



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

Tuesday, September 30, 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.

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Maria lafrate

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	<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>		
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Next Regular Board Meeting

October 28, 2025



York Catholic District School Board

Chair's Report

Memo To: Board of Trustees

From: Elizabeth Crowe, Chair of the Board

Date: September 30, 2025

Re: **Chair's Report**

Cardinal Leo to Guide the Global Clergy

His Eminence Frank Cardinal Leo, Archbishop of Toronto, was appointed to the Vatican's Dicastery for the Clergy in late-August. By supporting the life, ministry and ongoing formation of the clergy, the dicastery plays a vital role in the Church's mission. This ministry strengthens the shepherds who guide the faithful every day, including those who accompany our students, families and staff in the York Catholic District School Board.

The Board of Trustees sent His Eminence a congratulatory letter on this important and well-deserved appointment.

MYFRP Updates

Earlier this week, families and staff members of the York Catholic DSB received an email to update them on the implementation of the Multi-Year Financial Recovery (MYFRP). A copy of this letter is posted on our website. The Board of Trustees and the Senior Team are working collaboratively to meet our budget challenges while continuing to prioritize Catholic faith, student achievement, equity, inclusion and well-being.

Trustees remain dedicated to transparency and accountability to the communities we are elected to serve. To that end, monthly updates on the MYFRP's progress will now be included in every Regular Board Meeting agenda, starting with this month.

St. Robert CHS Milestone 50th Anniversary

Saturday, October 4, 2025, will be a special day for the York Catholic DSB, as we will celebrate the milestone 50th anniversary of St. Robert Catholic High School in Thornhill.

At 10 a.m., Mass will be concelebrated at the school by Bishop John Boissonneau, Auxiliary Bishop for the Northern Pastoral Region of the Archdiocese of Toronto, Fr. Mark Van Patten, pastor of St. Luke Parish, and Fr. Savio Bruto da Costa, associate pastor of St. Luke Parish. Then, there will be an open house from 12 to 3 p.m.

St. Robert was the first secondary school in the York Region Roman Catholic Separate School Board. Opened as an elementary school in 1967, St. Robert's transformed into a secondary school in 1975, and quickly developed a reputation for academic excellence and school spirit. In typical St. Robert's fashion, hundreds of guests are expected, so members of the public are highly encouraged to RSVP at <https://sites.google.com/YCDSB.CA/STR50/>.

Board Retirement Evening

On Thursday, October 16, 2025, Trustees and the Senior team will be recognizing and thanking those employees who retired from the Board last year. It is always incredible to be in a room of people who have collectively dedicated thousands of years of service to Catholic education. I know that my fellow Trustees are looking forward to honouring them.

OCSTA Fall Central Ontario Regional Meeting

The Ontario Catholic School Trustees' Association's (OCSTA) Fall Central Regional Meeting was held on Wednesday, September 24, 2025, at St. Josephine Bakhita Catholic Elementary School in Milton.

Topics at the meeting included: a president's report from OCSTA President Michael Bellmore, a discussion on education governance and impacts of Bill 33, Catholic identity and the role of Catholic Trustees as stewards of Catholic education, and a group discussion on the challenges and successes that school boards are experiencing.



There is always much to be learned from hearing the experiences of our fellow Trustees and sharing best practices.

Call for YCPIC Members

There is currently information on www.ycdsb.ca about a call for volunteers for two voting community representative positions on the York Catholic Parent Involvement Committee (YCPIC).

YCPIC's mission is to support and encourage parent involvement at the Board level, support student achievement and well-being, communicate with and support Catholic School Councils, and undertake activities to help parents support their children's learning at school and at home. Community representatives can provide a unique and helpful perspective on the YCPIC's work, so I encourage qualified individuals to apply.

Cross-Country Meets

Finally, I invited all Trustees to cheer on our elementary students as they compete at the upcoming cross-country meets. You should have already received an email with the details. Cross-country finals will happen on Tuesday, October 21, 2025, at Bruce's Mill in Stouffville. The Executive Committee has been moved to 4 p.m. to accommodate any Trustee who wants to attend the finals – I know I will be there! Thanks to all the teachers, staff and parents who volunteer to make these events possible.



York Catholic District School Board

Memo To: Board of Trustees

From: Jennifer Wigston, OCSTA Regional Director

Date: September 30, 2025

Re: OCSTA Report to Board

OCSTA Regional Meeting

Chair Crowe, Trustee Cotton, Trustee Wigston and Director De Faveri attended the Central Regional meeting on September 24th. Along with colleagues from neighbouring CDSBs, we were able to discuss the significant issues affecting Ontario's education system today and the priorities of Catholic school boards in Ontario. In addition to the reports by both President Michael Bellmore and Executive Director Pat Daly, there was a presentation on Catholic Identity and the Role of Catholic Trustees by Anne O'Brien, Director of Catholic Education. There was also an opportunity for Boards to share and discuss best practices, challenges, and achievements. Finally, every board was provided with sets of the Catholic Identity Series Posters. Trustees that are interested in the presentations or supporting materials can contact Jennifer Wigston or reach out to OCSTA directly.

