: Status of Goals (4 Goals)

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current (June 2025)	0/4	0/4	4/4	On Target	↑
Previous (March 2025)	0/4	0/4	4/4	On Target	↑
Previous (Nov. 2024)	0/4	0/4	4/4	On Target	↑

SMART Goal	Prior Status	Current Status	Comment
1. By June 2025, at least 85% of elementary NTIP teachers who attend the mandatory Religion and Family Life sessions will report a positive and significant impact (“Agree” or “Strongly Agree”) on their familiarity with and ability to implement the Religious Education and Family Life Education Programs at YCDSB.	↑	↑	100% of respondents have reported a positive and significant impact (“Agree “ or “Strongly Agree”) on their familiarity with and ability to implement the Religious Education and Family Life programs at YCDSB.
2. By June 2025, the number of YCDSB schools taking part in the Development and Peace Schools Program, (a Canadian Catholic program that helps students to grow in their development as critical thinkers and agents of social change who apply the Catholic Social Teachings in response to social and global justice issues) will have increased by 50% .	↑	↑	Based on our Luke 4:18 Symposium exit tickets, there has been a 60% increase in school participation in the Development and Peace Schools program.
3. The <i>Blessed and Beloved</i> Family Life Education Program will be implemented in 100% of Grade 1 classrooms by June 2025.	↑	↑	School representatives have attended professional development in-services and the Religious Education team is available for ongoing support.
4. Before the end of June 2025, the total number of attendees at Faith Ambassador events (where staff gather in fellowship and celebrate our Catholic identity) for the year will have increased by 25% .	↑	↑	35% increase in the total number of attendees at Faith Ambassador events.

Equity and Inclusion - Strategic Commitment #2

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

Strategic Goals

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

Performance Summary: Status of Goals (6 Goals)

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current (June 2025)	0/6	2/6	4/6	On Target	↑
Previous (March 2025)	0/6	1/6	5/6	On Target	↑
Previous (Nov. 2024)	0/6	4/6	2/6	Monitor	→

SMART Goal	Prior Status	Current Status	Comment
5. Three system wide initiatives designed to allow the voices of a group of students and staff, historically underrepresented to be heard, will be developed and implemented by June 2025.	↑	↑	Several important initiatives, including the Student Census Analysis to better understand student needs, the Eradication of Poverty Fundraiser to support anti-poverty efforts, and the Tana Turner Staff Equity Audit have been initiated over the 2024-2025 school year.
6. By the end of June 2025, two workshops will be offered to staff aimed at fostering a culture that recognizes and celebrates the dignity and diversity of all students, staff, and Catholic school communities with exit card surveys confirming that at least 85% of the participants report changes in their awareness, attitudes and actions moving forward.	↑	↑	Both the Senior Team and Principals participated in workshops focused on Leadership in Polarized Times.
7. By the end of June 2025, a comprehensive system-wide audit will be completed to identify barriers to equity in access, opportunity, and outcomes that influence student success in the classroom that will drive the development of an action plan.	↑	→	Key initiatives underway include the completion of the Tana Turner Staff Equity Audit, and collaboration with Accessibility Partners to conduct a Gap Analysis and update the YCDSB Multi-Year Accessibility Plan. These efforts involve staff interviews, policy reviews, training assessments, and compliance audits, culminating in an AODA compliant Accessibility Plan to drive meaningful progress. Policy changes have been made that align with the audit.
8. By the end of June 2025, the insights gathered from the equity audit will be used to establish and fortify the Inviting and Inclusive Office, ensuring that data-driven strategies drive equitable practices and foster inclusive environments across all facets of our educational community.	↑	↑	The Employment Equity Audit has informed the Implementation Plan and is already driving change across departments. Examples include updates to HR job postings, revisions to the META policy, new staff training initiatives, exploration of additional ERGs, and ongoing reviews of accessibility and equity-related policies.

SMART Goal	Prior Status	Current Status	Comment
<p>9. By June 2025, the Office of the HREA will create and distribute a series of posters system-wide. The effectiveness of this campaign will be assessed by establishing a benchmark framework by measuring the number of individuals visiting the HREA website and tracking reports submitted through the complaints portal.</p>	→	→	<p>Posters were distributed by the HREA Office to the HREA Leads at Board in services, however a HREA replacement is needed to complete the goal.</p> <p>November 2024 Posters distributed: 1. "Love Thy Neighbour, Respect their Rights" 2. "Unity in Faith, Dignity in Dialogue" 3. "Diverse Abilities, Shared Faith"</p>
<p>10. By the end of June 2025, at least one system level initiative will have been developed and implemented that eliminates barriers to equity of access, opportunity and outcomes for those who are traditionally underrepresented.</p>	↑	↑	<p>The Implementation of Eradication of Poverty Fund in schools supported the Central Technology Equity Fund school identification.</p>

Student Achievement - Strategic Commitment #3

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

Strategic Goals

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

Performance Summary: Status of Goals (17 Goals)

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current (June 2025)	2/17	6/17	9/17	Monitor	→
Previous (March 2025)	0/17	5/17	12/17	On Target	↑
Previous (Nov. 2024)	0/17	7/17	10/17	On Target	↑

SMART Goal	Prior Status	Current Status	Comment
11. The percentage of grade 3 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for writing will improve from 79% to 80%	➔	➔	73% of students at or above provincial standard in Grade 3 writing. Well above the provincial average of 64% and still showing continued success in this area.
12. The percentage of secondary students successfully completing the Ontario Secondary School Literacy Test (OSSLT) will be maintained at 90% .	⬆	⬆	89% of students successfully completed OSSLT, just shy of our 90% goal, and above the provincial average of 85%.
13. The percentage of grade 6 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from 58% to 60%	⬆	⬆	60% of students at or above provincial standard in Grade 6 math, well above the provincial average of 50%.
14. The percentage of grade 3 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from 70% to 72%	⬆	⬆	69% of students at or above provincial standard in Grade 3 math and well above the provincial average of 61%.
15. The percentage of grade 9 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from 68% to 70%	⬆	⬆	70% of students at or above provincial standard in Grade 9 math, well above the provincial average of 54%.
16. The percentage of elementary schools visiting and engaging in learning at the STREAM Centres of Excellence will be maintained at 100%	⬆	⬆	By the end of Term 2, 100% of elementary schools have visited and engaged in learning at the STREAM Centres of Excellence.
17. Continue to maintain high levels of completion rates (over 90%) in all areas of Experiential Learning (i.e., Cooperative Education, Dual Credit Programs, Ontario Youth Apprenticeship Program, Schools Within a College, and Specialist High Skills Major).	⬆	⬆	Over 90% completion rates in all areas of Experiential Learning.

SMART Goal	Prior Status	Current Status	Comment
18. By the end of June 2025, the percentage of grade 3 and 6 students identified as having special education needs at or above the provincial standard (levels 3 and 4) in the EQAO assessment for reading and writing will increase by 3%	➔	➔	Continue to monitor until results of EQAO are released in October 2025.
19. By the end of June 2025, the percentage of grade 3 and 6 students identified as having special education needs at or above the provincial standard (levels 3 and 4) in the EQAO assessment for mathematics will increase by 3% .	➔	➔	Continue to monitor until results of EQAO are released in October 2025.
20. By June 2025, 100% of secondary YCDSB Special Education Teachers and secondary Principals/Vice-Principals will be trained on the implementation of inclusive, evidence informed transition practices, resources, tools, supports and programs outlined in the Transition Framework.	⬆	⬇	The Transition Framework has been completed/published and Special Education Teachers and VPs have been trained. Due to scheduling challenges, Principals training has not yet occurred.
21. As of June 2025, the alternative placement program for special education students with alternative program goals will be implemented and provided via the special education teacher in 100 % of schools as required.	⬆	⬆	As of 2024/25 school year all special education students are serviced by a Special Education teacher assigned to the school. Alternative Placement Teachers are no longer in place but we continue to support alternative learning in all of our schools.
22. By June 2025, the STAR program goals and expectations will be included in one student IEP in 100% of elementary schools where required.	➔	➔	Although gains were made over the course of the 2024-2025 year, the hoped-for impact of 100% of elementary schools addressing the STAR program in their IEPs was not accomplished.

SMART Goal	Prior Status	Current Status	Comment
23. By June 2025, participation in school activities (gym, sports, recess, field trips, school events) and programming will improve by 50% as a direct result of increased OTPT consultation.	➔	⬇	The OTPT were required to focus the majority of their resources on supporting staff training, particularly for education workers. OTPT did provide consultation and therapists accompanied students with mobility needs on field trips and/or school events to facilitate participation and inclusion. However, the goal was not met.
24. By June 2025, a minimum of 75% of the educators who receive training and assistance in tailoring evidence-based literacy instruction strategies for students who use augmentative and alternative communication (AAC) will report acquiring at least one new evidence-based literacy instruction strategy.	⬆	⬆	Over the 2024-2025 school year educators were trained and feedback was gathered. The feedback led to revisions in the training approach and that allowed the goal of 75% of participants reporting that they have acquired at least one new evidence-based instructional strategy to be achieved.
25. By June 2025, 80% of students with a BMS safety plan will have at least one function-based learning objective that addresses the underlying reason for the risk of injury behaviour (e.g., physical aggression) as measured through the audit of individual behaviour plans and/or IEP goals supported by Behaviour Resource Services	⬆	➔	Many students across the system with a BMS safety plan have been supported, but the goal of 80% with a recommendation for a function-based learning objective was not obtained.
26. By June 2025, ABA Services will pilot an evidence-based small group social-emotional learning program for students aged 8-12 years old with social/behavioural difficulties across at least four elementary schools	⬆	⬆	The SAS Social-Emotional learning pilot was initiated in two schools for Term 1 and four additional schools received this pilot program in Term 2.
27. By June 2025, Itinerant Autism Intervention teachers will provide support to 60 students in FDK classes by providing modelling and demonstration of evidence-based strategies to Special Education and FDK teachers, resulting in increased student participation.	⬆	➔	ASD itinerants provided support to students in FDK classes, but the goal of 60 students was not accomplished.

Well-Being - Strategic Commitment #4

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

Strategic Goals

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

Performance Summary: Status of Goals (6 Goals)

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current (June 2025)	0/6	2/6	4/6	Monitor	→
Previous (March 2025)	0/6	3/6	3/6	On Target	↑
Previous (Nov. 2024)	1/6	2/6	3/6	On Target	↑

SMART Goal	Prior Status	Current Status	Comment
28. All elementary schools (100%) will promote and encourage the Active School Travel strategies and suggestions by including them within their regular newsletters/communication to families	→	↑	An Active School Travel lead was identified for 100% of our elementary schools . The lead is responsible for ensuring the monthly communications are sent.
29. Throughout the 2024-2025 school year there will be a continued collaboration between BLDS and Employee Wellness to provide leadership training on staff communication and wellness initiatives.	→	→	The 2024-25 school year revealed a strong collaboration with the Communication Department on staff communication and wellness initiatives.
30. The Attendance Task Force will continue its work during the 2024-2025 school year with the goal of reducing employee absenteeism and associated costs.	↑	↑	Continued focused work on the priorities identified in the SWOT analysis with the Board's trend towards the mean- magnitude of absence benchmarking results as per the School Board's Cooperative Absence Study report
31. As of June 2025, 100% of elementary and secondary schools will have a mental health ambassador.	↑	↑	Mental health ambassadors have successfully been placed at all schools.
32. By June 2025, attendance at mental health literacy professional development sessions, focused on mental health literacy for administrators, teachers and school staff, will be maintained at the current level of 20% .	↑	↑	The target of 20% of educators attending a mental health focused Professional Development session was achieved.
33. By June 2025, through workshops, peer led mental health initiatives, curriculum and social media, 67% of students in grades 6, 9 and 10 will be aware of and know how to access mental health supports and services.	→	→	Data coming from EQAO in Fall 2025.

YCDSB MULTI-YEAR STRATEGIC PLAN 2023-2028			CATHOLIC BOARD IMPROVEMENT PLAN
Strategic Commitment	Strategic Priority	Enduring Strategies (Goals)	YEAR THREE SMART GOALS 2025-2026
Catholic Faith	Nurture faith formation and relationships with Christ.	Foster a culture that respects and honours the human dignity of all persons that is inspired by our relationship with Christ.	1. By June 2026, at least 90% of elementary NTIP teachers who attend the mandatory Religion and Family Life sessions will report a positive and significant impact (“Agree” or “Strongly Agree”) on their familiarity with and ability to implement the Religious Education and Family Life Education Programs at YCDSB.
		Embed and prioritize the Ontario Catholic School Graduate expectations into all curriculum areas.	2. The Blessed and Beloved Family Life Education Program will be implemented in 100% of Grades 2 and 3 classrooms by June 2026.
		Cultivate school environments focused on spiritual growth to support Catholic faith formation and deeper faith knowledge.	3. Before the end of June 2026, the total number of attendees at Faith Ambassador events (where staff gather in fellowship and celebrate our Catholic identity) for the year will have increased by 25%.
Equity and Inclusion	Build and sustain an equitable, inclusive and accessible learning and working environment.	Recognize, value, integrate and celebrate the dignity and diversity of all students, staff, and Catholic school communities.	4. By June 2026, YCDSB will develop and deliver three equity and accessibility training sessions for staff grounded in Catholic Social Teaching designed to foster a welcoming, inclusive, and accessible school environment for all students, staff, and families.
		Identify and eliminate barriers to equity of access, opportunity and outcomes for all, as we acknowledge that we are all created in the image of God.	5. By June 2026, YCDSB will use audit data to create seven equity portraits to support schools in identifying and addressing systemic barriers and closing equity gaps.
			6. By June 2026, two system-level strategies will be developed to promote greater inclusion and engagement of students, staff, and families. (i.e. Dismantling Anti-Black Racism Strategy)

YCDSB MULTI-YEAR STRATEGIC PLAN 2023-2028			CATHOLIC BOARD IMPROVEMENT PLAN
Strategic Commitment	Strategic Priority	Enduring Strategies (Goals)	YEAR THREE SMART GOALS 2025-2026
		Actively promote, support and expect excellence for all students to achieve their God-given potential.	7. By the end of June 2026, at least two new system-level initiatives will have been developed and implemented that address barriers to equity of access, opportunity and outcomes for those who are traditionally underrepresented. (i.e. Student Leadership Symposiums).
Student Achievement	Enrich and improve student learning so that excellence in achievement and engagement is possible for all.	Embed culturally responsive and relevant pedagogy (CRRP) for the improvement of literacy and numeracy skills and to promote evidence-based instructional practices.	8. The percentage of grade 3 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for writing will improve from 73% to 75%.
			9. The percentage of secondary students successfully completing the Ontario Secondary School Literacy Test (OSSLT) will improve from 89% to 90%
			10. The percentage of grade 6 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from 60% to 62%.
			11. The percentage of grade 3 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from 69% to 70%.
			12. The percentage of grade 9 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from 70% to 72%.
		Align program initiatives with the global competencies and future trends in education and the workforce.	13. The percentage of elementary schools visiting and engaging in learning at the STREAM Centres of Excellence will be maintained at 100%.

YCDSB MULTI-YEAR STRATEGIC PLAN 2023-2028			CATHOLIC BOARD IMPROVEMENT PLAN
Strategic Commitment	Strategic Priority	Enduring Strategies (Goals)	YEAR THREE SMART GOALS 2025-2026
		Offer inclusive and specialized programs that address and engage all student learner profiles.	14. Continue to maintain high levels of completion rates (over 90%) in all areas of Experiential Learning (i.e., Cooperative Education, Dual Credit Programs, Ontario Youth Apprenticeship Program, Schools Within a College, and Specialist High Skills Major).
			15. Student Services will define and document key equity indicators specific to their department (eg. OT/PT, Speech and Language, Psychology, etc) by the end of June 2026 as the first phase in developing an equitable service delivery model.
Well-Being	Promote and nurture the social-emotional, spiritual, and physical well-being of all members of the YCDSB.	Provide equitable access to evidence-based culturally-responsive services and resources for all.	16. 100% of schools will have a mental health and wellbeing goal on their SAP that reflects their school climate data.
			17. At 100% of our elementary schools, one of their SAP goals will be related to Active School Travel as supported by the Active School Travel Lead.

YCDSB MULTI-YEAR STRATEGIC PLAN 2023-2028			CATHOLIC BOARD IMPROVEMENT PLAN
Strategic Commitment	Strategic Priority	Enduring Strategies (Goals)	YEAR THREE SMART GOALS 2025-2026
		Support ongoing individualized accommodations that support staff to perceive that their working conditions and environments are healthy, safe and inclusive.	18. Throughout the 2025–2026 school year, the Attendance Task Force, in collaboration with Employee Wellness and the Communications Department, will implement a system-wide strategy to continue to reduce employee absenteeism.
		Foster a culture of ongoing professional development to increase mental health literacy and enhance staff efficacy to improve employee engagement and support student well-being.	19. 100% of guidance counselors and chaplains will be ASIST trained by June 2026.
			20. The capacity of the senior academic team in supporting student mental health will be developed using the Leading Mentally Healthy Schools resource from School Mental Health Ontario.

2025-26 Operating Budget & 2025-2031 MYFRP

June 17, 2025

Prepared by: Kim Scanlon, Senior Budget Manager
Submitted by: Calum McNeil, Chief Financial Officer & Treasurer of the Board
Endorsed by: John De Faveri, Director of Education, Foundation Chair and Secretary of the Board





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2024-25 Forecast

(\$ thousands)	Surplus / (Deficit) ⁽¹⁾	
24/25 Revised Estimates	(10,502)	
Board Based Staffing Allocation	2,936	Updated grant factor for T4s issued
Transportation Savings	1,118	Route efficiencies, ridership
Prior Year Grant Adjustments	635	Residual benchmark and table updates
Miscellaneous Revenue	624	Elections Ontario/Canada
ESL Grant	394	Increased students
STSYR Operations Agreement Update	329	
Home Instruction	240	
WSIB	(118)	
Snow Removal	(362)	Unfavourable weather
Utilities Projection	(400)	Ontario Electricity Rebate reduction
Supply	(1,000)	Updated projection based on YTD experience
Other	(210)	
24/25 Forecast before POD Exemption	(6,316)	
Ministry Approved POD Exemption	17,900	
24/25 Forecast	11,584	

(1) Positive values = decrease in the deficit. Negative values = increase in the deficit.



2025-26 Funding Highlights (see Appendix 1)

Online (E-Learn) **credit load updated**.

Transportation 6.3% increase across the sector and based on recent routing simulations for each school board.

Additional funding to enhance school board financial management through the **Regional Internal Audit Team** component.

Interim approach for the **Special Incidence Portion (SIP) Allocation** based on 2024-25 amounts adjusted for labour-related increases and an exceptional circumstances amount.

New formula-based approach for **Care and Treatment Education Programs (CTEP)**.

Year 2 of 5 Year phase-in of the **2021 Statistics Canada census** updates, including adjustments to allow school boards to adjust cost structures if needed.

Benchmark increases overall 3.3% to support targeted investments including 2% non-staff portion for school operations and school facilities.



2025-26 Operating Budget

The operating budget includes:

- Assumptions from the Multi-Year Financial Recovery Plan (MYFRP) submitted to the Ministry in January 2025 which included:
 - Removal of one-time updates and budget assumptions
 - Proposals approved
- Core Education grant updates using projected enrolment
- Responsive Education Program updates
- Other revenue and expense projections including previously approved items
- Adjustments to staffing based on change in enrolment
- Labour benchmark updates for all other staff as defined by collective agreements or the Ministry
- Approvals from the Board of Trustees



Operating Position

Operating (\$ millions)	2025-26 Estimates	2024-25 Revised Estimates	Change
Revenue			
Core Education Operating Grants	661.0	646.2	14.8
Responsive Education Grants (REP) & Other	6.5	10.3	(3.8)
Continuing Education Other Revenues	5.9	5.9	-
International Student Fees	5.9	5.4	0.5
Miscellaneous Revenue	8.1	8.0	0.1
Total Revenue	687.4	675.8	11.6
Operating Expenses			
Salaries and Benefits	621.2	610.6	10.6
Expenses	75.6	75.7	(0.1)
Total Expenses	696.8	686.3	10.5
COMPLIANCE IN-YEAR POSITION	(9.4)	(10.5)	1.1



Bridge from 2024-25 to 2025-26 Budget

(\$ thousands)	Compliance Deficit ⁽¹⁾
25/26 Deficit per MYFRP	(10,542)
Transportation	1,636
Change in Funding for ratio for E-Learn (credit load)	575
Utilities	(500)
Interest Revenue	(800)
WSIB Cost Pressure (SBCI Liability Change)	(700)
SAP Implementation Update	(300)
Other	(120)
Curriculum - E-Learn	(39)
Special Education	556
Community Partnership – Barhill	431
STSYR Operations Agreement Update	356
25/26 Estimates Deficit	(9,447)

(1) Positive values represent an decrease in the deficit. Negative values represent a increase in the deficit.



Operating and Non-Operating Summary

	2025-26 Operating	2025-26 Non-Operating	2025-26 Total
Revenues:			
Core Ed, REP, Other Grants and Revenues	\$ 687,417,754	\$ 112,578,564	\$ 799,996,318
Compliance Adj-School Generated Funds	-	(25,500,000)	(25,500,000)
Compliance Adj-Revenues for Land	-	(39,350,331)	(39,350,331)
Compliance Revenues	\$ 687,417,754	\$ 47,728,233	\$ 735,145,987
Expenditures:			
Salaries and Benefits	621,172,883	-	621,172,883
Other Expenses	75,691,612	73,183,866	148,875,478
Expenditures before Compliance Adjustments	\$ 696,864,495	\$ 73,183,866	\$ 770,048,361
School Generated Funds	-	(25,500,000)	(25,500,000)
Interest Compliance Adjustment	-	235,275	235,275
Asset Retirement Obligation	-	(190,908)	(190,908)
Compliance Expenditures	\$ 696,864,495	\$ 47,728,233	\$ 744,592,728
Compliance In-Year (Deficit) / Surplus	\$ (9,446,741)	\$ -	\$ (9,446,741)

Recommendations
on following slides:

#1

#2

#3

#4



RECOMMENDATIONS

2025-26 Budget (Estimates)

1. Revenue Estimates for 2025-26

THAT the Board approve the submission of the Revenue Financial Estimates to the Ministry of Education for the fiscal year September 1, 2025 to August 31, 2026, in the total amount of **\$735,145,987** (based on Operating \$687,417,754 and Non-Operating \$47,728,233) as presented in this budget presentation.

2. Salaries and Benefits Estimates for 2025-26

THAT the Board approve the submission of the Salary and Benefits Expenditures Estimates to the Ministry of Education for the fiscal year September 1, 2025 to August 31, 2026, in the total amount of **\$621,172,883** (Salaries \$532,256,843 and Benefits \$88,916,040) as presented in this budget presentation.

3. Other Expenses Estimates for 2025-26

THAT the Board approve the submission of the Support Cost Expenditures Estimates to the Ministry of Education for the fiscal year September 1, 2025 to August 31, 2026, in the total amount of **\$123,419,845** (based on \$73,148,626 Operating expenditures, \$2,542,986 of REP and Other Grants/Programs expenditures and \$47,728,233 of Non-Operating expenditures) as presented in this budget presentation.

4. In-Year Budget for 2025-26

THAT the Board approve the submission of the **\$9,446,741 non-compliant deficit** to the Ministry of Education for the fiscal year September 1, 2025 to August 31, 2026 as presented in the budget presentation.



Multi Year Financial Recovery Plan (MYFRP) - Update

Due to the board's non-compliant in-year deficits in 2022-23 and 2023-24, the Ministry of Education required an MYFRP, which projected a balanced budget by 2026-27 and maintained this position into 2027-28, be submitted by January 31, 2025.

YCDSB's submitted plan was approved by the Minister of Education on May 21, along with two outstanding POD approval requests. The Ministry outlined a further requirement that the Board submit an updated MYFRP, that eliminates the accumulated deficit by 2030-31, by June 30, 2025.



MYFRP Update

IN-YEAR SURPLUS/(DEFICIT)

Original MYFRP required a balanced budget by 2026-27

\$ thousands	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Original Surplus / (Deficit)	(10,542)	422	670	670	670	670
25/26 Estimate Update/Impact	1,095	540	540	540	540	540
Additional Supply Savings	-	-	-	700	700	700
Updated MYFRP Surplus / (Deficit)	(9,447)	962	1,210	1,910	1,910	1,910

ACCUMULATED SURPLUS / (DEFICIT)

Additional MYFRP requirement to eliminate the accumulated deficit by 2030-31

\$ thousands	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Opening Accumulated Surplus / (Deficit)	1,701	(7,745)	(6,784)	(5,574)	(3,664)	(1,755)
Updated MYFRP Surplus / (Deficit)	(9,447)	962	1,210	1,910	1,910	1,910
Ending Accumulated Surplus / (Deficit)	(7,745)	(6,784)	(5,574)	(3,664)	(1,755)	155

THAT the Board, approve the Multi Year Financial Recovery Plan, which projects an accumulated surplus of 155k by 2030-31.



Appendix 1

Core Education Funding

(\$ millions)	2025-26 Estimates	2024-25 Revised Estimates	Change	Change Explained		
				Change in ADE ⁽¹⁾	Benchmark Change ⁽²⁾	Other
Classroom Staffing Fund	375.7	365.6	10.1	(1.1)	10.6	0.6
Learning Resources Fund	106.5	103.7	2.8	-	2.8	-
Special Education Fund	80.2	78.0	2.2	(0.4)	2.6	-
School Facilities Fund	57.4	56.2	1.2	(0.1)	1.3	-
Student Transportation Fund	22.7	21.5	1.2	-	-	1.2
School Board Administration Fd	19.6	19.1	0.5	(0.5)	0.3	0.7
School Board Debt Service Costs	6.3	7.6	(1.3)	-	-	(1.3)
Total Core Education Funding	668.4	651.7	16.7	(2.1)	17.6	1.2

Change in Funding
ratio for E-Learn
(Online Learning)

Regional
Internal Audit
Team (RIAT)

(1) Includes Declining Enrolment Adjustment

(2) Includes Qualifications and Experience Grants



Appendix 2

MYFRP Financial Projection Submitted January 2025

The 2024-25 Revised Estimates deficit of \$10.5M serves as a baseline / reference point. **Figures for 2025-26 through 2027-28 represent changes compared to the 2024-25 Revised Estimates.**

\$ thousands	2025-26	2026-27	2027-28
2024-25 Revised Estimates Deficit	(10,502)	(10,502)	(10,502)
Operational Assumptions: decrease/(increase) deficit			
Reversal of One Time Envelope Revenue	(2,957)	(2,957)	(2,957)
Reversal of Bill 124 Additional Funding	(3,869)	(3,869)	(3,869)
IL Extended Day	300	300	300
International Student Program	162	325	488
Transportation	181	146	237
Information Systems-Infrastructure	(706)	702	147
Information Systems-SAP Project	323	1,646	843
Supply/Unqualified Supply Rate	1,130	3,080	3,060
Year 3 (of 3) Custodian Reductions	640	640	640
Other	476	731	731
Deficit Before Proposals	(14,822)	(9,758)	(10,882)
MYFRP Motions Approved Jan. 21/25	4,280	10,180	11,552
Surplus / (Deficit)	(10,542)	422	670

Notes:

- Inflationary Increases are assumed to be fully funded and are therefore excluded from the projections
- The financial impact of declining enrolment is offset by regular staffing adjustments and the Declining Enrolment Adjustment grant



Appendix 3

Enrolment Projection

Enrolment	2025-26 Estimates	2024-25 Revised Estimates	Change
Elementary			
Pupils of the Board	29,355	30,033	(678)
International Students	88	80	8
	29,443	30,113	(670)
Secondary			
Pupils of the Board	19,382	18,887	495
International Students	234	214	20
	19,616	19,101	515
Total Enrolment	49,059	49,214	(155)

The Board continues to experience declining Elementary enrolment while Secondary enrolment will increase in 25-26. International student enrolment is increasing.



Appendix 4

Operating Deferred Revenues

Envelope (\$ millions)	Aug 31/25 Deferred Revenue	Projected Grant	Projected Expenses	Aug 31/26 Deferred Revenue
Special Education Allocation - Regular	-	80.2	(80.2)	-
Mental Health Workers	-	0.5	(0.5)	-
Student Mental Health	0.2	1.0	(1.2)	-
Student Safety and Well-being	-	1.1	(1.1)	-
Rural & Northern Education	-	0.1	(0.1)	-
Ind. Ed. FNMI & Board Action Plan	5.9	2.3	(1.3)	6.9
FSL Areas of Intervention	-	0.3	(0.3)	-
Internal Audit (RIAT)	0.3	1.8	(1.9)	0.2
Total	6.4	87.3	(86.6)	7.1



Appendix 5

Balanced Budget Determination

A **balanced budget** is deemed to be an in-year surplus or a deficit not exceeding 1% of the GSN operating allocation. In 2025/26, 1% of the Board's GSN operating allocation is **\$6.6M**.

(\$ millions)	2023-24	2024-25 Forecast	2025-26 Estimates
In-Year Surplus/(Deficit)	(18.6)	11.6	(9.4)
Ending Accumulated Surplus (1)	(9.9)	1.7	(7.7)
Accumulated Surplus as a % of Operating Allocation	-1.6%	0.3%	-1.2%
In-Year Surplus/(Deficit) as a % of Operating Allocation	-3.0%	1.8%	-1.4%

(1) 2024-25 Forecast includes May 21/25 approval to use \$17.9M of Proceeds of Disposition (POD).

YORK CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE
REPORT NO. 2024: 07

To: Regular Board Meeting

June 17, 2025

A meeting of the Special Education Advisory Committee was held on **June 9 2025** in a hybrid format in person at the CEC, 320 Bloomington Rd. W and virtually over Google meet.

PRESENT:

Committee Members:	N. Byrne*, A. Grella, S. Leckey*, D. Legris*, J. Man*, J. Wigston, Y. Zhou*
Association Representatives:	J. Akleh*
Administration:	A. Cabraja, L. Lausic, J. Powers, E. Strano
Regrets:	A. Carter, A. Connolly, N. Welch, M. Xue
Recording	C. Mong
Guests:	L. Barbieri, <i>Sr. Coordinator, Behaviour Resources, Student Services, YCDSB</i> S. Bondy, <i>Transition Planner/Work Experience Teacher, Student Services, YCDSB</i> L. Colangelo, <i>OT/SEA Planner, Student Services, YCDSB</i> H. Gardner-White, <i>Behaviour Resource Worker, Student Services, YCDSB</i> A. Martini, <i>Behaviour Resource Worker, Student Services, YCDSB</i> A. Miraglia, <i>Secondary Program Consultant/Itinerant Work Experience Teacher, Student Services, YCDSB</i> N. Whitebread, <i>Special Education Consultant, Student Services, YCDSB</i>

**Denotes Virtual attendance*

1. ACTION ITEM(S): NIL

2. CORRESPONDENCE: NIL

3. PRESENTATIONS/DISCUSSIONS/INFORMATION:

- SEAC Budget
- Supports within Student Services
- Life After High School Transition Symposium
- YES I Can!
- Integrating Assistive Technology into Student's Learning
- Special Education Plan - Final
- Student Services Monthly Update

4. ASSOCIATION REPORTS:

- Autism ON – Monthly update, Summer Programs
- Community Living – E Connector
- LDAYS: Monthly Report, Upcoming programs and Workshops

5. ITEMS FOR FUTURE AGENDA: NIL

6. NEXT MEETING: September 15, 2025

A. GRELLA, CHAIR, SEAC

York Catholic District School Board
REPORT NO. 2025:05 of the
POLICY REVIEW COMMITTEE

To: Board of Trustees

June 17, 2025

A session of the Policy Review Committee was held on June 16, 2025 at 4:00 p.m.

PRESENT:

Committee Members:	In person:	F. Alexander, C. Cotton, J. DiMeo (arrived 6:04 pm), A. Grella, A. Saggese, J. Wigston
	Virtual:	M. Barbieri
Other Trustees:		E. Crowe, M. Iafrate
	Virtual:	T. McNicol
Administration:	In Person:	R. Antunes, A. Arcadi, M. Brosens, A. Burnell-Gentile, J. Chiutsi, J. De Faveri, G. De Girolamo, A. Driscoll, K. Elgharbawy, C. Gatsis, A. Iafrate, C. McNeil, S. Morrow, J. Powers, J. Sarna, S. Wright
	Absent with notice:	L. Paonessa, L. Sawicky
	Virtual:	T. Laliberte, J. Tsai
Recording:		A. McMahon
Presiding:		A. Saggese

ACTION ITEMS:

1. **THAT** the Board approve the following revised policy:
Policy 601 Accessibility Standards in Customer Service
2. **THAT** the Board approve the following revised policy:
Policy 603A School Fundraising
3. **THAT** the Board approve the following revised policy:
Policy 708 Outdoor Activity Equipment
4. **THAT** the Board approve the following revised policy:
Policy 803 School Generated funds

DISCUSSION ITEMS:

- i) Policy 101 Meta Policy: Management and Governance
- ii) Policy 206 Supporting Students with Prevalent Medical Conditions
(Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools
- iii) Policy 415 Accessibility Standards for Employment
- iv) Policy 616 Community Use of Schools

INFORMATION ITEMS:

- i) Procedures for Policy 206 Supporting Students with Prevalent Medical Conditions
(Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools
 - Supporting Students with Prevalent Medical Conditions: Anaphylaxis
 - Supporting Students with Prevalent Medical Conditions: Asthmas
 - Supporting Students with Prevalent Medical Conditions: Diabetes
 - Supporting Students with Prevalent Medical Conditions: Epilepsy
- ii) Procedure for Policy 601 Accessibility Standards for Employment
 - Accessibility Standards for Employment
- iii) Procedure for Policy 616 Community Use of Schools
 - Community Use of Schools
- iv) Procedure for Policy 708 Outdoor Activity Equipment
 - Outdoor Activity Equipment

v) Procedure for Policy 803 School Generated Funds

- School Generated Funds

vi) Policy Steering Committee Sign Off Sheet

FUTURE ITEMS:

Policy 202 Safe Schools - Student Discipline

Policy 609 Accessibility Standards for Information and Communication

Future meeting dates for Policy Review Committee:

October 7, 2025, December 1, 2025, February 3, 2026, April 7, 2026, June 2, 2026

Adjournment – 6:11 p.m.

A. Saggese, Committee Chair



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Community	<i>Policy Number</i> 601
<i>Former Policy #</i>	<i>Page</i> 1 of 4
<i>Original Approved Date</i> September 1, 2009	<i>Subsequent Approval Dates</i> November 3, 2009 February 24, 2015

POLICY TITLE: ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE

SECTION A

1. PURPOSE

The York Catholic District School Board as a public sector organization is responsible for providing goods, and services and facilities that are barrier-free, bias-free and enabling of full integration for those with disabilities. In its ongoing efforts to ensure accessibility for all, the York Catholic District School Board endorses the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* and the regulations *Integrated Accessibility Standards Regulation (IASR)*. The purpose of this policy is to outline the practices and procedures approved by the Board in order to meet the obligations of the Act under the AODA and the IASR for the wider community.