Supporting Catholic School Trustees

Faith formation and professional development for Catholic School Trustees remain high priorities for OCSTA. This year the OCSTA PD program will include:

1. Catholic Education Leadership Virtual Speaker Series.

We are pleased to announce that on Wednesday, October 1st at 6:30 p.m. the OCSTA Catholic Education Leadership Speaker Series will welcome back renowned historian, former Catholic School Trustee and former Principal of the University of St. Michael's College at the University of Toronto, Dr. Mark McGowan.



During this 1-hour presentation, Dr. McGowan will be speaking about **"The Integral Role and Contributions of Catholic School Trustees in Ontario"** including a historical perspective the role and contributions of democratically elected Catholic School Trustees in the development, promotion and protection of publicly funded Catholic education in Ontario.

Registration is open now (no cost). Details are below.

WHEN: Wednesday, October 1st, 2025 at 6:30 p.m

FORMAT: Virtual (Zoom) – no fee to attend

REGISTRATION: Click on the link below to complete the registration form:

https://us02web.zoom.us/meeting/register/m_oDq9-xR0eZ87oxZrN8Gg

2. **Catholic Trustees Seminar** – “Inspired by Faith, United in Mission: Ontario Catholic School Trustees” – January 16-17, 2026

3. **OCSTA Annual General Meeting and Conference** – “Pilgrims of Hope: On the Path to Holiness” April 30 – May 2, 2026

OCSTA Short Video Contest for Students

All Ontario Catholic District School Board students in grades 4 – 12 are invited to create a 2-minute video highlighting how our lives as Christians are truly a path toward holiness – becoming increasingly the people God created us to be.

This year’s theme is *Pilgrims of Hope: On the Path to Holiness*. The five sub-themes of this year’s Catholic Education Theme also provide ideas for developing or structuring student video submissions:

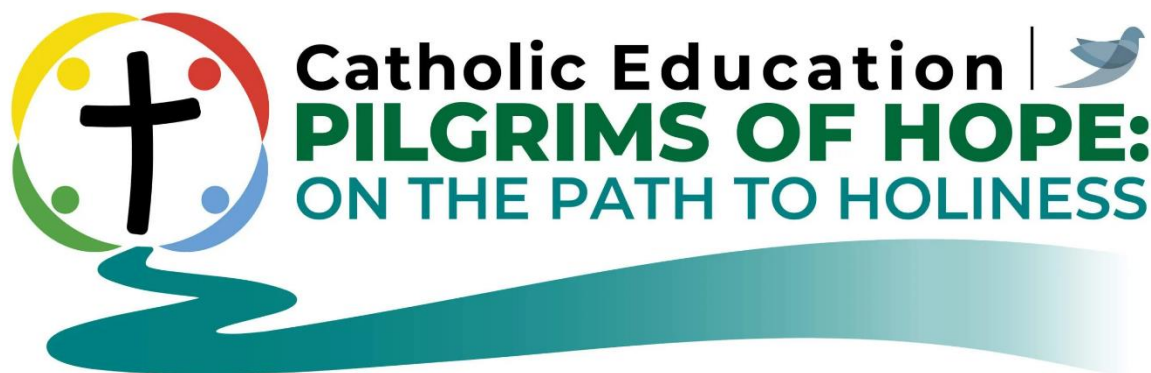
1. Peace be With You
2. God Loves You
3. Christ Saves You
4. The Holy Spirit Lives in You
5. Together on the Journey



Deadline for submissions: November 12, 2025. To learn more click [here](#).

OCSTA Website

As always, Trustees are encouraged to visit the OCSTA website at ocsta.on.ca. Here you will be able to access news releases, faith resources, a wide variety of publications, briefs as well as the OCSTA Trustee modules.





York Catholic District School Board Director's Report

Memo To: Board of Trustees

From: John De Faveri, Director of Education

Date: September 30, 2025

Re: **Director's Report**

When I visit YCDSB classrooms, I am inspired to see the monthly Catholic virtues posters on display. Since this project began rolling out in January 2025, educators have received infographic posters that they can display in their classrooms, providing helpful information on that month's Catholic virtue. For example, in September, students are learning about courage (something that can be needed during the uncertainty of a new school year).

One of the strengths of Catholic education is that it focuses on developing the character of our students while also teaching them the curriculum. These are lessons that will last with students for the rest of their lives. Thank you to the Religious Education team and the Communications Department for bringing this project to life.