2. POLICY STATEMENT OBJECTIVE

It is the policy of the York Catholic District School Board to fulfil its obligations to the *Accessibility for Ontarians with Disabilities Act* by establishing and implementing necessary practices and procedures for the provision of temporary or permanent supports to any persons, excluding employees and students, who use the services of the Board.

This policy does not apply to employee or student accessibility needs as they are addressed in Policy 208: Student Disability Accommodation, Policy 309: Assessment and Evaluation of Student Achievement, and Policy 413: Attendance Support Program respectively and Policy 415 Accessibility Standards for Employment.

3. PARAMETERS

- 3.1 In keeping with the expectations of the *Accessibility for Ontarians with Disabilities Act, 2005*, the Board and its employees will make all reasonable efforts to ensure that:
 - 3.1.1 The provision of goods, services or facilities are provided in a manner that respects the dignity and independence of customers with disabilities;
 - 3.1.2 Provisions are in place for interacting with assistive devices and accommodating support persons and service animals to ensure equal access to those customers with disabilities;
 - 3.1.3 Appropriate training, within a reasonable timeframe, is provided for all Board employees (including 3rd party contractors) who may interact with customers;
 - 3.1.4 Policies and procedures related to the *Accessibility for Ontarians with*

- Disabilities Act*, 2005 are made available to the public and that there is capacity to provide communication about these policies and procedures in a format that takes into account a customer's disability;
- 3.1.5 Disruption of service notices are posted when services that are normally provided to a customer with a disability are temporarily unavailable;
 - 3.1.6 The impact on customers with disabilities shall be taken into account when purchasing new equipment, designing new systems or planning new initiatives; and,
 - 3.1.7 Appropriate mechanisms are established to receive and respond to feedback from the public and various constituency groups.
- 3.2 The Principal or Manager shall consult with the customer for whom the request for accommodation support is being made in order to collaboratively determine a suitable accommodation that takes into account the accessibility needs due to disability.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Accessibility Standards for Customer Service policy.

4.2 ~~Superintendents~~ Senior Administration

- 4.2.1 To oversee, monitor and support Principals and Managers with the implementation of the Accessibility Standards for Customer Service policy.
- 4.2.2 To ensure that practices are consistent with the core principles of independence, dignity, integration and equality of opportunity.
- 4.2.3 To ensure that all schools and workplaces permit and facilitate the use of assistive devices, service animals and/or support persons by those seeking customer service as outlined in the procedures to this policy.

4.3 ~~Senior Manager of Maintenance and~~ Superintendent of Facilities Services and Plant

- 4.3.1 To ensure that permit holders are aware of the Board's policy and procedures.

4.4 Human Resources Department

- 4.4.1 To provide appropriate training and training guidelines for new and current employees and volunteers, within appropriate timelines as it relates to Accessibility Standards for Customer Service.
- 4.4.2 To report on training requirements to the Ontario government as requested.

4.5 Principals and Managers

- 4.5.1 To implement the *Accessibility Standards for Customer Service* policy.
- 4.5.2 To receive requests from customers with disabilities.
- 4.5.3 To determine, in consultation with the customer and others, the most appropriate accommodation(s).
- 4.5.4 To forward requests for accommodations (Admin 41) to the attention of the Director's Office for approval.
- 4.5.5 To direct feedback from customers regarding the *Act* and/or policy to the appropriate Superintendent of Education or Superintendent of Human Resources.
- 4.5.6 To ensure that staff and volunteers interfacing with customers are trained to know the policy and procedures.

4.6 Employees

- 4.6.1 To support the implementation of the *Accessibility Standards for Customer Service* policy and procedures.
- 4.6.2 To participate in required training related to this policy as required.
- 4.6.3 To direct feedback from customers regarding the *Act* and/or policy to their immediate supervisor.

4.7 Customer

- 4.7.1 To self-identify as having a disability for which they require assistance in accessing Board services and communicating such to the appropriate Board personnel.
- 4.7.2 To collaborate with Board staff to determine suitable mode(s) of accommodation/assistance.

5. DEFINITIONS

5.1 Accessible

Something that can be easily accessed or used by a customer with a disability.

5.2 Accommodation

A means, through reasonable efforts, of preventing and removing barriers that impede customers with disabilities from participating fully in the services of the Board.

5.3 Assistive Device

Any device used by an individual with disabilities to help with their daily living such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.

5.4 Barriers to Accessibility

Anything that prevents a customer with a disability from fully participating in an aspect of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, and/or a technological barrier.

5.5 Customer

Any person with a disability, including but not limited to, parents/guardians, permit holders, and/or visitors to the school who are in need of requesting access to the services of the Board. For the purpose of this policy, customer does not include Board employees or students.

5.6 Customer Service

The provision of temporary or permanent supports pursuant to the responsibilities set out in the *Accessibility Standards for Customer Service Act*.

5.7 Disability

As defined in the *Access for Ontarians with Disabilities Act, 2005*, Section 2, disability means:

- 5.7.1 Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness;
- 5.7.2 A condition of mental impairment or developmental disability;
- 5.7.3 A learning disability or a dysfunction on one or more of the processes involved in understanding or using symbols or spoken language;
- 5.7.4 A mental disorder, or;
- 5.7.5 an injury or disability for which benefits were claimed or received under the

Workplace Safety and Insurance Act, 1997.

5.8 Services

For the purpose of this policy the term services relates to specific temporary or permanent supports provided to customers upon request, and as defined in the legislated accessibility standards, pertaining to communication, employment, buildings and premises.

5.9 Service Animal

An animal that is being used to support a customer's disability. This is either readily apparent or is supported by a letter from a ~~medical practitioner~~ **regulated health professional as defined in O. Reg. 191/11, s. 80.45(4).**

5.10 Support Person

~~A person who assists or interprets for a customer with a disability as they access the services of the Board.~~ A support person is distinct from an employee who supports a student in the system.

6. CROSS REFERENCES

Legislation

[Accessibility for Ontarians with Disabilities Act, 2005 \(AODA\)](#)

[Integrated Accessibility Standard, Ontario Regulation 191/11](#)

[Canadian Charter of Rights and Freedoms](#)

[Ontario Human Rights Code](#)

[Workplace Safety and Insurance Act](#)

~~Ontario Regulation 429/07~~

YCDSB Policies

YCDSB Policy 208 Student Disability Accommodation

YCDSB Policy 214 Student Use of Service Animals

YCDSB Policy 309 Assessment and Evaluation of Student Achievement

YCDSB Policy 413 Attendance Support Program

YCDSB Policy 415 Accessibility Standards for Employment

YCDSB Third Party Protocol for External Partnerships

7. RELATED FORMS

YCDSB Admin 41 Accessibility Accommodation Request and Budgetary Approval Form

Approval by Board

February 24, 2015

Date

Effective Date

February 25, 2015

Date

Revision Date

February 25, 2015

Date

Review Date

February 2020

Date



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Community	<i>Policy Number</i> 603A
<i>Former Policy #</i> 212	<i>Page</i> 1 of 8
<i>Original Approved Date</i> April 1970	<i>Subsequent Approval Dates</i> September 1990 May 2003 September 2012 May 27, 2014 June 21, 2016

POLICY TITLE: SCHOOL FUNDRAISING

1. PURPOSE

The York Catholic District School Board recognizes the importance of school fundraising to enhance the means by which educational goals are achieved. The purpose of this policy is to provide support and procedural guidelines to schools when planning and implementing fundraising activities. Throughout the planning and implementation of fundraising activities, school organizers will be sensitive to any financial impact on members of the school community.

2. ~~POLICY STATEMENT~~ OBJECTIVE

All fundraising goals shall be aligned with the Board's Mission and Values as well as the Board-level and school level improvement plans. Fundraising is intended to complement, not replace public funding for education.

3. PARAMETERS

- 3.1 The Principal, in consultation with the Catholic School Council and school staff, shall develop an annual fundraising plan, Admin Form 86, that is submitted to the School Superintendent for approval **by October 31st of each year.**
- 3.2 Recognizing that all fundraising activities in a community come from the same source, Principals and Catholic School Councils will keep in mind the financial implications on the community when approving all major fundraisers.
 - 3.2.1 There shall be no more than two major fundraisers per year. A major fundraiser involves the majority of the student body and is expected to raise at least an average of ~~\$40~~ **\$20** per student.
 - 3.2.2 Major fundraisers may be organized by staff or the Catholic School Council, but the Principal is ultimately responsible.
 - 3.2.3 Hot lunch and milk programs provide a service to the school community that also generate a profit whose proceeds are subject to this policy. These initiatives do not count as major fundraisers.

- 3.2.4 Minor fundraisers organized by classrooms (i.e. grade 8 trip subsidy), student groups or clubs (i.e. Arts Council), or other miscellaneous school functions (drama productions) are permitted but must be limited in scope with purpose/proceeds clearly identified in all literature/programs.
- 3.2.5 A fundraiser organized in partnership with a community or parish group may occur not more than once annually and will abide by the parameters of this policy and will focus on strengthening the relationship between home, school and Parish. (See Parameter 3.23.1 for banking requirements.)
- 3.3 All fundraising proceeds shall have an approved designated purpose and be utilized as intended, unless further approval is obtained. This purpose is to be communicated to the school community as part of the fundraising drive.
- 3.4 Any funds and assets generated through fundraising activities organized by the school or assisted by the Catholic School Council are the property of the Board.
- 3.5 In the event of a school consolidation/closure:
 - 3.5.1 Any residual fundraising monies shall be proportionately distributed, based on student enrolment, to the affected schools; and,
 - 3.5.2 All school assets purchased through fundraising or GSB, shall be distributed equitably based on a needs assessment completed by Board staff, including affected school Principals and the Area Superintendent.
 - 3.5.2.1 First, to the affected schools; and,
 - 3.5.2.2 Second, to other area schools.
- 3.6 Participation in fundraising activities is strictly voluntary for staff and students.
 - 3.6.1 No student shall be excluded or publicly identified based on inability to pay or participate.
 - 3.6.2 The personal information of staff, students or other individuals will not be shared for the purpose of fundraising without prior consent.
- 3.7 All school fundraising activities must be planned and carried out in accordance with the *Accessibility for Ontarians with Disabilities Act (AODA)*, ensuring they are inclusive and accessible to all members of the school community.
- 3.8 A fundraising activity must not result in any staff or volunteer benefiting materially or financially from the activity. Those involved in organizing a fundraiser must be transparent regarding their personal participation in the activity.
- 3.9 The safety of students must be a primary consideration in all fundraising activities. No student shall be asked to do door-to-door canvassing including sales at local malls, plazas, or similar public locations.
- 3.10 None of the above activities shall encroach unduly on the school day, or adversely affect good public relations in a community or school.
- 3.11 Activities that involve the preparation and sale of food and beverages on school premises must comply with the YCDSB Healthy Schools Policies.
- 3.12 All fundraising initiatives must align with *Policy 206 Supporting Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools*. In particular, schools must exercise diligence to avoid fundraising

activities that may pose health risks to students, such as selling products containing nuts.

- 3.13 One of the school's major fundraisers may be the solicitation of donations to the school through the Board's Registered Charity Program. The Catholic School Council must be fully supportive of such an initiative. The Board's Registered Charity forms and guidelines are to be followed for donations that are eligible for a tax receipt. **Pre-approval from School Finance must be obtained at least one week prior to the start of any fundraiser that requires tax receipts.**

3.13.1 The collection of approved donations to the school can be made at the same time as the collection of the voluntary secondary Student Activity Fee. It must be clearly delineated from the Student Activity Fee on the form and clearly marked Voluntary Contribution to Catholic School Council Fundraising.

3.13.2 In order to be eligible for an income tax receipt, the donation must be voluntary without any legal obligation or expectation of benefit to the donor. Advertising is considered a benefit to the donor. As per Canada Revenue Agency advertising includes the display of business logos and/or business cards; therefore no income tax receipt will be issued if a business logo or business card is displayed on the donor's behalf (i.e. yearbook, website, newsletters, uniforms, etc).

3.13.3 Donation amounts or amount categories with personal names shall not be displayed or communicated. However, acknowledging the donor name without specifying the amount is appropriate.

3.13.4 With regards to donations from businesses, donation amount classifications (i.e. gold, silver, bronze) may be displayed along with the business names. No income tax receipt will be issued if a business logo or business card is displayed on the donor's behalf (i.e. yearbook, website, newsletters, uniforms, etc.) as this is considered advertising.

~~3.14 If the fundraising event is a lottery/raffle/bingo it will require a license as regulated by the Alcohol and Gaming Commission of Ontario (AGCO) and any other applicable regulations. Information and application forms are available through local municipality offices. The school will be required to maintain a separate bank account and proper records in accordance with the license application. License applications must be organized and sustained by the individual school as required and these financial records are subject to the Board and School's standard financial reporting requirements and audit. It is the School Principal's responsibility to ensure that all current regulations are followed and appropriate records are maintained.~~ **Lotteries and games of chance in any form, are strictly prohibited on all YCDSB premises. This restriction aligns with legislation governing gambling and fundraising activities in schools. Schools must ensure that all fundraising initiatives comply with this policy by only using fundraising methods that do not involve lotteries or games of chance.**

- 3.15 Once a major fundraiser is complete, the results must be communicated between the School Administrator and Catholic School Council with a detailed accounting of the gross and net proceeds as well as a budget for the spending of the funds in a timely manner. Once the budget has been finalized, the above information will be shared with the school community via school newsletter and school web site.

- 3.16 Fundraising proceeds will be used for school purposes and are to complement, not replace, public funding for education. Fundraising proceeds are intended for the purchases of supplementary materials, equipment or services not funded through the allocated budget of a school board. Purchases are not to be for items that are considered core curriculum.
- 3.17 As part of their school level planning, schools may decide to develop a multi-year fundraising plan geared towards achieving a major initiative (i.e. school shade project, yard naturalization, outdoor classroom). These funds should be set aside in a Special Project Reserve sub-ledger in order to track them separately.
- 3.18 Proceeds may be used to subsidize students who cannot afford extra-curricular activities.
- 3.19 Extra-curricular activities and events may be subsidized with fundraising proceeds.
- 3.20 Proceeds may be used for school yard and sports facilities improvement projects through the School Enhancement Request Form (Admin 56/56A) and process. These improvements may not result in a significant increase in school or board operating or capital costs and future maintenance and repairs.
- 3.21 Improvements to school facilities (painting, gymnasium upgrades, etc), through the completion of the School Enhancement Request Form (Admin 56/56A) and process may be supported by fundraising proceeds. These improvements may not result in an increase in the student capacity of a school or a significant increase in school or board operating or capital costs and future maintenance and repairs shall be considered.
- 3.22 Fundraising proceeds may not be utilized for categories of facility renewal, maintenance or upgrades, which are approved to be funded by Ministry of Education grants.
- 3.23 Fundraising proceeds may not be utilized for goods or services from employees where such purchases would contravene the *Education Act* or *Policy 423 Conflict of Interest Policy for Employees*.
- 3.24 Fundraising proceeds may not be utilized for political activities, administrative expenses (that are not directly associated with the fundraising activity) or staff training or professional development including support for teacher attendance at professional development activities.
- ~~3.25 Fundraising proceeds may be used to purchase recognition/acknowledgments for school community members. The value of any single recognition/acknowledgement shall not exceed one hundred dollars (\$100.00). Refer to Policy 801 Use of Board and School Funds for Recognition or Acknowledgement Purposes (maximum of \$100) and if the recognition/acknowledgement is in the form of meals refer to Policy 808 Travel, Meals & Expense Reimbursement for meal allowances.~~
- 3.26 Liability and Insurance
- 3.26.1 Staff and Principal-authorized volunteers shall be protected against claims arising from the handling and management of fundraising activities

through the Board's liability insurance coverage, subject to the terms and conditions of the policy.

3.26.2 The Board shall be protected against claims arising from the handling of proceeds raised from fundraising activities, through its crime insurance coverage, subject to the terms and conditions of the policy.

3.26.3 Staff and Principal-authorized volunteers shall utilize risk management practices that promote safety, accountability and due diligence in the handling and management of fundraising activities and the proceeds raised from fundraising activities in an effort to minimize related risks and exposure to liability.

3.27 Financial Procedures

3.27.1 BANKING

3.27.1.1 The proceeds of fundraising activities shall be deposited into the appropriate school level bank account.

3.27.1.2 If fundraising is approved through the Board's Registered Charity Program these funds are held in trust in YCDSB's registered charity bank account.

3.27.1.3 If funds are raised in partnership with a community or parish group (ref. 3.2.5) the proceeds may be deposited initially to the community partner account and then the schools' portion allocated to the school bank account.

3.27.2 Accurate accounting shall be maintained by school administration and the treasurer of the Council to comply with the requirement of accountability for both to the Principal and the school community.

3.27.3 Accurate records of daily transactions and regular reporting through the school level bank accounts using appropriate subledgers to track funds for each designated purpose are to be kept in the prescribed uniform format and subject to internal and external audit.

3.27.4 Aside from funds set aside in a Special Project Reserve sub-ledger, fundraising proceeds should be spent during the school year in which they are raised.

3.27.4.1 As a guideline, no more than 10% of a school's net fundraising proceeds should be carried forward to the following school year.

3.27.4.2 Notwithstanding the above, it would be prudent to carry forward a small amount annually (suggested amount \$1,000) to cover any school start up costs a Catholic School Council may incur.

3.27.5 The Principal will complete an Admin 86A School Fundraising Summary including each major and minor fundraiser as well as net proceeds of any hot lunch, milk or snack programs. The form will be submitted to the office of the Superintendent of Education and the ~~Budget & Audit Services Department~~ School Finance Department by June 30th annually for reference. At the same time, the Principal will also post a summary of all the above initiatives, their net proceeds, and their disbursement on the school web site.

4 RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the School Fundraising Policy.

4.2 Superintendent of Education, School Leadership

- 4.2.1 To review, on an annual basis, the projected **and actual** fundraising events of each school.
- 4.2.2 To provide guidance to principals on what can be included in fundraising activities.
- 4.2.3 To act as a resource on any questions regarding interpretation of this policy.

4.3 Principal

- 4.3.1 To ensure that this policy is followed and that the fundraising has a designated purpose that is consistent with the school board's mission and values as well as the school improvement plan, and that the proceeds are used for their intended purposes. Activities will support student achievement and not detract from the learning environment.
- 4.3.2 To establish procedures in consultation with the Catholic School Council for approving expenditures and the allocation of all fundraising monies.
- 4.3.3 To complete all documentation as outlined in the School Generated Funds Administrative Procedures.
- 4.3.4 To ensure that staff and authorized volunteers are aware of this Policy and related School Generated Funds Administrative Procedures.
- 4.3.5 To supervise the record keeping of all fundraising revenues and expenditures that occur.
- 4.3.6 To review safety instructions with the students, **staff and volunteers**.
- 4.3.7 To be aware/manage the risk involved in the fundraising activity, i.e. supervision, safe location etc.
- 4.3.8 To ensure the school community is informed regarding participation and support of major fundraising events, and to give a financial overview of these activities as per this Policy.

4.4 ~~Budget and Audit Services~~ **School Finance Department**

- 4.4.1 To ensure adherence to all Administrative Procedures, Guidelines and Policies through training and internal audits.

4.5 Catholic School Council

- 4.5.1 To work with the Principal to: develop an annual major fundraising plan, to inform the school community regarding participation and support of major fundraising events, to prioritize the spending of fundraising proceeds based on school level goals and to give a financial overview of these activities.

4.6 Students/Parents

- 4.6.1 To have parental permission before approaching any potential supporter.
- 4.6.2 **To ensure direct online donations are made through the Board-approved platform for online payment or, in the case of charitable fundraisers, through CanadaHelps.org wherever possible.**
- 4.6.3 To keep all monies at home, for all major fundraisers, until the total amount has been collected. ~~Parents are encouraged to write a cheque, payable to the school for the full amount. In this way cash is not transported to school. Parents are responsible for any charges the school~~

~~incurs because of individual NSF cheques.~~

5. DEFINITIONS

5.1 Board Registered Charity Program

The program has been established, as regulated by Canada Revenue Agency, for the advancement of religion and education in our schools. Through this program, the Board may provide income tax receipts for voluntary donations. Individual schools can apply to the Budget and Audit Services Department to have an applicable fundraising activity approved and processed through the Board's registered charity program. If a program or transaction is questionable, no income tax receipts will be issued; pre-approval is required in order to ensure absolute compliance. Donations must be allocated for specific purposes in conjunction with the school's fundraising plan and the approved program is considered a major fundraising event.

5.2 Core Curriculum

Core curriculum materials are learning materials that are required for completion of a unit of study or a high school course credit. These include items that are funded through the allocated budget of a school board including, but not limited to: textbooks, classroom bibles, workbooks, cahiers, resource materials, science supplies, lab materials kits, safety goggles. Classroom supplies are items used in the classroom to facilitate effective learning.

5.3 Extracurricular Activities

Extracurricular special events or activities are extensions to the curriculum and not required for graduation. Examples include, but are not exclusive to: field trips, excursions, guest speakers, presentations, ceremonies, student awards and prizes, school team uniforms, sports competition expenses, and school clubs.

5.4 Facilities Renewal

Facilities renewal addresses the cost of repairing and renovating schools and are projects which would normally cost more than \$10,000 and convey a benefit over more than one year (i.e. extends the previously assessed useful life of the building structure and/or installed component/systems; decreases operating costs; increases building or system capacity and/or quality).

~~5.5 Lottery License~~

~~Lotteries in Ontario are strictly governed by the Alcohol and Gaming Commission of Ontario (AGCO). If fundraising involves certain event types (i.e. bingo, raffle tickets, break open ticket lotteries, Monte Carlo events, etc) the school must adhere to AGCO regulations. Depending on the value of the prizes offered a A license may be is required through the municipality or the province. The most current AGCO information and forms are available through municipal offices.~~

5.6 School Enhancement Requests

Permission to Enhance/improve a school facility using fundraising proceeds is granted per the YCDSB Form Admin. 56 School Supplementary Request Form and process.

5.7 Supplementary Materials

Materials required beyond those required for core curriculum as determined by

the Principal in consultation with the Superintendent of Education.

Supplements may include:

- items that are not required as part of the regular day school program;
- items or activities that are non-essential or extracurricular in nature;
- a voluntary upgrade or substitute of a more costly material to the materials provided for course purposes;
- specialized optional programming (International Baccalaureate, Advanced Athletics, Regional Arts, Laptop Learning and any other board recognized specialized program).

6. CROSS REFERENCES

Legislation

[Education Act](#)

[Gaming Control Act, 1992](#)

[Municipal Freedom of Information Protection of Privacy Act](#)

[Accessibility for Ontarians with Disabilities Act](#)

[Ministry of Education School fundraising guideline](#)

YCDSB Policies

YCDSB Policy 201 Healthy Schools

YCDSB Policy 201A Healthy Schools: Eating & Nutrition

YCDSB Policy 201B Healthy Schools: Physical Activity

YCDSB Policy 206 Supporting Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools

YCDSB Policy 312A Textbooks, Program Enhancement Fees or Replacement of Materials
Elementary

YCDSB Policy 312B Textbooks, Program Enhancement Fees or Replacement of Materials
Secondary

YCDSB Policy 423 Conflict of Interest for Employees

YCDSB Policy 603B Fundraising for Charitable Purposes

YCDSB Policy 608 Volunteers in Schools

YCDSB Policy 803 School Generated Funds

YCDSB Procedures/Forms

YCDSB Procedure 803 School Generated Funds

YCDSB Registered Charity Program Guidelines

YCDSB Independent Procedure School Enhancement Request

YCDSB Independent Procedure School Enhancement Request (Competitive Bid Projects
\$10,000+)

YCDSB Form Admin. 86 Projected Fundraising for the School Year

YCDSB Form Admin. 86A School Fundraising Summary

Canada Revenue Agency [List of Charities](#)

Approval by Board	<u>June 21, 2016</u> Date
Effective Date	<u>June 22, 2016</u> Date
Revision Dates	<u>June 21, 2016</u> Date
Review Date	<u>June 2021</u> Date



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Facilities	<i>Policy Number</i> 708
<i>Former Policy #</i> 508	<i>Page</i> 1 of 3
<i>Original Approved Date</i> February 23, 1993	<i>Subsequent Approval Dates</i> April 29, 2014 March 29, 2022

POLICY TITLE: OUTDOOR ACTIVITY EQUIPMENT

SECTION A

1. PURPOSE

York Catholic District School Board recognizes that play and physical activity are essential aspects of a student's growth and development. Through play, students will develop physical fitness, motor control and social skills. The purpose of this policy is to support schools with the creation of an environment where each student can develop these skills through the safe use and installation of outdoor activity equipment. *Additionally, the policy ensures alignment with the requirements of the Accessibility for Ontarians with Disabilities Act (AODA), the Integrated Accessibility Standards Regulation (IASR), and CSA Z614-07 standards to promote outdoor activity equipment that is safe, inclusive, and accessible.*

2. OBJECTIVE

The York Catholic District School Board recognizes that appropriate outdoor activity equipment supports the physical, as well as the social growth and development of all students by providing opportunities to grow and learn together through supervised play and physical education programs.

3. PARAMETERS

- 3.1 Equipment proposed for installation on York Catholic District School premises, upon approval by the Board, shall become the property of the York Catholic District School Board.
- 3.2 Installation of playground structures shall not commence without prior Board approval.
- 3.3 All outdoor activity equipment shall meet the latest version of [CAN/CSA Standard Z614-07 Children's Playspaces and Equipment](#).
- 3.4 Outdoor activity equipment shall meet barrier-free access requirements appropriate to the equipment being installed.

- 3.5 All outdoor activity equipment shall be installed by qualified manufacturers and installers.
- 3.6 The registered name or manufacturer's trademark, address and the identification number or code of the playground equipment shall be visible on the assembled structure.
- 3.7 A semi-annual inspection of outdoor playground structures shall be coordinated by the Superintendent of Facilities Services and Plant and completed by a qualified contractor in accordance with CAN/CSA Standard Z614-07.
 - 3.7.1 Accessibility assessments shall also be conducted semi-annually to ensure compliance with AODA and IASR requirements.
- 3.8 The cost of any upkeep or the removal of any outdoor activity equipment installed by the school shall be incurred by the school.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance of the Outdoor Activity Equipment Policy.

4.2 Superintendent of Facilities Services and Plant

- 4.2.1 To ensure compliance with the Outdoor Activity Equipment Policy.
- 4.2.2 To ensure that any removed or replaced outdoor activity equipment maintains or exceeds the previous level of accessibility.
- 4.2.3 To ensure that surfacing materials support the use of mobility aids, providing a smooth and safe experience for individuals with disabilities.

4.3 Superintendents of Education: School Leadership

- 4.3.1 To support the implementation and compliance of the Outdoor Activity Equipment policy and relevant guidelines and procedures.
- 4.3.2 To review, on an annual basis, the Outdoor Activity Equipment policy, relevant guidelines and procedures with Principals.
- 4.3.3 To ensure that Principals and supervising staff are trained to support the safe and inclusive use of outdoor activity equipment.

4.4 Superintendent of Human Resources

- 4.4.1 To identify and respond to the Board's training needs related to Accessibility Standards.
- 4.4.2 To monitor the implementation of the *Accessibility for Ontarians with Disabilities Act* legislative training.

4.5 Superintendent of Education: Exceptional Learners

- 4.5.1 To oversee the implementation of semi-annual accessibility assessments of outdoor playground structures, ensuring compliance with AODA and IASR requirements.

4.6 Principals

- 4.6.1 To communicate with the appropriate School Superintendent when considering the purchase and installation of outdoor playground structures.
- 4.6.2 To receive approval from the Superintendent of Facilities Services and Plant for the purchase and installation of any/all outdoor playground structures.

5. DEFINITIONS

5.1 Outdoor Activity Equipment

Outdoor equipment includes all outdoor structures such as basketball standards, soccer/football posts, tetherball posts, track and field facilities and playground equipment.

5.2 Outdoor Playground Structure

A free standing structure, that is for use in school playgrounds, with one or more components and their supporting members anchored to the ground, or having natural stability, and not intended to be moved.

6. CROSS REFERENCES

Legislation

[Accessibility for Ontarians with Disabilities Act, 2005 \(AODA\)](#)

[CAN/CSA Standard Z614-07 Children's Playspaces and Equipment](#)

[Integrated Accessibility Standard, Ontario Regulation 191/11](#)

YCDSB Procedures

YCDSB Procedure Outdoor Activity Equipment

Procedures School Enhancement Request

Approval by Board	<u>March 29, 2022</u> Date
Effective Date	<u>March 30, 2022</u> Date
Revision Dates	<u>March 29, 2022</u> Date
Review Date	<u>March 2026</u> Date



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Finance	<i>Policy Number</i> 803
<i>Former Policy #</i>	<i>Page</i> 1 of 5
<i>Original Approved Date</i> June 4, 2013	<i>Subsequent Approval Dates</i> June 21, 2016 July 14, 2020 May 25, 2021

POLICY TITLE: SCHOOL GENERATED FUNDS

1. PURPOSE

The York Catholic District School Board recognizes the need to be transparent and accountable when determining the distribution of funds which are raised at the school level for the purpose of enhancing the means by which educational goals are achieved.

2. OBJECTIVE

School generated funds shall be used to enhance the learning environment in schools and shall be aligned with the Board's **Mission**, Vision and Strategic Plan.

3. PARAMETERS

- 3.1 Each school shall operate one external bank account for funds generated at the school level.
 - ~~3.1.1 Exceptions to this include only those School Councils that have not yet moved their funds into the school bank account.~~
 - 3.1.2 School Councils ~~that have their funds incorporated into the school bank account~~ shall have those funds in separate sub-ledger(s) **of the school bank account**.
- 3.2 The Principal and School Bursar or Sr. School Secretary will be the signatories on the school bank account. An alternate signatory is recommended (Vice Principal or Designate).
- 3.3 School generated funds include, but are not exclusive to, HST rebate, cafeteria commission, photographer commission, uniform commission, vending machine commission, PRO grants, etc. and must be processed through the ~~individual~~ school bank accounts and sub-ledgers. **This A summary of this** information is to be shared annually with the Catholic School Council.
- 3.4 School generated funds also include supplementary material fees, student activity fees, co-curricular fees, excursion/field trip fees and fundraising, all of

which are covered with specific policies as noted in the Cross Reference section.

- 3.5 School generated funds shall be used for school purposes and are to complement, not replace, public funding for education. Funds shall be utilized for supplementary materials, equipment or services not funded through the allocated budget of a school board. Purchases are not to be for items that are considered core curriculum.
- 3.6 School generated funds should have a designated purpose when they are being collected and the proceeds should be used for that purpose.
- 3.7 All school-generated fund activities, including planning, collection, and spending, must comply with the *Accessibility for Ontarians with Disabilities Act (AODA)*, ensuring they are inclusive and accessible to all members of the school community.
- ~~3.8 School generated funds may be utilized to offset costs for students who cannot afford to fully participate in school activities.~~
- 3.9 Activities to raise funds for support of charities shall only be organized if the charity is listed on the Canada Revenue Agency website. All exceptions to this practice (e.g. collection of funds for individual community charitable needs) must have written approval from the Superintendent of Education and must also be approved by the Director of Education if the expected amount to be raised is in excess of \$1,000. This is not applicable for gift-in-kind collections. The funds raised for external charities shall be recorded in a separate sub-ledger.
- 3.10 Crowdsourcing through third party collections (e.g. GoFundMe) are prohibited due to inherent reputational risk to the school and lack of school control to ensure the funds are spent on the designated purpose.
- 3.11 Co-curricular activities/events and school nutrition programs may be subsidized with school generated funds.
- 3.12 School generated funds may be utilized to offset costs for students who cannot afford to fully participate in school activities.
- 3.13 School generated funds may be used for school yard and sports facilities improvement projects through the School Enhancement Request Form (Admin 56/56A) and process, within the limits outlined in Board procedures. These improvements may not result in a significant increase in school or board operating or capital costs and future maintenance and repairs.
- 3.14 Enhancements to school facilities (painting, gymnasium upgrades, etc.), through the completion and approval of the School Enhancement Request Form (Admin 56/56A) process and within the limits outlined in Board procedures, may be supported by school generated funds. These improvements may not result in an increase in the student capacity of a school or a significant increase in school or board operating or capital costs. Annual costs of future maintenance and repairs resulting from the work may be considered.
- 3.15 School generated funds may not be utilized for facility renewal, maintenance or upgrades that are to be fully funded through grants the School Board receives for renewal from the Ministry of Education.

- 3.16 School generated funds may not be utilized for goods or services from employees where such purchases would contravene the *Education Act* or *Policy 423 Conflict of Interest Policy for Employees*.
- 3.17 School generated funds may not be utilized for political activities or administrative expenses.
- 3.18 Funds generated at the school level shall be expended, where possible, within the school year. If, as part of their school level planning, schools decide to develop a multi-year plan geared towards achieving a major initiative (i.e. school shade project, yard naturalization, outdoor classroom) these funds should be set aside in a special reserve sub-ledger. *Where a multi-year plan is proposed, YCDSB Form Admin 133 – GSB Carry Forward: Exceeding 10% must be completed and submitted to the Superintendent for approval.*
- 3.19 In exceptional circumstances (i.e. strike lockout, pandemic closure), where funds cannot be fully expended as planned, schools can carryforward their funds to be used in subsequent years with the Catholic School Council and Principal's approvals. Schools should use the funds for the purpose that it was raised (e.g. graduation ceremony).
- 3.20 In the event of a school consolidation/closure any residual school generated funds shall be proportionately distributed, based on student enrolment, to the affected schools.
- ~~3.21 School generated funds available in the reserve sub-ledger may be utilized towards public relation type expenditures as per the definition and maximum outlined in the current administrative procedures.~~
- 3.22 Liability and Insurance
- 3.22.1 The Board shall be protected against claims arising from the handling of school generated funds, through its crime insurance coverage, subject to the terms and conditions of the policy.
- 3.22.2 Staff and Principal-authorized volunteers shall utilize risk management practices that promote safety, accountability and due diligence in the handling and management of school generated funds in an effort to minimize related risks and exposure to liability.
- ~~3.23 The use of Board approved platforms for online payment is recommended for the collection of school generated funds. Schools should not receive funds from accounts set up through individual staff or volunteers where the payments have been processed by a non-Board approved payment processor or online website. Funds should not be collected through personal accounts set up by individual staff or volunteers using non-Board approved payment processors or websites (e.g., PayPal, e-Transfers to personal accounts), or through portable point-of-sale (POS) machines that are not approved by the Board.~~
- ~~3.24 All funds collected must have an online payment option. Parents/Guardians will be provided with alternative methods of payment due to individual circumstances. All funds collected must have an online payment option where feasible. Exceptions may be made for small-scale, school-led fundraisers (e.g., loonie and toonie days) that are intended to be cash-based. In all cases, parents/guardians may be provided with alternative methods of payment when requested, in recognition of individual circumstances.~~

- 3.25 All funds generated at the school level shall be secured in the schools safe and shall be deposited into the appropriate school bank account on a regular basis, minimum weekly for secondary schools and bi-weekly for elementary schools, to prevent theft and loss of funds.
- 3.26 Accurate accounting shall be maintained by school administration to comply with the requirement of accountability for both the Principal and the school community. A summary of overall financial activity shall be provided to the Catholic School Council annually.
- 3.27 Accurate records and supporting documentation of daily transactions, including fees collection, deposits, reimbursements and payments, and regular reporting through the school level bank accounts are to be kept in the prescribed uniform format and subject to internal and external audit. The annual financial reports are due to the Board by September 20th each year.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the School Generated Funds policy.
- 4.1.2 To determine progressive discipline action if policy breach is identified.