Return to School

Thank you to all the staff, families and students who made our school start-up so successful this year. There are always bumps in the road as people return to the school year routine, but it was excellent to see everyone working together for the benefit of our students.

September 26 P.A. Day

Staff members were busy on the Friday, September 26 P.A. Day, learning more about their faith and how they can serve our community. The P.A. Day began with our annual Faith Day activities, which provide an opportunity for staff to deepen their connection with God and with one another.

In the afternoon, staff completed a series of online training modules on topics including: the Accessibility for Ontarians with Disabilities Act; reporting child abuse; worker health and safety; workplace violence awareness and prevention; among others.

It is vital for Catholic school board employees to remain grounded in their faith and focused on keeping our school environments safe, so I am grateful for everyone who made this important day possible.

International Day for the Eradication of Poverty Fundraiser

Last year, the YCDSB community demonstrated its incredible generosity by donating over \$41,000 to help our neighbours in need through our inaugural International Day for the Eradication of Poverty fundraiser.

All the money raised was used to support school attendance and well-being, through items such as school supplies, transportation and nutrition. Managed by the Attendance Counselling Team, in collaboration with school principals, this fund helped 41 families during the 2024-25 school year. This year's International Eradication of Poverty Fundraiser will occur on Friday, October 17, 2025. Students will be encouraged to make a small donation in exchange for a civies day and the satisfaction of knowing that they are helping others.

Thank you to all the students, staff and family members who make this fundraiser a success. It is a shining example of how Catholic education is special and needed.

Terry Fox Run, Walks and Rolls

Schools have been busy fundraising for the Terry Fox Foundation through local run, walk and roll events.

Last year, the YCDSB raised more than \$215,000 for the Terry Fox Foundation, and three of our secondary schools (St. Augustine CHS in Markham, St. Theresa of Lisieux CHS in Richmond Hill and St. Robert CHS in Thornhill) were among the top 25 fundraising secondary schools in Ontario.

We are all proud of the YCDSB's long history of living out God's call to help the sick through this fundraising campaign.

Secondary Open House Dates

Grade 8 students and families will soon receive information on secondary school open house dates. Once again, YCDSB secondary schools will open their doors to prospective secondary students who are interested in learning what makes a YCDSB high school education so sought after. I would highly encourage students who are planning their secondary school destination to attend at least one of these open houses.



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

York Catholic District School Board

Regular Board Meeting

Information Report

Student Trustees Update
September 30th, 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.

Back to School

On September 2nd and 3rd, our schools welcomed new and returning students for the start of the 2025-2026 academic year. We wish all students a successful and enjoyable year of learning!

Terry Fox Run

The Terry Fox Run, officially on September 14th, was organized across YCDSB elementary and secondary schools throughout September. This annual event commemorates Terry Fox's resilience and dedication in the fight against cancer, and schools across the YCDSB have been engaging in their own rendition of the walk or run to raise funds for cancer research. Thank you to all who contributed to this important cause!

YSCPC Executive Meeting

This past month, YSCPC held both their first executive social and virtual meeting to begin preparations for the incoming school year. The purpose of the social was to



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

York Catholic District School Board

network and get to know one another in a way that fosters connection, making collaboration during the year easier and more effective. Furthermore, the inaugural meeting introduced the structure of the council and each executive's role, as well as providing an overview of the meetings and events to be held throughout the year. Overall, YSCPC is eager to continue their servitude towards students in our board for the 2025-26 school year!

Grade 9 Orientation Trips

Various overnight trips have taken place in YCDSB schools since the beginning of the year for the purpose of grade nine orientation. These trips included team building exercises as well as unique activities that challenged students to step outside of their comfort zone and connect with one another. Taking place at locations such as Muskoka Woods and Camp White Pine, grade nine orientation trips proved to be a success as many schools carried on this commencement tradition.

National Day for Truth and Reconciliation

On September 30th, schools across the YCDSB honoured the National Day for Truth and Reconciliation. Taking this time to recognize the adversity historically and continually imposed against First Nations, Inuit, and Métis peoples, staff and students were invited to learn more about Indigenous cultures and history, as well as show their support for reconciliatory action by wearing orange shirts.

York Catholic District School Board

REPORT NO. 2025:23

SPECIAL COMMITTEE OF THE WHOLE BOARD / PRIVATE SESSION

To: Regular Board Meeting

September 30, 2025

A private session of the Special Committee of the Whole was held at the Catholic Education Centre on Tuesday, September 23, 2025 starting at 6:00 pm.