4.2 Superintendent of Education, School Leadership

- 4.2.1 To review, on an annual basis, the school bank account for each school.
- 4.2.2 To provide guidance to principals on what can be included as expenditures of school generated funds.
- 4.2.3 To act as a resource on any questions regarding interpretation of this policy.
- 4.2.4 To immediately report cases of non-compliance to the Director of Education.

4.3 Principal

- 4.3.1 To ensure that this policy is followed and that the school generated funds have a designated purpose that is consistent with the school Board's mission and values as well as the school improvement plan, and that the funds are used for their intended purposes. Activities will support student achievement and not detract from the learning environment.
- 4.3.2 To approve expenditures and the allocation of school generated funds.
- 4.3.3 To complete all documentation as outlined in the School Generated Funds Administrative Procedures.
- 4.3.4 To ensure that staff and authorized volunteers are aware of this Policy and related School Generated Funds Administrative Procedures.
- 4.3.5 To supervise the record keeping of all school generated revenues and expenditures that occur.
- 4.3.6 To ensure safe counting and storage of school generated funds, proper deposit procedures and appropriate reporting to the community.

4.4 Chief Financial Officer and Treasurer of the Board

- 4.4.1 To ensure adherence to all Administrative Procedures, Guidelines and Policies through yearly training and internal audits.

5. DEFINITIONS

5.1 Co-Curricular Activities

Co-Curricular special events or activities are extensions to the curriculum and not required for graduation. Examples include, but are not exclusive to: field trips, excursions, guest speakers, presentations, ceremonies, student awards and prizes, school team uniforms, sports competition expenses, and school clubs.

5.2 Core Curriculum

Core curriculum materials are learning materials that are required for completion of a unit of study or a high school course credit. These include items that are funded through the allocated budget of a school board including, but not limited to: textbooks, classroom bibles, workbooks, cahiers, resource materials, science supplies, lab materials kits, safety goggles. Classroom supplies are items used in the classroom to facilitate effective learning.

5.3 Facilities Renewal

Facilities renewal addresses the cost of repairing and renovating schools and are projects which would normally cost more than \$10,000 and convey a benefit over more than one year (i.e. extends the previously assessed useful life of the building structure and/or installed component/systems; decreases operating costs; increases building or system capacity and/or quality).

5.4 School Enhancement Requests

Permission to Enhance/improve a school facility using fundraising proceeds is granted per the YCDSB Form Admin. 56 School Supplementary Request Form and process as per the dollar limits outlined in the procedures.

5.5 Supplementary Materials

Materials required beyond those required for core curriculum as determined by the Ministry and the Principal in consultation with the Superintendent of Education, School Leadership.

Supplements may include:

- items that are not required as part of the regular day school program;
- items or activities that are non-essential or co-curricular in nature;
- a voluntary upgrade or substitute of a more costly material to the materials provided for course purposes;
- specialized optional programming (International Baccalaureate, Advanced Athletics, Regional Arts, **Laptop Learning** and any other board recognized specialized program);
- enhanced learning materials

6. CROSS REFERENCES

Legislation

[Education Act](#)

[Municipal Freedom of Information Protection of Privacy Act](#)

[Accessibility for Ontarians with Disabilities Act \(AODA\)](#)

YCDSB Policies

YCDSB Policy 303 School Organized and Continuing Education Excursions

YCDSB Policy 312A Textbooks, Program Enhancement Fees or Replacement of Materials
Elementary

YCDSB Policy 312B Textbooks, Program Enhancement Fees or Replacement of Materials
Secondary

YCDSB Policy 423 Conflict of Interest for Employees
 YCDSB Policy 606 Catholic School Councils
 YCDSB Policy 608 Volunteers in Schools
 YCDSB Policy 801 Use of Board and School Funds for Recognition or Acknowledgement Purposes
 YCDSB Policy 808 Travel, Meals and Expense Reimbursement
YCDSB Procedures/Forms
 YCDSB Procedure 803 School Generated Funds
 YCDSB Registered Charity Program Guidelines
 YCDSB Independent Procedure School Enhancement Request
 YCDSB Independent Procedure School Enhancement Request (Competitive Bid Projects \$10,000+)
 YCDSB Form Admin. 86 Projected Fundraising for the School Year
 YCDSB Form Admin. 86A School Fundraising Summary
 YCDSB Form Admin. 86B Fundraising For External Charitable Purposes Summary
 YCDSB Form Admin. 56 School ~~Supplementary~~ Enhancement Request Projects < \$10,000
 YCDSB Form Admin. 56A School Enhancement Request Competitive Bid Requirement Projects \geq \$10,000
 YCDSB Form Admin. 106 Supplementary Course Materials and Activities Fees -Approval Form for Elementary & Secondary
 YCDSB Form Admin. 133 – GSB Carry Forward: Exceeding 10%
 Canada Revenue Agency [List of Charities](#)

Approval by Board	May 25, 2021 _____ <i>Date</i>
Effective Date	May 26, 2021 _____ <i>Date</i>
Revision Date	May 25, 2021 _____ <i>Date</i>
Review Date	May 2025 _____ <i>Date</i>



YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

REPORT TO: Board of Trustees

FROM: Administration

DATE: June 17, 2025

REPORT: Approval of the Special Education Plan

EXECUTIVE SUMMARY

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

The Special Education Plan was updated by Student Services staff to reflect any changes for the 2025/2026 School Year.

RECOMMENDATION:

THAT the Board endorses the Special Education Plan (June 2025) for submission to the Ministry of Education.

Prepared and Submitted by:
Reviewed by:
Endorsed by:

Jennifer Powers, Superintendent of Education: Exceptional Learners
Jennifer Sarna, Associate Director of Education
John DeFaveri, Director of Education, Foundation Chair & Secretary of the Board

[Special Education Plan 2025-2026](#)

York Catholic District School Board

REPORT

Report to: Board of Trustees

Date: June 17, 2025

Report: Approval of Director of Education Performance Appraisal Committee

EXECUTIVE SUMMARY

This report is to seek approval for the Terms of Reference for the Director's Performance Appraisal Committee.

BACKGROUND

On March 4, 2024, the Ministry of Education introduced new regulation outlining the Director of Education Performance Appraisal process. (*Ontario Regulation 83/24*)

On April 29, 2025 the Board of Trustees approved the Director's Performance Appraisal Committee consisting of: Carol Cotton, Elizabeth Crowe and Maria Iafrate for the term July 1, 2025 to June 30, 2026.

The Terms of Reference have been developed and are enclosed for approval.

RECOMMENDATION:

THAT the Board approve the Terms of Reference for the Director's Performance Appraisal Committee

Submitted by: Elizabeth Crowe, Chair of the Board

YORK CATHOLIC DISTRICT SCHOOL BOARD
(the “**Board**”)



DIRECTOR’S PERFORMANCE APPRAISAL COMMITTEE TERMS OF REFERENCE
(these “**Terms of Reference**”)

1. ROLE AND RESPONSIBILITIES

A Director’s Performance Appraisal Committee (a “**DPAC**”) is a statutory committee of the Board constituted in accordance with Section 3 of Ontario Regulation 83/24 – *Director of Education Performance Appraisal* (“**O. Reg. 83/24**”).

The role of a DPAC is to conduct thorough and objective performance appraisals of the Director of Education for the Board. This includes assessing the Director of Education’s effectiveness in fulfilling their duties, achieving organizational objectives, and providing leadership to the educational community. The committee is responsible for conducting any performance appraisal required under the Regulation in respect of any of the Director of Education’s evaluation cycles that occur with the Board during any portion of the period beginning on July 1 in the year that the committee is established and ending on June 30 in the following year.

A DPAC shall fulfil all its duties under and has all the powers granted to it by O. Reg. 83/24, an excerpt of which has been attached as Schedule A hereto.

2. MEMBERSHIP COMPOSITION

A DPAC shall be established no later than May 15 in each year and shall be composed of between three (3) to seven (7) trustees of the Board, as may be appointed or removed by the Board from time to time.

3. CHAIR, VICE-CHAIR, AND SECRETARY

At the first meeting of a DPAC in each term, the members of such DPAC shall elect the Chair and Vice-Chair of such DPAC for the term from among its members in accordance with the election process for committees set-out in the Board’s Operational By-law (the “**By-law**”), as may be amended from time to time.

The members of such DPAC shall elect a Secretary, that can also be the Chair or Vice-Chair, whose responsibility will be to take minutes of the meetings and assist the Chair in collating input and preparing reports to be presented to the Board of Trustees as required by O. Reg. 83/24.

If at any meeting of a DPAC the Chair and Vice-Chair are not present, the members present may elect a Chair for that meeting. If at any meeting of a DPAC the Secretary is not present, the members present may elect a Secretary for that meeting.

4. TERM

The members of a DPAC shall serve a one-year term, unless their position is vacated earlier or if their replacement is appointed by the Board of Trustees.

5. VACANCIES

A DPAC member will be deemed to have vacated their seat upon ceasing to be a trustee of the Board or upon their resignation.

Where a vacancy occurs that would reduce the number of members of a DPAC to below three (3) members, the Board shall appoint a trustee of the Board to such DPAC as soon as possible after the vacancy. Where a vacancy occurs that would not reduce the number of members of a DPAC to below three (3) members, the number of members of such DPAC shall be reduced by one (1) to reflect such vacancy for all purposes (including, without limitation, quorum) for the remainder of the term or until a replacement member is appointed by the Board.

6. QUORUM

A quorum shall consist of a majority of the members of a DPAC. If a quorum is not present within thirty (30) minutes (or such longer time as may be agreed upon by the members then present) after the time appointed, the Secretary for the meeting shall record the names of the members present and the meeting shall be called anew within seven (7) days, at the call of the Chair. In the event that at the called anew meeting, a quorum is not present within thirty (30) minutes (or such longer time as may be agreed upon by the members then present) after the time appointed, the Secretary for the meeting shall record the names of the members present and such meeting shall stand adjourned. Whenever a quorum is no longer present at a meeting, the Chair shall immediately adjourn the meeting and the foregoing provisions respecting a quorum not being present shall apply.

7. MEETING FREQUENCY

A DPAC shall meet at least four (4) times per year, with additional meetings at the call of the Chair, as required to fulfill its responsibilities and meet the timelines specified in O. Reg. 83/24.

8. VOTING

A DPAC shall make decisions by resolution, which shall be determined by a majority of the votes cast by the members of such DPAC present and eligible to vote at such meeting. Each member of such DPAC present and eligible to vote at such meeting shall have one (1) vote. The Chair may vote with the other members of such DPAC.

9. ELECTRONIC MEETINGS

The Board shall provide members of a DPAC with electronic means for participating in one or more meetings of a DPAC. The electronic means provided by the Board shall permit all persons

participating in the meeting to communicate with each other simultaneously and instantaneously. At every regular meeting of a DPAC, the following persons must be physically present in the meeting room:

- the Chair or their designate, provided that the Chair or their designate may participate in the meeting by electronic means if at least one (1) member of such DPAC is physically present in the meeting room; and

Members participating using electronic means will be included for quorum purposes as long as they remain electronically connected to the meeting. To ensure quorum is maintained, members using electronic means to participate in the meeting shall inform the Chair of the meeting about their intentions to leave the meeting, either on a temporary or permanent basis. Should technical difficulties arise, where participating members affected by the disruption are no longer deemed present at the meeting, the Chair of the meeting shall assess whether a quorum is present. The minutes of the meeting shall indicate the time and duration of the disruption. In the event the technical difficulties cannot be rectified, it is the responsibility of the participating members to notify the Chair of the meeting as soon as possible.

Members of a DPAC using electronic means to participate in such meetings shall:

- ensure the security and confidentiality of all materials, discussions and decisions;
- comply with the requirements of the *Municipal Conflict of Interest Act*;
- be able to hear and be heard by all participants of the meeting and shall follow the protocol for electronic meetings enforced by the Chair; and
- shall, if possible, turn their cameras on when speaking and will not use any chat functions in video conferencing applications to extend debate.

A member of a DPAC who participates in a meeting through electronic means shall be deemed to be present at the meeting and will be recorded in attendance at the meeting. Minutes of the meeting will record the names of the members who participated in the meeting using electronic means.

Notwithstanding any other provision in these Terms of Reference, these Terms of Reference shall be subject to the *Education Act*, Ontario Regulation 463/97 – *Electronic Meetings and Meeting Attendance* and the By-law, as each may be amended from time to time, which shall prevail over these Terms of Reference in the event of conflict.

10. MEETINGS AND ATTENDEES

DPAC meetings shall be closed to the public.

Only members of the DPAC may exercise a binding vote, count towards quorum or move to pass a resolution/motion at a meeting of the DPAC.

The DPAC is a working committee of the Board and will report regularly to Trustees of the Board. Trustees that are not members of such DPAC (collectively, “**Non-Committee Members**”) may not attend meetings of such DPAC.

11. RESOURCES

The Board shall provide the DPAC with appropriate administrative resources to perform its mandate. The DPAC shall have access to legal advice and the ability to source external firms, with the assistance of Purchasing if required, to assist in gathering community feedback as required by O. Reg.83/24

12. PERFORMANCE PLAN AND REPORTING

The DPAC shall report to the Board of Trustees regularly to keep them informed of their work. They will submit a performance plan and a performance appraisal report with recommendations to the Board in accordance with the timelines set-out in O. Reg. 83/24. The DPAC will report to the Board through a Private session of the Board's Committee of the Board as called by the Board Chair upon the request of the Chair of the DPAC. Timelines set out in the Board's Bylaw shall be followed when calling meetings. Decisions of DPAC are not binding until they are approved by the Board.

13. REVIEW AND AMENDMENTS

Each DPAC shall, at their first meeting after they are established by the Board, review these Terms of Reference. No amendments to these Terms of Reference shall be made without first obtaining the approval of the Board of Trustees. If there are no changes to these Terms of Reference, no approval is required from the Board of Trustees.

Date of Approval:

Date of Last Amendment:

Date of Last Review:

Schedule A

Extract from O. Reg. 83/24

Performance appraisal committee

3. (1) No later than May 15 in each year, each board shall establish a committee responsible for conducting a performance appraisal of the director of education for the board, composed of not fewer than three and not more than seven board members, one of whom shall be elected by a majority of the committee to act as its chair.

(2) If a board is composed of three members and a vacancy occurs,

(a) the board shall appoint a member to the committee as soon as possible after the vacancy on the board is filled; and

(b) despite subsection (1), the committee may be composed of two board members until the vacancy is filled.

(3) The committee is responsible for conducting any performance appraisal required under this Regulation in respect of any of the director of education's evaluation cycles that occur with the board during any portion of the period beginning on July 1 in the year that the committee is established and ending on June 30 in the following year.

Timing of evaluation cycles

4. (1) A director of education whose start date in that role with a board is a date described in Column 1 of the Table to this section shall have,

(a) an interim evaluation cycle that has an end date set out opposite the start date of the role in Column 2 of the Table; and

(b) a first full evaluation cycle that has a start date set out opposite the start date of the role in Column 3 of the Table.

(2) If a director of education has an interim evaluation cycle with a board, the interim evaluation cycle begins on their start date in that role with the board.

(3) After a director of education's first full evaluation cycle with a board, they shall have full evaluation cycles annually with that board.

TABLE

Item	Column 1 Start date of role as director of education	Column 2 End date for interim evaluation cycle	Column 3 Start date of first full evaluation cycle
------	------------------------------------------------------------	------------------------------------------------------	----------------------------------------------------------

1.	Before March 1, 2024.	None	July 1, 2024
2.	On or after March 1, 2024 and on or before June 30, 2024.	June 30, 2025	July 1, 2025
3.	On or after July 1 in a year and on or before the last day of February in the following year.	The first June 30 following their start date.	The first July 1 following their start date.
4.	On or after March 1 in a year and on or before June 30 in that same year.	June 30 in the following calendar year.	July 1 in the following calendar year.

Actions to be taken during full evaluation cycle

5. (1) During a director of education's full evaluation cycle, the person or entity set out in Column 1 of the Table to this section shall take the actions set out opposite the person or entity in Column 2 of the Table on or before the date set out in Column 3.

(2) The action required by item 8 of the Table to this section shall not be taken before February 1 in the full evaluation cycle.

TABLE

Item	Column 1 Person or entity	Column 2 Action	Column 3 Date
1.	Committee chair and at least one other member of the committee	Meet with the director of education to develop and finalize their performance plan.	July 31
2.	Committee chair	Provide a copy of the director of education's performance plan to every member of the board.	August 15
3.	Chair of the board	1. Provide written notice to the Minister that includes the following information, i. the date that the person began their role as director of education for the board, ii. whether the steps set out in subsection 8 (1) are required to be taken during the current full evaluation cycle, and iii. confirmation that the director of education's performance plan has been put in place for the current full evaluation cycle.	August 15

		2. Post a copy of the confirmation on the board's website.	
4.	Minister	If it is a full evaluation cycle in which the steps set out in subsection 8 (1) are required to be taken, provide written notice to the board and the director of education indicating whether the Minister intends to provide feedback under section 8.	December 1
5.	Committee chair	Request feedback from every member of the board in respect of the director of education's progress toward implementing the actions and achieving the goals contained in the performance plan.	January 11
6.	Each member of the board	Provide any feedback requested in item 5 to the chair of the committee.	January 21
7.	Committee chair and at least one other member of the committee	Meet with the director of education to review their progress toward implementing the actions and achieving the goals contained in the performance plan and to discuss other matters relevant to the performance plan.	January 31
8.	Entity described in subsection 8 (1)	If it is a full evaluation cycle in which the steps set out in section 8 are required to be taken, perform the step described in paragraph 1 of subsection 8 (1).	April 30
9.	Entity described in subsection 8 (1)	If it is a full evaluation cycle in which an assessment is required to be performed under section 8, provide the report described in paragraph 2 of subsection 8 (1) to the committee and the director of education.	May 15
10.	Director of education	Update the performance plan in accordance with subsection 9 (4).	June 10
11.	Committee chair	Provide a copy of the draft performance appraisal report, prepared in accordance with section 10, in respect of the director of education to every member of the board.	June 20

12.	Each member of the board	Provide any feedback on the draft performance appraisal report to the committee.	June 30
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Actions to be taken during interim evaluation cycle

6. During a director of education's interim evaluation cycle, the person or entity set out in Column 1 of the Table to this section shall take the actions set out opposite the person or entity in Column 2 of the Table on or before the date set out in Column 3.

TABLE

Item	Column 1 Person or entity	Column 2 Action	Column 3 Date
1.	Committee chair and at least one other member of the committee	Meet with the director of education to develop and finalize their performance plan.	The date that is 30 days after the person's first day in the role of the director of education for the board.
2.	Committee chair	Provide a copy of the director of education's performance plan to every member of the board.	The date that is 45 days after the person's first day in the role of the director of education for the board.
3.	Chair of the board	1. Provide written notice to the Minister containing the following information, i. the date that the person began their role as director of education for the board, and ii. confirmation that the director of education's performance plan has been put in place for the current full evaluation cycle. 2. Post a copy of the confirmation on the board's website.	The date that is 45 days after the person's first day in the role of the director of education for the board.
4.	Committee chair	Request feedback from every member of the board in respect of the director of education's progress toward implementing the actions and achieving the goals contained in the performance plan and to	The date that is 20 days before the date determined for item 6.

		discuss other matters relevant to the performance plan.	
5.	Each member of the board	Provide any feedback requested in item 4 to the chair of the committee.	The date that is 10 days before the date determined for item 6.
6.	Committee chair and at least one other member of the committee,	Meet with the director of education to review their progress toward implementing the actions and achieving the goals contained in the performance plan and to discuss other matters relevant to the performance plan.	The closest weekday to a date that is midway between the date on which the action in item 3 is taken and final day of the interim evaluation period.
7.	Director of education	Update the performance plan in accordance with subsection 9 (4).	June 10
8.	Committee chair	Provide a copy of the draft performance appraisal report, prepared in accordance with section 10, in respect of the director of education to every member of the board.	June 20
9.	Each member of the board	Provide any feedback on the draft performance appraisal report to the committee.	June 30

Actions to be taken after evaluation cycle

7. (1) During the months of July and August that follow a director of education's interim or full evaluation cycle, the person or entity set out in Column 1 of the Table to this section shall take the actions set out opposite the person or entity in Column 2 of the Table on or before the date set out in Column 3.

(2) The meeting required by item 2 of the Table to this section shall not take place during the seven-day period that commences on the day that the director of education is provided with the draft performance appraisal report under item 1 of the Table.

TABLE

Item	Column 1 Person or entity	Column 2 Action	Column 3 Date
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1.	Committee chair	Provide the draft performance appraisal report for the interim or full evaluation cycle to the director of education	July 7
2.	Committee chair and at least one other member of the committee	Meet with the director of education to: i. review the actions implemented by the director of education to achieve the goals contained in the performance plan and discuss other matters relevant to the performance plan, ii. review and update the director of education's performance plan for the following evaluation cycle, if necessary, iii. review and discuss the committee's draft performance appraisal report, and iv. provide the director of education an opportunity to respond to the committee's evaluation, performance rating and explanation for the rating.	July 31
3.	Committee	1. Finalize the performance appraisal report, taking into consideration, among other things, i. the feedback from the members of the board and the director of education ii. the feedback set out in the report required by section 8, if applicable, and iii. the survey information mentioned in subparagraph 3 ii of subsection 10 (5). 2. Provide the final performance appraisal report to the board and the director of education.	August 10
4.	Board	1. Provide written confirmation to the Minister that the performance appraisal for the interim or full evaluation cycle, as applicable, has been conducted and that the final performance appraisal report has been adopted by board resolution. 2. If it is a full evaluation cycle in which the steps set out in section 8 are required to be taken, provide to the Minister a list of the community partners and stakeholders identified by the committee under paragraph 7 of subsection 8 (2) from whom feedback was requested. 3. Post a copy of the confirmation and, if applicable, the list of community	August 15

		partners and stakeholders on the board's website.	
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Performance appraisals and ratings

10. (1) The committee shall conduct a performance appraisal of the director of education for the board by,

- (a) in respect of a full evaluation cycle, holding each meeting mentioned in items 1 and 7 of the Table to section 5 and the meeting mentioned in item 2 of the Table to section 7;
- (b) in respect of an interim evaluation cycle, holding each meeting mentioned in items 1 and 6 of the Table to section 6 and the meeting mentioned in item 2 of the Table to section 7; and
- (c) evaluating the director of education's success in implementing the actions and achieving the goals set out in the performance plan developed for the interim or full evaluation cycle.

(2) Despite subsection (1), the performance of a director of education shall not be evaluated in respect of the following periods:

- 1. A period when the director of education is on an extended leave that has been approved by the board.
- 2. A period when the director of education is on secondment to a position other than that of director of education.

(3) The performance appraisal shall be conducted in accordance with this Regulation and with such guidelines as the Minister may issue.

(4) Based on the results of the performance appraisal, the committee shall assign one of the following performance ratings to the director of education:

- 1. Meets all expectations.
- 2. Meets most expectations.
- 3. Meets some expectations.
- 4. Does not meet expectations.

(5) When determining which performance rating to assign to the director of education for the board, the committee shall consider the following factors:

1. The extent to which the director of education worked diligently and consistently toward the implementation of the actions identified in the performance plan.
 2. The efforts made by the director of education to engage board staff, community partners and stakeholders, and others in the development of the goals and implementation of the actions identified in the performance plan.
 3. The degree of success the director of education had in achieving the goals set out in the performance plan, as informed by data available to the board including,
 - i. the feedback set out in the report required by section 8, if applicable, and
 - ii. the information collected by the surveys required by subsection 169.1 (2.1) of the Act in respect of the evaluation cycle, if applicable.
 4. The rationale provided by the director of education for the actions that were not implemented and the goals that were not achieved.
 5. The effectiveness of efforts made to overcome challenges faced by the director of education in implementing the actions identified in the performance plan.
 6. The demonstrated ability and willingness of the director of education to address, in the future, the actions that were not implemented and goals that were not achieved.
- (6) The committee shall prepare a draft performance appraisal report summarizing the committee's evaluation, setting out the performance rating and providing an explanation for the rating.



MATH ACHIEVEMENT ACTION PLAN

June 2025

Curriculum Department

Mathematics Strategy 2024-2025 (Yr2)

Math Achievement Action Plan

Goal:

- Continue supporting student achievement and results in math to meet provincial standards.

Roles:

- Board Math Leads: inform, monitor, and report progress towards math achievement and improvement targets as well as lead board-wide actions to meet these targets.
Work directly with the school math facilitator to support progress.
- School Math Facilitator: work in Grades 3, 6, and 9 classrooms of priority schools to support math academic achievement efforts in alignment with the YCDSB Math Achievement Action Plan.

Focus:

- High-impact instructional practices to improve math performance.



Ministry Funding and Support Structure

Math Recovery Plan:

The 2024-2025 Priorities and Partnership Fund investment includes:

- Hiring of Board Math Leads (Elementary and Secondary)
- Hiring School Math Facilitators (1.0 Elementary and 0.4 Secondary)
- Procuring Digital Math Tools
- Subsidizing Additional Qualifications Courses in Mathematics

Result:

Professional Learning opportunities that are job-embedded and/or after school.



YCDSB Math Achievement Action Plan

Taking Action in Mathematics Framework:

At various times during the school year, the YCDSB is responsible for reporting:

- Board-wide improvement efforts and results in mathematics from all schools.
- Intensive improvement efforts from priority schools.
- Intentional monitoring of student achievement KPIs (common to all priority schools across the district).



YCDSB Math Achievement Action Plan

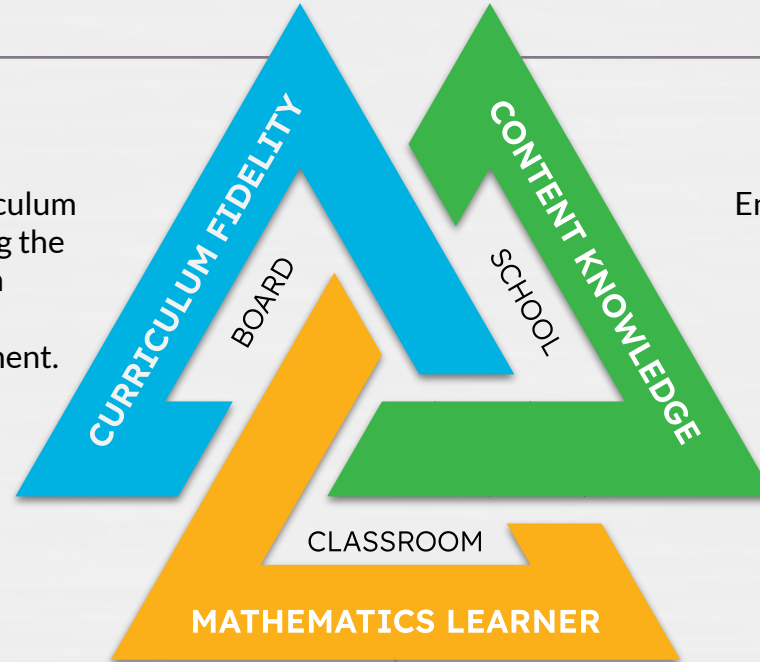


1

Ensuring fidelity of curriculum implementation including the intentional use of proven strategies that support academic math achievement.

2

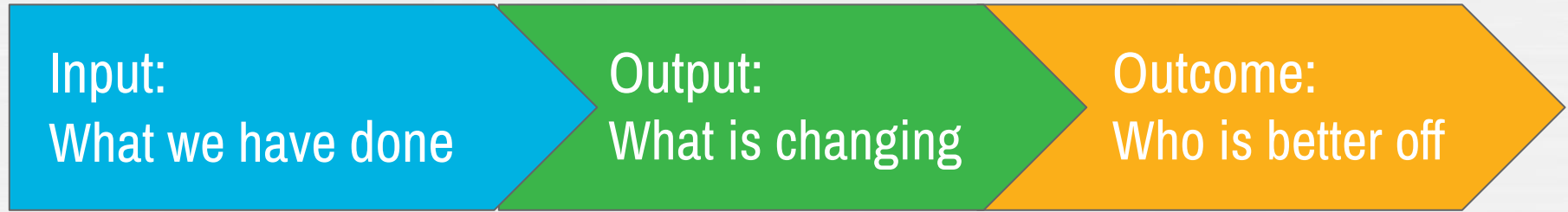
Engaging in ongoing learning on mathematics content knowledge for teaching.



3
99

Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.

Key Performance Indicator Framework:



Digital Tools: (inservice, videos, website)

Classes created, student usage, missions assigned

Comparison of pre & post grades

Website: (provide access to resources)

Percentage of teachers who accessed resources

Comparison of survey responses

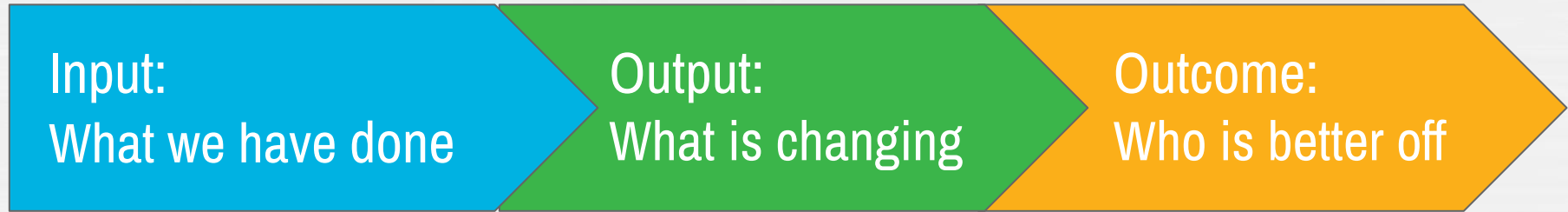
Supports for Identified Students: inservicing

Percentage of teachers who have shifted practice

Survey follow-up, student report card data



Key Performance Indicator Framework:



Supports for Indigenous Awareness in mathematics: (inservicing)

Math lessons aligned with curriculum & cultural influence

Pre & Post surveys to teachers, student exit tickets

Community (newsletter, resources for math night, pathways information, access to digital tool)

Parent survey responses, conversations among staff and parents

Change in student progress (Knowledgehook, report cards, EQAO)



School Math Facilitators & the Implementation Strategy

School Math Facilitators

Work with Grade 3, 6, and 9 teachers and students at priority schools:

- Support math academic achievement efforts in alignment with the school and board improvement goals and actions.
- Implement instructional and assessment practices to enhance student academic achievements.
- Provide in-class facilitation to strengthen math knowledge and pedagogy and share resources and effective practices.
- Collaborate with classroom educators to identify students' strengths, needs and determine appropriate interventions
- Work directly with students who require additional support by using high-impact and early intervention strategies.
- Monitor progress towards improvement targets.



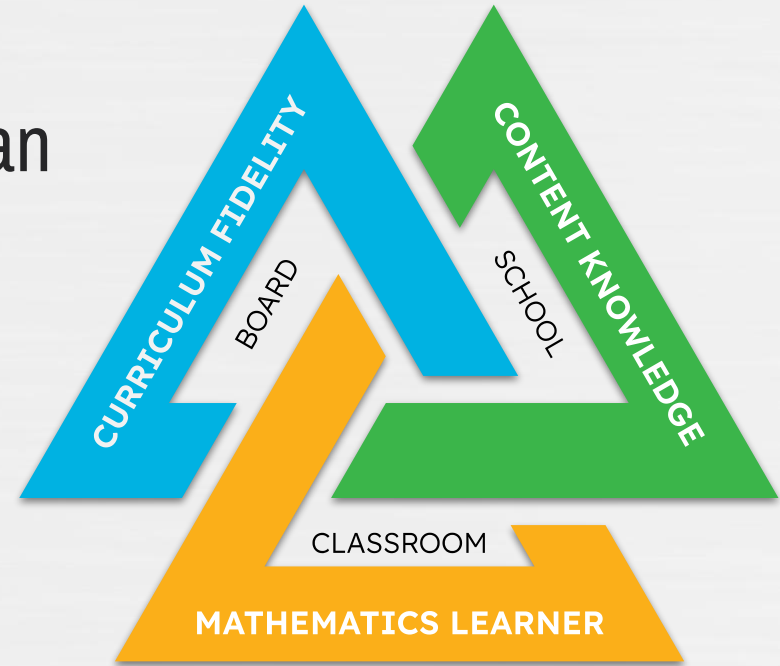
Curated Resources:

- Lessons and activities created with high impact instructional practices in mind (Gr 3,6,9)
- EQAO practice test for grade 3 and 6 (adapted from Ministry released EQAO questions)
- EQAO prepped missions created in Knowledgehook (each mission was designed to correlate with long range plans to be assigned to students at various times throughout the year)
- EQAO practice slide deck for grade 9, organizing all questions by strand
- Curated multiple open activities to align with specific curriculum expectations, guiding the use of critical thinking in mathematics learning
- Intermediate gap closing resource, linked to foundational math concepts (review/prep)
- Slide decks and resource videos pertaining to high yield instructional practices as well as open assessment practices
- Digital tool video explanations
- Parent Newsletter via School Messenger (bi-annual)



Motion

THAT the YCDSB
Yr2 Math Achievement Action Plan
be received as implemented.





Thank You



@CAD_ycdsb



CAD.YCDSB.CA



Your place for curriculum-related
information and updates.

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

REPORT TO: Board of Trustees

FROM: Administration

DATE: June 17, 2025

RE: Next Steps for the Technology and Skilled Trades Centre at SJA

Executive Summary:

This report outlines the implementation plan for the establishment of the Technology and Skilled Trades Centre at St. Joan of Arc Catholic High School, as approved by the Board of Trustees on May 21, 2025. The Centre will be designed to deliver high-quality experiential learning in Carpentry, Electrical, Automotive Technology and Plumbing-fields identified as high-demand sectors in the current labour market. This initiative aligns with provincial priorities to enhance skilled trades education, broaden student career pathways, and address workforce development needs.