PRESENT:

Members: In Person: F. Alexander, E. Crowe, M. Iafrate, A. Saggese
Virtual: M. Barbieri, C. Cotton, J. DiMeo (connected at 6:12 pm), A. Grella,
T. McNicol, J. Wigston

Administration:

In Person: J. De Faveri, M. Brosens, C. McNeil, J. Powers
Virtual: R. Antunes, A. Arcadi, J. Chiutsi, G. De Girolamo, A. Driscoll,
K. Elgharbawy, N. Galatianos, A. Iafrate, T. Laliberte, S. Morrow,
L. Paonessa, J. Sarna, L. Sawicky, S. Wright

Absent with Notice: N/A

Recording Officer: S. Greco

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

ACTION ITEMS:

DECLASSIFIED (Action Items for Approval): N/A

CLASSIFIED:

THAT the confidential items from the Private Session held on September 23, 2025, be **approved** as presented.

Adjournment: 8:01 pm

M. Iafrate, Vice-Chair of the Board



York Catholic District School Board

REPORT

Report To: Board of Trustees

From: Administration

Date: September 30, 2025

Report: 2025-26 CAPITAL PRIORITIES PROGRAM (Ministry of Education call for Projects)

EXECUTIVE SUMMARY:

The purpose of this report is to provide Trustees with information regarding the Ministry's 2025-26 Capital Priorities Program, and to seek direction from the Board regarding 2025-26 submission.

On September 8, 2025, the Ministry of Education released the **Launch of 2025-26 Capital Priorities Program** (See Appendix I). The memo is a call for School Boards to submit capital projects by **October 8, 2025**.

Administration has reviewed the submission requirements against the DRAFT Long Term Accommodation Plan (LTAP) Summary of Initiatives and proposes to submit a funding proposal for a St. Robert Replacement School.

The timing for the Ministry's review of all provincial submissions is expected to result in capital funding announcements in Spring 2026.

BACKGROUND INFORMATION:

Capital projects, in the form of new schools and additions, are funded and approved by the Ministry of Education through the Capital Priorities Program. This program provides the opportunity for school boards across the province to submit funding requests for capital projects via Ministry templates which are considered by the Ministry of Education for approval.

The Capital Priorities program now includes a number of additional requirements for Boards to ensure that projects are 'shovel ready'. These requirements include:

- detailed design drawings
- detailed project cost estimates (minimum Class D)
- and milestone dates.

The Board currently has two approved Capital Priority Projects, Queensville Elementary and Vaughan Metropolitan Centre Elementary School, which is a joint project with the YRDSB.



York Catholic District School Board

2025-26 CAPITAL PRIORITIES PROGRAM

On September 8, 2025 the Ministry of Education released the Launch of the 2025-26 Capital Priorities Program (See Appendix I) which calls for Boards to submit detailed project proposals to address current accommodation needs related to: Accommodation Pressures, School Consolidation, Facility Condition and Access to French Language Schools.

Highlights from the memo are as follows:

- Detailed project submissions must include fully completed business cases that identify an accommodation need, students who do not have access to a French Language school, or need to replace a school due to its condition
- Accommodation Pressure Requirements
 - Current Utilization must be equal to or greater than 95% including nearby schools; and
 - Utilization for the project and area schools must reach 100% or higher by year 5 after the project's completion
- Facility Condition Requirements
 - Net Present Value (NPV) must be positive, meaning that the replacement project should be more cost-effective than undertaking renewal work to the existing building
 - Replacement school proposals that demonstrate a time-sensitive health and safety need will be given priority
- Projects are expected to include a completion date with a clear, detailed schedule for milestones and deliverables. It is recommended that projects should include a Class D cost estimate. Boards are restricted from including any cost escalation in their estimations.

The submission requirements represent a significant amount of upfront investment in time and costs from a school board, and is intended to minimize the number of projects a school board would bring forward.

Prior to 2023, Boards had not been permitted to engage a project architect or incur design costs on a project until a Capital Priority request was approved. Early engagement in architects and consultants is now encouraged. Administration's understanding is that consultant/design fees can only be capitalized against a project if a Capital Priority is approved, therefore any board engaging in these services in advance of a Capital Priority Approval will require funds from other sources, ie. Operating budget.

Architect fees are estimated at 5% of the overall construction cost, with 3.5% estimated for design through to tender award, and 1.5% for contract administration following tender award.

The requirement for "shovel ready" projects places a significant burden on the school board a) in the event the project does not get approved, the Board is responsible for finding a funding source for the costs and b) this would require the selection of an architect well before the project approval with an unknown future construction date and possibly committing to that architect for the future project.



York Catholic District School Board

LONG TERM ACCOMMODATION PLAN

The Board's Long Term Accommodation Plan (LTAP) identifies the need for 4 capital projects: St. Robert CHS Replacement, Woodbridge North Secondary, Block 41 Elementary and Cornell Elementary.

A St. Robert CHS Replacement school project has been identified as both a current accommodation pressure and current facility condition project in past submissions and is proposed to be submitted this round as outlined below.