Background Information:

In alignment with the Government of Ontario's strategic focus on skilled trades education, the York Catholic District School Board conducted a detailed feasibility study to identify a suitable site for the proposed Centre. On April 29, 2025, Snyder Architects and SAB Engineering recommended St. Joan of Arc Catholic High School based on its spatial capacity, retrofit readiness, and cost-effectiveness.

Since the Board's approval, staff have continued their ongoing investigation into best practices and models for skilled trades programming. Their collaborative efforts have included visiting skilled trades in other school boards, consultations with industry partners, post-secondary institutions, and local employers to ensure alignment with evolving labour market demands. These discussions have guided the identification of proposed areas of focus that align with future workforce needs and provincial priorities. Drawing from global labour trends, regional economic data, and educational innovations, the emerging vision reflects a commitment to practical, sustainable, and student-centered skilled trades education across the Board. The proposed areas of focus are outlined below.

Proposed Skilled Trades Focus Areas:

Trade	Key Learning Components
Carpentry	Tool safety, blueprint reading, framing techniques, and construction fundamentals
Electrical	Circuit assembly, residential wiring, safety systems; includes Dual Credit opportunities
Plumbing	Pipefitting, water system installation, simulated and hands-on laboratory experiences
Automotive Technology	Engine diagnostics, brake systems, diagnostic software, and access to industry-standard tools

Proposed Program Framework:

The Centre will offer a semester-based program for students in Grades 11 and 12, incorporating the following core elements:

- Cross-Curricular Integration: Embedding trade applications across academic disciplines
- Sustainability Emphasis: Prioritizing energy efficiency, electrification, and green technologies
- Experiential Learning: Including co-operative education placements, capstone projects, and real-world problem-solving
- Industry Certifications: Opportunities to earn credentials such as WHMIS, Working at Heights, CPR, Health & Safety, and Engine diagnostics
- Technology Integration: Utilization of advanced tools including 3D printing, CAD software, and simulation platforms

Next Steps:

Step	Action Item
1.	Submit application to the Skills Development Fund - Capital Stream and secure additional funding from government, industry, and educational foundations.
2.	Conduct consultations with students, staff, families, unions, and other community members and educational partners.

3.	Finalize partnership agreements with post-secondary institutions and industry partners.
4.	Complete curriculum development, identify staffing requirements, and initiate facility retrofitting and equipment installation
5.	Launch pilot program, monitor implementation, and conduct program evaluation to inform future expansion and partnership development.

** Timeline for each step of this process to be provided in the next board report and future presentation.*

Immediate Opportunities for Early Implementation:

While the long-term vision for the Technology and Skilled Trades Centre is being developed and implemented, the Board has an immediate opportunity to accelerate student engagement in skilled trades education by leveraging two existing programs at St. Joan of Arc Catholic High School: Cosmetology and Culinary Arts.

Both programs are currently active and supported by dedicated instructional spaces and equipment. These facilities provide a strong foundation for transitioning the programs into formal skilled trades pathways, aligned with Ontario's Specialist High Skills Major (SHSM) framework and broader labour market needs.

To build momentum and generate early excitement around the Centre, it is proposed that the Board endorse the immediate exploration and development of Cosmetology and Culinary Arts as skilled trades programs. This initiative would:

- Utilize existing infrastructure to minimize startup costs and timelines
- Provide students with early access to hands-on, career-oriented learning
- Align with provincial priorities in hospitality, personal services, and entrepreneurship
- Serve as a model for phased implementation of the proposed trades disciplines

Conclusion:

Given the magnitude and complexity of this undertaking, staff remain committed to ensuring transparency, accountability, and ongoing communication throughout the development and implementation process. As such, future Board meetings will include detailed presentations and written reports outlining progress, key developments, and specific actions being taken to bring the Technology and Skilled Trades Centre to fruition.

Prepared by: Joel Chiutsi, Superintendent of Schools
Reviewed and Submitted by: Jennifer Sarna, Associate Director
Endorsed by: John De Faveri, Director of Education, Foundation Chair & Secretary of the Board



YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

REPORT TO: Board of Trustees

FROM: Administration

DATE: June 17, 2025

REPORT: Update on Multiple Exceptionalities HUBS

EXECUTIVE SUMMARY

Following the April 29, 2025 Regular Board Meeting, the Board approved the establishment of Multiple Exceptionalities (ME) Hubs for the 2025/2026 school year.

ME Hubs provide alternative special education programming designed to support students with complex needs whose exceptionalities significantly impact their ability to succeed in a regular classroom setting. These specialized hubs offer targeted instruction, therapies, and supports within a structured and inclusive learning environment.

LOCATIONS:

For the 2025/2026 school year, the **Multiple Exceptionalities (ME) Hubs** will be located at the following schools:

- **Canadian Martyrs - Primary**
- **Our Lady of the Lake - Intermediate**
- **St. Joseph (Markham) - Primary**
- **St. Mary of the Angels - Junior**

NEXT STEPS

Each Multiple Exceptionalities (ME) Program will be delivered in a dedicated classroom or specialized space, intentionally designed to support the unique and complex needs of its students. To ensure consistent, high-quality instruction across all sites, four centrally hired Special Education teachers will implement the program within the four designated Hub schools. Each ME Hub Homeroom will be supported by two Specialized Educational Intervenors (SEIs), providing targeted assistance to help meet students' behavioural, social, and academic needs.

Prepared and Submitted by:
REviewed by:
Endorsed by:

Jennifer Powers, Superintendent of Education: Exceptional Learners
Jennifer Sarna, Associate Director of Education
John DeFaveri, Director of Education, Foundation Chair & Secretary of the Board

REPORT

York Catholic District School Board

Report To: Board of Trustees
From: Administration
Date: June 17, 2025
Re: **Summer 2025 Capital Projects and Community Notification Overview**

EXECUTIVE SUMMARY

This report is submitted for information purposes to confirm that the York Catholic District School Board (YCDSB) is in full compliance with the *Community Notification of a Capital Project Protocol*. In alignment with the protocol, the Plant Department has coordinated and implemented community notification procedures for all applicable summer 2025 capital projects. These procedures include the distribution of letters to neighbouring residents in proximity to project sites.

BACKGROUND INFORMATION

The *Community Notification Protocol* ensures a consistent and transparent approach to informing local residents of outdoor capital projects occurring at school sites. As per the protocol, the Board is required to notify community members whose properties back onto or are situated directly across from affected school sites.

The following school communities have been identified for notification in relation to upcoming summer capital projects:

1. Father Frederick McGinn
2. Sir Richard Scott
3. St. Augustine
4. St. Benedict
5. St. Catherine of Siena
6. St. David
7. St. Marguerite d'Youville
- 8.

Notification letters have been prepared and distributed accordingly. A sample of the letter is included for reference in **Appendix A**.

PROJECT HIGHLIGHTS

The following schools have been scheduled for grounds rehabilitation during summer 2025:

- [Insert list of schools with specific rehabilitation details if available]

All projects are scheduled to commence between late June and early July and are expected to reach substantial completion by August 31, 2025, weather permitting.

COMMUNITY IMPACT AND MITIGATION

While temporary disruptions such as odour, noise, or vibration may occur, mitigation measures have been planned, including third-party vibration monitoring where applicable. All construction activities will adhere to relevant municipal noise by-laws.

A designated project email address—**capitalimprovements@ycdsb.ca**—has been included on all banners and correspondence to facilitate timely responses to community inquiries.

CONCLUSION

The Plant Department has taken all necessary measures to ensure compliance with the *Community Notification of a Capital Project Protocol*. This proactive communication approach reinforces transparency, enhances community relations, and ensures that Trustees are kept informed of major capital initiatives impacting local school neighbourhoods during the 2025 summer construction period.

Prepared and submitted by:
Endorsed by:

Khaled Elgharbawy, Superintendent of Facilities Services and Plant.
Calum McNeil, Chief Financial Officer and Treasurer of the Board
John De Faveri, Interim 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

Fax: 905-713-1272 • www.ycdsb.ca

June 2, 2025

To Our Neighbours:

The York Catholic District School Board (YCDSB) will be undertaking a grounds resurfacing project at Sir Richard Scott CES located at 90 Roxbury Street, Markham. Due to the age and condition of the existing hard surfaces, this project is being conducted in an effort to continue to provide a safe environment at the school.

All asphalt and concrete surfaces at the site are planned to be replaced. Weather permitting, work is scheduled to commence as early as June 27, 2025 and be completed by August 31, 2025. Every effort shall be made to complete the project within this timeline.

Due to the nature of this project, there will be some odours, noise, and dust associated with the work. Additionally, during periods of the project when newly placed material is being compacted, vibration can be expected. Although it is not a requirement by the local municipality, the YCDSB engages a third party firm to strategically install vibration monitoring stations for the duration of the project to ensure that vibration levels are maintained within compliance. The YCDSB apologizes in advance for any inconvenience that may be caused by this work that is being undertaken to maintain our building for the safety and health of staff and students.

Construction activities will be restricted to occur within the times set out in local Municipality Noise By-Laws.

If you require further information, please contact capitalimprovements@ycdsb.ca.

Thank you,

York Catholic District School Board



York Catholic District School Board

REPORT

Report To: Board of Trustees

From: Administration

Date: June 17, 2025

Report: Ministry Audit and Response

EXECUTIVE SUMMARY:

In 2024, the Ministry of Education engaged KPMG LLP to conduct a comprehensive financial and expenditure review of the York Catholic District School Board (YCDSB). The scope included the Board's structural deficit, use of Proceeds of Disposition (POD) funds, pay equity processes, and compliance with financial controls.

Summary of KPMG Findings:

KPMG's draft report identified the following:

- **Structural Deficit:**

The Board experienced rising annual deficits since 2021–22, primarily due to declining enrolment, supply staff costs from long-term absenteeism, and the financial impact of a pay equity settlement.

- **Proceeds of Disposition (POD):**

The Board had submitted requests to use POD to manage budget pressures from pay equity obligations. KPMG noted that this was outside the standard scope of POD usage under current regulations.

- **Pay Equity:**

The report acknowledged that while the Board ultimately complied with legislative requirements, earlier attention to the issue would have reduced fiscal exposure.

- **Compliance Controls:**

Minor gaps in documentation of expenditure approvals were noted, though high-level approvals were always in place.



York Catholic District School Board

Board Actions and Ministry Response:

Since the audit, the YCDSB has taken significant steps:

1. Multi-Year Financial Recovery Plan (MYFRP) Approved

The Board developed and submitted a Multi-Year Financial Recovery Plan, which has now been formally approved by the Ministry of Education. The plan outlines targeted, sustainable cost reductions across departments, focusing on areas least likely to affect student achievement or well-being.

2. Use of POD for Pay Equity – Ministry Approved

Following detailed submissions to the Ministry, the Board received approval to use \$18.9 million from its uncommitted POD reserve to offset 2022–24 pay equity settlement pressures. This one-time use of POD provided a responsible transition period to implement permanent cost-saving measures without impacting classroom conditions or student support.

Moving Forward

Once the Board receives the final report from the Ministry, it will be included in a public Board meeting agenda.

The Board remains committed to strong financial stewardship. With the MYFRP in place and approved use of POD for extraordinary, time-limited pressures, YCDSB is on a clearer path to restoring long-term financial balance.

The Board will continue to:

- Monitor and refine financial controls,
- Maintain compliance with all provincial funding regulations, and
- Engage Trustees transparently regarding budget planning and fiscal performance.

Submitted by:

C. McNeil, Chief Financial Officer and Treasurer of the Board

Reviewed and endorsed by:

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

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: June 17, 2025

RE: Semi-Annual Development Circulation Report
January 2025 – June 2025

EXECUTIVE SUMMARY

The purpose of this report is to provide Trustees with a summary of major development applications received during the period of January 2025 – June 2025.

The report includes a summary of new development applications exceeding 100 low density and 250 high density units, as well as reporting of all development within Urban Growth Centres. In addition, the report highlights Administration's involvement in various land use planning processes such as secondary plans, block and precinct plans and other land use studies undertaken from January 2025 – June 2025.

Of the 30 new development applications received since the last report of January 2025, 12 development applications meet the threshold for inclusion in this report. A summary of the development applications received and a map identifying their location are included as appendices to this report.

BACKGROUND

The semi-annual development report was established in 2009 with the intent of informing the Board of significant development activity within York Region. The report includes all low/medium density applications proposing 100 units or more, and any high-density applications proposing 250 units or more (Table 1 and Map 1).

In an effort to provide increased transparency, Administration has included two additional summaries: Table 2 includes information specific to all development within the Urban Growth Centres regardless of the number of units proposed and Table 3 summarizes other land use studies which have been active over the past 6 months.

Official plans, secondary plans and block plans with a site designation will continue to come to the Board individually as they are received.

DEVELOPMENT ACTIVITY FROM JANUARY 2025 – JUNE 2025

Of the 30 new development applications received since the last report of January 2025, 12 plans meet the established thresholds for inclusion in the Semi-Annual Development Report (Table 1). None of the remaining 18 applications are located within an Urban Growth Centre (Table 2).

OTHER LAND USE PLANNING STUDIES

Administration continues to be involved in a number of other land use planning activities and studies including secondary plans, block plans, Ontario Land Tribunal (OLT) matters, and other land use studies over the January 2025 – June 2025 reporting period. Table 3 provides a summary of the broader land use planning exercises that Administration has participated in during this time period. Administration will continue to participate in these studies and provide the Board with further updates as required. No action from the Board is required at this time.

MINISTER’S ZONING ORDERS (MZOs and eMZOs)

There have been no Minister’s Zoning Orders issued by the province for this reporting period.

SUMMARY

This report and attached tables provide Trustees with a summary of major applications processed by Administration, and reviewed in the context of accommodation needs, during the time period of January 2025 – June 2025. Additional details on various secondary plans and other planning processes that Administration have participated in over the January 2025 – June 2025 timeframe have been included for Trustee review. The next Semi-Annual Development Report will be provided in January 2026.

LIST OF ATTACHMENTS:

1. Table 1. [Development Applications Over 100 Low Density and 250 High Density Units](#)
 2. Table 2. [Development Applications within Urban Growth Centres](#)
 3. Table 3. [Summary of Recent Planning Studies Participated in by Planning Services Staff](#)
 4. Map 1. [Location Map of Semi-Annual Development Applications](#)
 5. Map 2. [Location Map of Planning Study Areas and MZOs](#)
-

Prepared By:	Daniella Marcone, Senior Planner
Submitted By:	Giovanna De Girolamo, Coordinating Manager of Planning & Operations
Endorsed By:	John De Faveri, Director of Education, Foundation Chair and Secretary of the Board

Semi-Annual Development Report

Table 1

Development Applications over 100 low density and 250 high density units
January 2025 - June 2025

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Townhouse / Stacked	Condo / Apt						
1	Z(R)-240013	OPA, ZBA	10-Jan-25	Richmond Hill (Ward 4)	Maria lafrate/Joseph DiMeo	0	69	1,805	2032	No	Father Henri Nouwen	St. Theresa of Lisieux	36	24
2	SU(M)-24198207	SUBD	13-Jan-25	Markham (Ward 6)	Carol Cotton	0	699	0	2031	No	St. Monica	St. Augustine	41	27
3	19T-24V11	SUBD	15-Jan-25	Vaughan (Ward 2)	Michaela Barbieri	0	0	2,959	2032	No	St. Peter	Holy Cross	89	21
4	Z(V)-25003	OPA, ZBA	21-Jan-25	Vaughan (Ward 4)	Angela Grella/Jennifer Wigston	0	0	933	2032	No	Our Lady of the Rosary	St. Elizabeth	9	4
5	19T-25V01	SUBD	29-Jan-25	Vaughan (Ward 1)	Angela Saggese	74	142	0	2032	No	Holy Name	Cardinal Carter	23	11
6	19T-25V02	SUBD	31-Jan-25	Vaughan (Ward 3)	Angela Grella/Jennifer Wigston	7	51	486	2032	No	St. Emily	St. Jean de Brebeuf	29	8
7	Z(M)-25110915	OPA, ZBA	28-Feb-25	Markham (Ward 3)	Carol Cotton	0	0	864	2033	No	St. John XXIII	St. Augustine	14	10
8	19T-25V04	SUBD	4-Mar-25	Vaughan (Ward 1)	Angela Saggese	433	360	574	2032	No	St. Raphael the Archangel	St. Joan of Arc	180	93
9	19T-25V03	SUBD	14-Mar-25	Vaughan (Ward 4)	Angela Grella/Jennifer Wigston	0	0	1,560	2034	No	Our Lady of the Rosary	St. Elizabeth	47	11
10	19T-25V06	SUBD	24-Apr-25	Vaughan (Ward 1)	Angela Saggese	178	140	0	2031	No	St. Clare	St. Jean de Brebeuf	100	36
11	OP(V)-25007	OPA, ZBA	12-May-25	Vaughan (Ward 2)	Michaela Barbieri	0	0	2,150	2030	No	St. Peter	Holy Cross	64	15
12	19T-25V07	SUBD	15-May-25	Vaughan (Ward 1)	Angela Saggese	300	218	0	2030	Yes	San Marco	Holy Cross	171	59

NOTES

OPA: Official Plan Amendment - ZBA: Zoning Bylaw Amendment - SUBD: Draft Plan of Subdivision Application - SPA: Site Plan Application

Semi-Annual Development Report
Development applications within Urban Growth Centres (Regardless of unit count)
Plans highlighted in yellow are duplicated on Table 1.