ST. ROBERT REPLACEMENT PROJECT

The proposal to replace St. Robert CHS on the same site to address enrolment pressures and facility condition has been submitted as a Capital Priority request each of the past 5 opportunities (2017, 2019, 2021, 2023 and most recently 2024). Each time, the project has not been approved.

In response to the most recent submission of September 2024, the Ministry of Education provided the following response in its letter dated January 27, 2025:

"This project was not approved as part of the 2024-25 Capital Priorities Grant funding at this time as it did not meet the utilization metrics and/or there are other accommodation options available. As well, expected savings and removal of renewal backlog does not sufficiently support the expected project cost (Net Present Value is negative)."

ANALYSIS

The Capital Priority Program identifies Accommodation Pressure and Facility Condition as viable rationales for the funding of a project. Enrolment at St. Robert CHS continues to exceed its capacity, placing pressure on the aging facility. From a YCDSB perspective St. Robert CHS is the highest need facility given the enrolment pressure and facility condition. No other YCDSB secondary school facility has sufficient surplus pupil places to accommodate the St. Robert IB program and no other secondary facility has the same renewal needs.

The St. Robert CHS facility condition is at a point where significant work is now required. Administration is working with various consultants to identify the required next steps. At this time, the key projects identified are as follows:

- Replacement of North, East, and West Hard Surfaces (Phase I) - Complete
- Rehabilitation of South Parking Lot & Drive Aisles (Phase II)
- Modernization of Library
- Roof Replacement of Areas M, N, O & P (Phase III)
- HVAC Upgrades
- Refurbishment or Replacement of Existing Portapak

The total projected renewal work from 2025 to 2029 is estimated at \$6.3M to \$8M.



York Catholic District School Board

As this work will improve the building condition of the existing facility St. Robert CHS, it will likely reduce the justification for replacement school based on the Ministry's Facility Condition criteria.

Given the previous submission denials and consistent feedback from Ministry staff identifying the challenges with a possible approval, it is unlikely the submission will be successful based on the Ministry's criteria without increased political support from local MPPs and the community.

2025-26 YCDSB CAPITAL PRIORITIES SUBMISSION

Despite the fact that previous attempts to secure this project have been denied, Administration is recommending proceeding with a submission for a St. Robert CHS replacement facility, as previously submitted. This submission does not meet the Ministry's metrics for either Accommodation Pressure or Facility Condition, nor does it meet the Ministry's requirement for "shovel ready" (detailed design and costs) projects. However, making a submission will keep this project on the Ministry's radar and provide opportunities for continued dialog and advocacy with provincial representatives.

Administration is not planning to prepare a "shovel ready" capital priority submission for future submissions of this project (i.e. if there is a call for capital projects next year). The anticipated cost to do so is estimated at \$2.4M (3.5% of estimated construction value).

SUMMARY

The Ministry of Education released memo 2024:B11 on July 8, 2024 outlining the new requirements for the submission of capital projects to the Ministry of Education for approval.

The submission requires a significant amount of detailed information and school board commitment with respect to design, timing, and costing. This level of detail would be best provided by an architect.

Given the required timeline for submission, Administration is proposing the submission of project requests for a replacement St. Robert CHS facility using a repeat design. Administration will continue to work closely with the Ministry of Education staff to advocate for this project and will update the Board accordingly.

Announcements of any approvals for Capital Priorities requests are expected in Spring 2026.

RECOMMENDATION

1. **THAT** the Board authorize Administration to submit a Capital Priority request for a St. Robert Replacement school.

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



Ministry of Education	Ministère de l'Éducation
Capital and Business Support Division	Division du soutien aux immobilisations et aux affaires
315 Front Street West 15 th Floor Toronto ON M7A 0B8	315, rue Front Ouest 15 ^e étage Toronto (Ontario) M7A 0B8

Date: September 8, 2025

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

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

Subject: Launch of 2025-26 Capital Priorities Program

The Ministry of Education is pleased to invite school boards to submit proposals for funding consideration through the 2025-26 Capital Priorities program. This funding round will build on the momentum of two consecutive record investments in education Capital Priorities, totaling \$2.6 billion.

As you are aware, the Capital Priorities program provides funding to address boards' highest priority capital needs. With Ontario's population increasing steadily, there is a continued need to focus on shovel-ready projects that will help meet the needs of growing communities.

The ministry has been working closely with school boards, municipalities and other key partners to transform the education capital system to build modern schools faster, better utilize school capacity and enhance accountability and transparency.

Projects selected for funding in 2025-26 will reflect these priorities by demonstrating a need to: meet an accommodation pressure, provide access to French-language rights holders, or replace a school that meets certain conditions. In addition, the ministry will continue to assess and score proposed projects' readiness and use of standardized design.

2025-26 Capital Priorities Program Submissions – At a Glance

- The deadline for all capital funding submissions is **October 8, 2025**. No submission will be accepted after this date.
- Business Case Templates, Program Guidelines, Design Catalogue and other supporting material are available for download from the SharePoint site shared in the email to the school board.
- School boards will submit proposals through the Capital and Business Support Division SharePoint site.
- For the 2025-26 Capital Priorities program, school boards are asked to:
 - Submit detailed project proposals to address **current** accommodation needs related to:
 - Accommodation Pressures;
 - School Consolidation;
 - Facility Condition, with health and safety considerations; and
 - Access to French Language schools.
 - Provide high level summary information on future, long-term enrolment projections linked to municipal growth plans.
 - Provide a priority ranking for the proposals.

Consistent with the 2024-25 Capital Priorities program:

- Detailed project submissions must include fully completed business cases that identify an accommodation need, students who do not have access to a French Language school, or a need to replace a school due to its condition.
- The Accommodation Pressure metric will remain unchanged:
 - Current utilization (SY 2024-25) must be equal to or greater than 95%, including nearby area schools; and
 - For the proposed scenario with the new project, utilization for the project and area schools must reach 100% or higher by year five after the project's completion.
- Projects are expected to include a completion date with a clear, detailed schedule for milestones and deliverables. It is recommended that projects should include a Class D cost estimate. Boards are restricted from including any cost escalation in their estimations.
- School boards are encouraged to identify opportunities to work together on joint-

use project submissions.

- School boards continue to have an opportunity to request Child Care Capital funding for child care projects associated with a larger Capital Priorities project.

NEW for the 2025-26 Capital Priorities program:

- All school boards will benefit from a simplified business case template, which will allow boards to clearly articulate project need.
 - For repeat submissions, boards will be able to use a streamlined process.
- School boards leveraging repeat designs, either from the EDU Design Catalogue or from other recent projects, will receive a higher score than boards using new designs.
- Consistent with the 2024-25 Capital Priorities program, for replacement school proposals, the Net Present Value of the project must be positive, meaning that the replacement project should be more cost-effective than undertaking renewal work to the existing building. Further, replacement school proposals that demonstrate a time-sensitive health and safety need will be given priority.
- To better support northern and rural boards, teacherages may be included in planning considerations.
- To support enhanced decision making that takes into account the needs of French-language boards, a new French Language Access Evaluation Matrix will be introduced.
- For French-language school boards, this round of Capital Priorities can serve as a one-window intake opportunity for standalone Canada-Ontario Agreement on Minority-Language Education and Second Official-Language in Education child care proposals.
- **OPTIONAL:** School boards can include proposed school names as part of the intake process.

NEEDS ASSESSMENT

As with previous years, project submissions must demonstrate a critical and urgent pupil accommodation need in order to be considered for funding approval. These pupil accommodation needs may include accommodation pressures, replacement schools and French language access. In addition to addressing pupil accommodation needs, projects may also include the creation of new licensed child care spaces.

PROJECT READINESS ASSESSMENT

School boards are asked to provide evidence of project readiness assessment. Priority will be given to projects that are best positioned to be completed in a timely manner. Submissions will require details regarding sites planned or acquired, design plans with cost estimates, and a clear schedule with project milestones indicating a path to project completion.

DESIGN STANDARDIZATION

The Ministry of Education recognizes the importance of ensuring that school board capital assets are used effectively and efficiently to support the needs of growing communities.

As part of the 2025-26 program, the ministry will continue to prioritize shovel-ready projects, including those leveraging repeat designs. Design standardization presents opportunities to help save time and money by accelerating the design and approvals processes.

Consistent with the last round of Capital Priorities, school boards must either submit a design from the EDU Design Catalogue or leverage another repeat design. Where a standardized design is not possible, the school board may be permitted to submit a new design. For further details on design submissions and applicable criteria, please refer to the “Project Submissions” section below.

URBAN AND INNOVATIVE SCHOOLS

The ministry recognizes that intensification in high density urban areas may require new and different approaches. As residential development is expected to continue to be high in urban areas, where finding suitable land for the construction of a school may be challenging, the ministry encourages school boards to pursue opportunities to explore new, innovative ways to build school, such as vertical schools and podium schools.

BOARD PERFORMANCE ASSESSMENT

As part of the Capital Priorities evaluation process, school boards will be assessed on their past performance in delivering capital projects, including the following:

- Enhanced Capital Accountability Framework compliance
- Existing inventory of active projects
- Time to completion
- Cost overages
- Adherence to space benchmarks

PROJECT COMMITMENTS

Successful projects will result in a Project Commitment, which will include a clear schedule, budget and scope of the project as submitted by the school board and agreed upon by the ministry. The Project Commitment will establish expectations for successful project delivery.

School boards will be responsible and accountable for implementing appropriate measures to ensure that projects are completed within the schedule, budget and scope established in the Project Commitment.