Table 2

Markham Centre Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
*	No plans received													

Richmond Hill Centre Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
*	No plans received													

Langstaff Gateway Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
*	No plans received													

Vaughan Metropolitan Centre Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
9	19T-25V03	SUBD	14-Mar-25	Vaughan (Ward 4)	Angela Grella/Jennifer Wigston	0	0	1,560	2034	No	Our Lady of the Rosary	St. Elizabeth	47	11

Newmarket Urban Centre Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
*	No plans received													

Yonge Steeles Corridor

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
*	No plans received													

Yonge Corridor Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
*	No plans received													

Weston 7 Secondary Plan Area

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
*	No plans received													

Semi Annual Development Report

Recent Planning Studies Attended/Participated in by Planning Services Staff

January 2025 - June 2025

Table 3

Map ID	Planning Study Name	Municipality (Ward)	Trustee	Status / Type	Recent Activity	Estimated new units ¹	Elementary School / Secondary Schools	Designated School Sites
A	Block 66 (East)	Vaughan Ward 1	Angela Saggese	Privately Initiated Secondary Plan / Municipal OPA	Board staff have engaged in further discussions with the City regarding the opportunity for a school site within this block as an alternative to Copper Creek. Formal comments have been submitted to the City reiterating the need for a school site within this area.	Approximately 1,300 low/mid-rise units	Pope Francis / Holy Cross	TBD
B	Complete Communities Secondary Plan	East Gwillimbury Wards 1, 2, 3	Theresa McNicol	Secondary Plan	Board staff attended a Technical Advisory Committee (TAC) meeting that took place in March 2025 to discuss the development of the Complete Communities Secondary Plan which consists of six separate areas of future growth within East Gwillimbury communities.	Approximately 18,000 low/mid/high-rise units	Our Lady of Good Counsel / Good Shepherd / Sacred Heart	TBD
C	Vaughan Metropolitan Centre (VMC) Secondary Plan	Vaughan Ward 4	Angela Grella / Jennifer Wigston	Secondary Plan	Board staff attended a Technical Advisory Committee (TAC) meeting that took place in May 2025 to discuss the development of the updated VMC Secondary Plan.	Approximately 97,800 low/mid/high-rise units	Our Lady of the Rosary / St. Elizabeth	2 Elementary School Sites
D	Robinson Glen (East)	Markham Ward 6	Carol Cotton	Secondary Plan	A Secondary Plan for Robinson Glen East was circulated to the Board for review and comment. Given the projected pupil yield from the area, a school site is not required.	Approximately 2,500 low/mid/high-rise units	St. Kateri Tekakwitha / St. Brother Andre / St. Augustine	No
E	Block 27	Vaughan Ward 1	Angela Saggese	Secondary Plan	Board staff have been engaged in ongoing discussions with the City and landowners group regarding the location and configuration of school sites in the secondary plan area.	Approximately 7,500 low/mid/high-rise units	St. Raphael the Archangel / St. Joan of Arc	2 Elementary School Sites




NOTES:

1. Unit totals are subject to change

Location of Development Applications

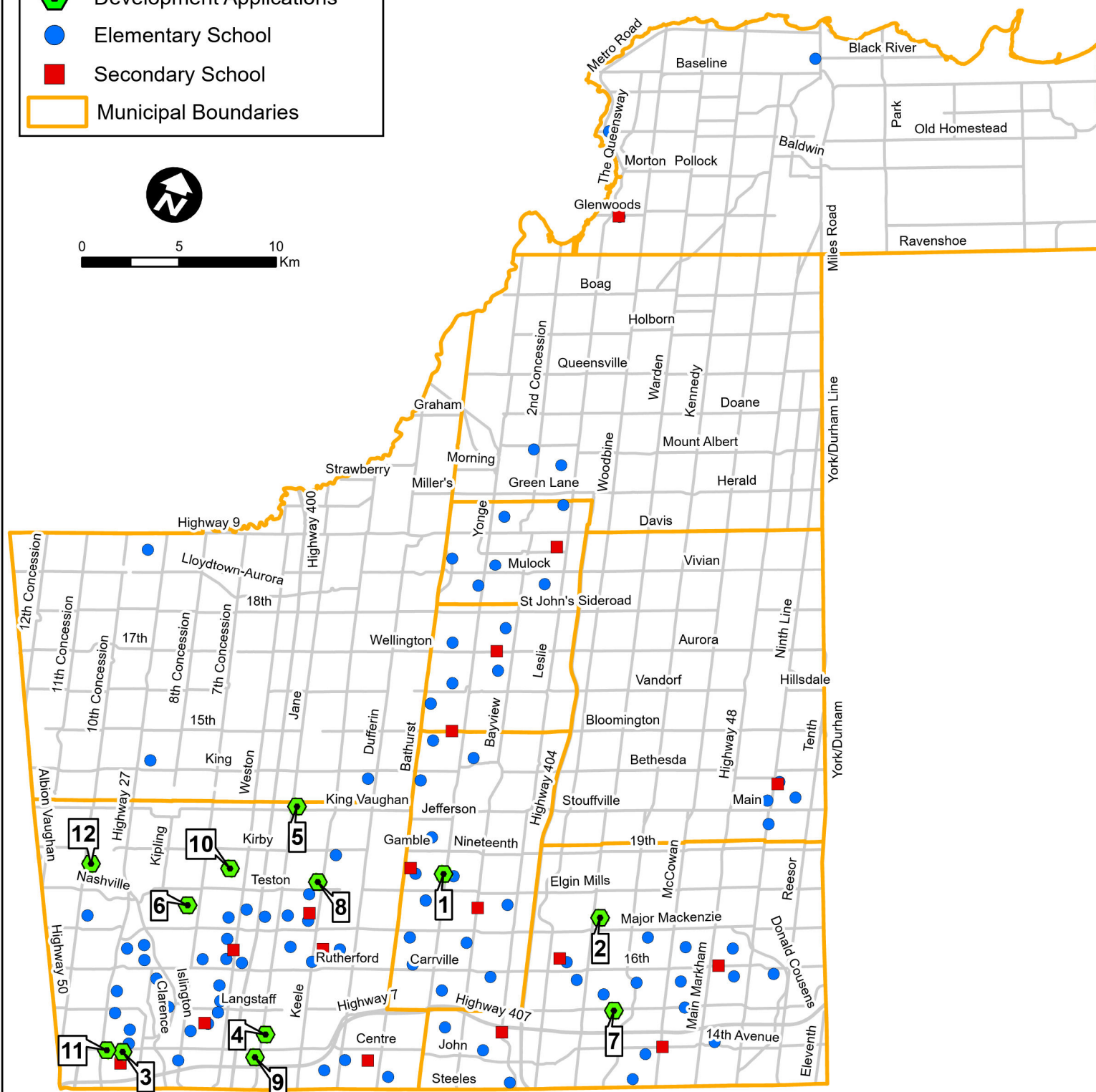
Planning Services Unit

Legend

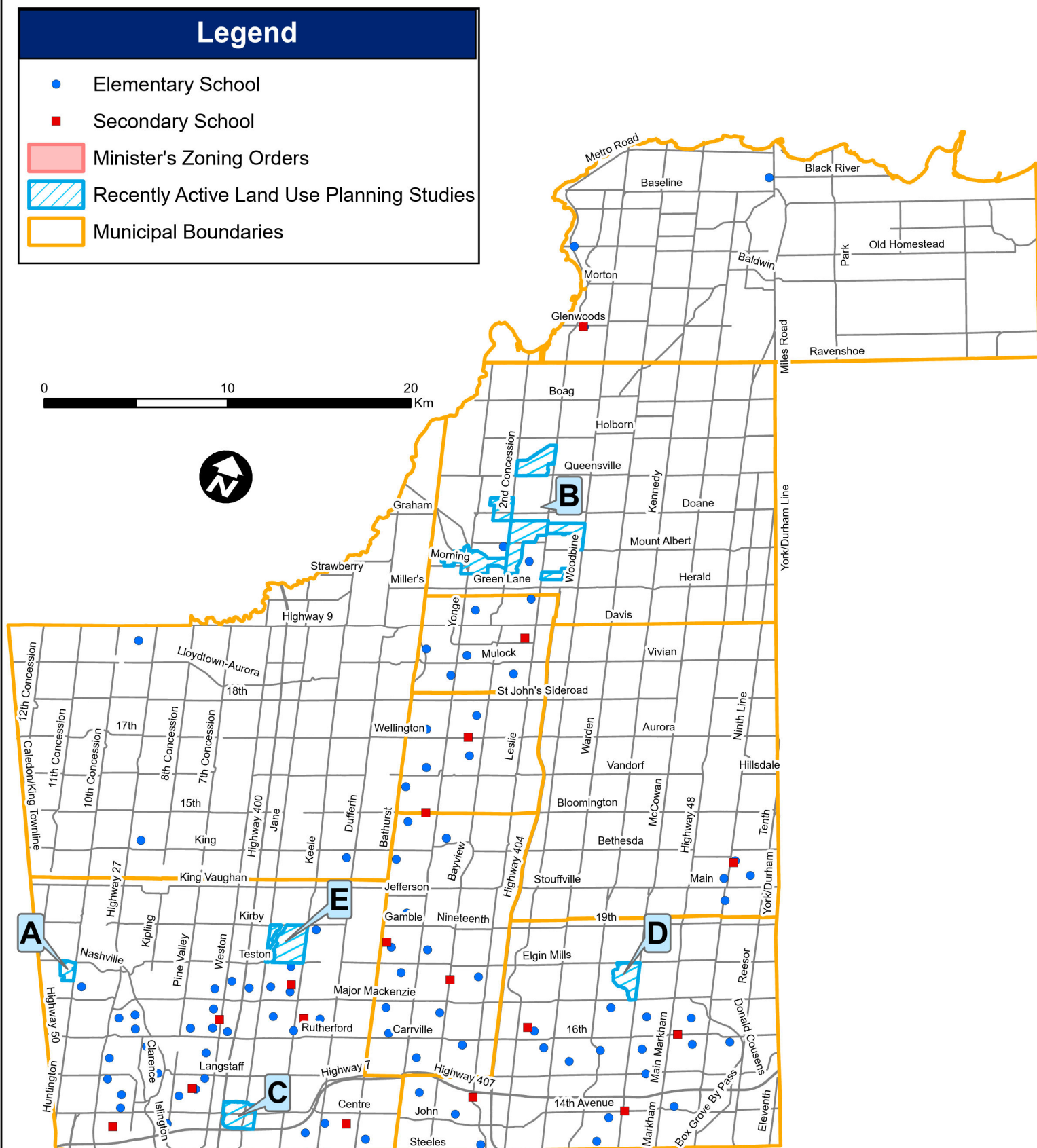
-  Development Applications
-  Elementary School
-  Secondary School
-  Municipal Boundaries



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Planning Services Unit



YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees
FROM: Administration
DATE: June 17, 2025
RE: Vaughan Metropolitan Centre - Project Update

EXECUTIVE SUMMARY

The purpose of this report is to provide the Board of Trustees with an update on the status of the Vaughan Metropolitan Centre project, a joint use project with YRDSB in the City of Vaughan to build two elementary schools in one facility.

BACKGROUND

On March 27, 2024, the Board received a Capital Priorities approval for funding to support the joint school project with the York Region District School Board (YRDSB) for the Vaughan Metropolitan Centre (VMC) Elementary School.

At the August 2024 Board meeting, Trustees were advised that the intent is for YCDSB to lead the acquisition of the property while YRDSB will lead the design and construction process. Plant and Planning staff from both school boards have been meeting regularly over the last several months as the project progresses.

UPDATE

Site

Administration continues to work with legal and the land owners (QuadReal and Ikea) to develop a purchase and sale agreement for the 7.1 acre site as well as other necessary infrastructure (roads, servicing) that is needed to support the future school site. Appraisals have been prepared by both the landowners and an appraiser retained by the Board.

It is expected that further discussions regarding land value as well as terms and conditions of the purchase and sale agreement will occur over the next few months. Administration will bring a report to a future Board meeting (likely fall 2025) with details on the draft agreement, for Board approval. Site acquisition is tentatively planned for 2026.

Design/Construction

The York Region District School Board issued an RFP for Architectural Services in December 2024. Staff from YCDSB Planning and Plant departments participated in the technical evaluation, completed in January. In February, YRDSB awarded the VMC project to ZAS Architects (ZASA).

ZASA is the architect of record for the St. Jean de Brebeuf/Vellore Village community centre (opened 2005); Holy Jubilee addition (opened 2004); Sacred Heart Science wing (opened 2004) and Cardinal Carter interior renovations (complete 2008). ZASA is also the architect of record for the Canoe Landing project, undertaken by Toronto DSB and Toronto Catholic DSB that opened in 2022. The Canoe Landing project has similarities to the VMC project, namely 2 elementary schools operating on a smaller school site in a high density development area. The Canoe Landing facility is located in downtown Toronto, west of the Rogers Centre (Sky Dome), and is the home of Jean Lumb PS (TDSB), Bishop Macdonell (TCDSB) as well as a community centre operated by the City of Toronto.

A timeline has been developed by YRDSB staff identifying the key milestones and associated dates based on their recent construction experience. A number of factors complicate the design, construction and operation of this facility which is anticipated to add time to the overall process, namely:

- A joint project involving two large organizations and the timing required for review, agreement and approval at various stages.
- The project itself is the size of a high school with a number of unique operational and design features required for operating two elementary schools.
- The site is a “brown field” development, meaning the lands may have pre-existing material or services in the ground that may complicate design.
- Underground or structured parking - adds to the overall size and complexity of the building vs. a typical “slab on grade” construction.
- This is anticipated to be a 3 or 4 storey school, possibly higher depending on the parking.

Timeline

Architect Selection - **Complete!**

Site Plan Submission - June, 2026

Site Plan Approval - September 2027

Building Permit Submission - September, 2027

Building Permit Issuance - January, 2028

Tender Release - January, 2028

Tender Award - February, 2028

Construction Start - April, 2028

School Opening - September, 2031

Administration will continue to work collaboratively with YRDSB, the landowners and the City of Vaughan to advance this project in the hopes that efficiencies can be achieved resulting in a condensed project schedule.

SUMMARY

Planning for the joint YCDSB/YRDSB elementary school in Vaughan Metropolitan Centre is underway. Administration continues to work with all stakeholders to advance the land acquisition design and construction of this joint project and will bring further updates to the Board for information and approvals as required.

Prepared by:	Adam McDonald, Manager, Accommodation Planning and Property
Submitted by:	Giovanna De Girolamo, Coordinating Manager, Planning & Operations
Endorsed by:	John De Faveri, Director of Education, Foundation Chair and Secretary of the Board

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: June 17, 2025

RE: STSYR Operations Agreement Update

EXECUTIVE SUMMARY:

This report provides trustees with an overview of proposed revisions to the shared service operating agreement governing student transportation services between the York Catholic District School Board (YCDSB) and the York Region District School Board (YRDSB). The agreement outlines the operational and administrative structure of the Student Transportation Services of York Region (STSYR), a joint transportation consortium serving both boards.

BACKGROUND:

In May 2024, the Regional Internal Audit Team (RIAT) engaged MNP Consulting to review the STSYR agreement and benchmark it against similar consortia in the Greater Toronto Area. The final report and its recommendations were presented to the Joint Board Consortium (JBC) on March 5, 2025.

The current operating agreement, in place since September 2010, outlines a 50/50 split in administrative costs between the boards, while operational costs are shared based on actual student ridership (currently YRDSB 67%, YCDSB 33%). Operational costs refer to daily bus expenses, while administrative expenses include staff salaries and benefits, office space rental, office supplies, communication equipment & services, leasehold improvements, computer hardware/software/support, staff training, travel, professional and other consulting fees, insurance (if necessary), miscellaneous expenses, legal and audit fees.

Following the review, administrative staff from both boards have engaged in discussions to update the agreement, particularly with regard to cost-sharing structures. While no changes are proposed for the current model of allocating operational costs, a key recommendation is to revise the administrative cost-sharing model. Specifically, YCDSB staff requested that administrative expenses be allocated based on proportional ridership (67% YRDSB / 33% YCDSB), rather than the existing 50/50 split. This approach aligns with the Toronto Student Transportation Group (each Toronto school board bears the administrative costs for its respective employees) and Student Transportation of Peel Region (each Peel board contributes to administrative costs on a prorated basis).

NEXT STEPS:

The STSYR operating agreement review is still underway and a new agreement is expected to be signed and in effect for the 2025-26 school year. In terms of accounting for the current 2024-25 school year, the YRDSB has agreed to send the YCDSB a payment of \$355,000 for proportional cost sharing of staff salaries and benefits (\$330,000) and increased administration costs (\$25,000).

A related matter currently under review is the employee structure of STSYR. All STSYR staff positions are currently YCDSB employees, although their employment expenses are cost shared between the two boards. In most of the provincial student transportation consortia, which are non-incorporated, staffing is composed of employees from member boards. It is proposed that staff work to ensure that the proportionate distribution of salary cost transitions to the YRDSB. To manage the proportional cost split of staff, it is suggested that the management positions of STSYR become YRDSB staff positions by January 1, 2026.

Staff from both boards are also reviewing the agreement as it pertains to governance structure, management oversight, office arrangements, human resources, insurance, indemnification, dispute resolution, bell times, and early termination. A revised agreement will be presented to the Joint Board Committee in the Fall of 2025.

SUMMARY:

The ongoing review of the STSYR operating agreement aims to establish a more equitable and efficient framework for student transportation services in York Region. A key change is shifting administrative cost-sharing to align with student ridership. For the 2024-25 school year, YRDSB will make a payment of \$355,000 to YCDSB to reflect this. The employee structure will also be reviewed to ensure staff is composed of both boards. A new agreement, incorporating these and other operational revisions, is expected for the 2025-26 school year.

ADDITIONAL RESOURCES:

Appendix A: STSYR Operations Agreement

Appendix B: MNP Report - Transportation Agreement Review