The ministry will meet with school boards to review project progress reports on a regularly scheduled basis to monitor the progress of approved projects.

PROJECT SUBMISSIONS

Submission templates, guidelines and design catalogue can be downloaded from the Capital and Business Support Division SharePoint site.

School boards will submit proposals through the SharePoint site to be considered for funding approval. A complete submission will include the following:

1. Business Case - Part A (Excel Template) will include:
 - a. Project Information
 - b. Closest Facilities
 - c. Space Template
 - d. Enrolment Projections
 - e. Child Care Joint Submission (If Applicable)
 - f. Child Care Space Template (If Applicable)
 - g. Cost Estimates -
 - i. Boards are restricted from including cost escalation in their calculations.
 - ii. Recommended, projects should include Class D cost estimates.
 - iii. Cost estimation documentation must be submitted with the proposal.
 - h. Submission Check
2. Business Case - Part B (Written Report) will include:
 - a. A written description of the project, including detailed information on the rationale, proposed scope of work and demonstration of why alternative options are not feasible.
 - b. Evidence and details on how site identification and design plans and cost estimates were derived. Identify the Land Priorities funding needed. Note: This does not mean Land Priorities funding will be provided automatically. Requests for Land Priorities funding will be assessed

- against current inventory of surplus property.
- c. Detailed information on costing estimates and assumptions made.
- d. Detailed project plan that includes timelines for key project milestones.
- e. Details on the submitted design, including when the design was last used, associated costs and supporting documentation.

3. Design

- a. School boards should submit, at minimum, schematic designs based on either:
 - i. EDU Design Catalogue; or
 - ii. Recent school board repeat design that at a minimum meets the following criteria:
 - Tendered since 2021
 - Board must provide documentation on project cost for the repeat build that includes prior cost and updated cost estimate for the future build. This includes construction costs + soft costs like permit fees and furniture and fixtures. However, the cost estimate excludes unique site costs/demolition and site preparation costs.
 - Design space has to align with ministry space benchmark requirements for the specific pupil places being requested, including complying with 90% of the total space benchmark. The design of school washrooms must meet ministry requirements for universal barrier free washrooms as well as gender specific multi-stall/communal washrooms.
 - The ministry will only consider minor modifications to a repeat design, including instances where design changes need to be made to accommodate the site or the design is scaled up or down to include or remove additional classroom spaces and required washrooms. Other modifications to a repeat design would be considered a new design. Submission of schematic design for original repeat and proposed design for new project.

New elementary school projects should proceed under one of the two options above. For other projects where a repeat design may not be feasible, school boards may be provided an exception and submit a new design. These projects include:

- additions/renovations;
- projects with unique site constraints;
- podium or vertical schools;
- secondary schools; and
- schools in joint-use facilities.

NOTE: Projects submitted without a design **may be ineligible** for funding.

4. Long Term Projections

- a. Boards are asked to provide details of their longer-term growth needs for addressing current and projected pupil accommodation needs and should be related to municipal growth plans.
 - i. Boards covering the Urban Growth Centres identified in *A Place to Grow* **are required** to submit long term enrolment projections with their 2025-26 submission. A list of areas can be found here: [Ontario's housing supply progress - Dataset - Ontario Data Catalogue](#)
- b. Please see program guidelines for further information.

Please refer to the **Checklist** to ensure your board has included all required documentation.

INFORMATION SESSIONS

The ministry will host information sessions for the Capital Priorities program in **September**, on the following dates:

- September 11, 2025 – 10 a.m. to 11 a.m.
- French session: September 11, 2025 - 1:30 p.m. to 2:30 p.m.
- September 12, 2025 - 10 a.m. to 11 a.m.

These sessions will provide school board staff with support regarding the completion of Capital Priorities business cases.

MINISTRY CONTACT

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

- Christopher Wu, Manager, Capital Program Branch at 647-534-9048, or Christopher.Wu@ontario.ca,
- Sophie Liu, Manager, Capital Program Branch at 647-402-9597 or Sophie.Liu@ontario.ca, or
- Teuta Dodbiba, Director, Capital Program Branch at 647-229-5613 or Teuta.Dodbiba@ontario.ca.

We look forward to reviewing submissions that advance the Ontario government's

commitment to meeting the needs of students and school boards across the province.

Sincerely,

Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division

- c. Senior Business Officials
- Superintendents and Managers of Facilities Managers of Planning Early Years Leads
CAOs of Consolidated Municipal Service Managers CAOs of District Social Services
Administration Boards
- Holly Moran, Assistant Deputy Minister, Early Years and Child Care Division, Ministry of Education
- Didier Pomerleau, Assistant Deputy Minister, French-Language Education Division, Ministry of Education
- Andrew Locker, Director, Field Services Branch, Ministry of Education
- President, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
- President, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
- President, Ontario Catholic School Trustees' Association (OCSTA) Executive Director, Ontario Catholic School Trustees Association (OCSTA) President, Ontario Public School Boards' Association (OPSBA)
- Executive Director, Ontario Public School Boards' Association (OPSBA) Executive Director, Council of Ontario Directors of Education (CODE)
- Executive Director, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)
- Executive Director, Catholic Principals' Council of Ontario (CPCO) Executive Director, Ontario Principals' Council (OPC)

CAPITAL PRIORITIES - St. Robert Replacement School - Submission Details

The Ministry's expectations are that submissions are to include design drawings, cost estimates and clear timelines that the Board commits to. The following section outlines the proposed project details for a St. Robert CHS Replacement School submission.

Design:

Repeat design from Ministry of Education Catalog of a 1,623 pupil place secondary school; St. Kateri Tekakwitha CSS (Halton Catholic DSB) (see Appendix III)

Administration had considered the use of the Stouffville Multi Use facility, given our familiarity and costing available, however as the SMUF design was predicated on the elementary /secondary model in one building, the decision was to proceed with the Halton Catholic design as the St. Robert Replacement school.

The HCDSB example does not include a childcare facility. If a childcare centre in a St. Robert Replacement school is identified by York Region as a priority, Administration will advocate for its inclusion in the project with the Ministry of Education.

Estimated Project Cost:

\$80 Million. Cost estimates include Design, Construction, Site Preparation, Fees, Permits, Studies, F&E and Demolition of the existing facility. A preliminary cost estimate is included in Appendix IV.

Note: Costs may be adjusted prior to the October 8th Submission date as additional information becomes available.

Timeline:

Included in Appendix V, is an estimated timeline for the project, assuming a February, 2026 project approval, a June 2028 construction start and a September 2031 school opening. The timeline is based on numerous assumptions and the premise that the school board and various approval authorities will expedite decision points in a timely manner.

Interim Holding of Students during Construction (2-3 years) :

Given the population of the school and anticipated period of construction there are no simple options for the accommodation of students during the construction. Administration will investigate a number of options including: maintaining the existing building (or a portion of) on site for interim use, the use of surrounding schools (ie. the former Holy Family facility), the sharing of other high schools (potentially St. Elizabeth CHS, St. Joan of Arc CHS, St. Brother Andre CHS, etc).



Sketch Plans

for the new

St. Kateri Tekakwitha Catholic Secondary School

Milton, Ontario

December 22, 2022



FLOOR PLAN: LEVEL 1



FLOOR PLAN: LEVEL 2

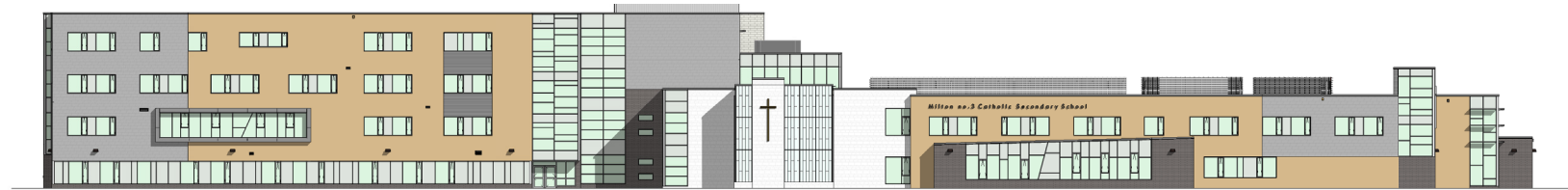


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FLOOR PLAN: LEVEL 4



ELEVATIONS



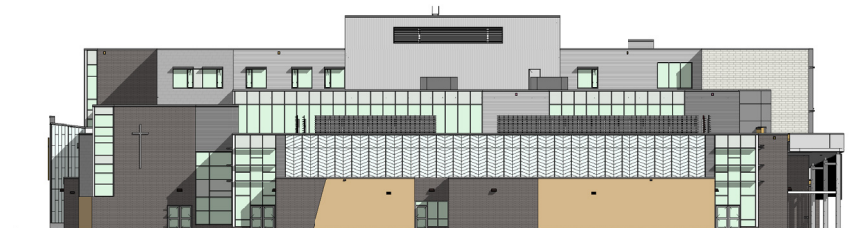
NORTH ELEVATION - LOUIS ST. LAURENT AVENUE



SOUTH ELEVATION



EAST ELEVATION



WEST ELEVATION

APPENDIX IV			
SUMMARY OF PROPOSED MILESTONE DATES FOR ST. ROBERT REPLACEMENT SCHOOL			
Key Milestone		Date	Notes / Details
Call for Capital Priorities		September 8, 2025	
Capital Priority Project Submission		October 8, 2025	Ministry Deadline
Ministry Approval		March 2, 2026	Expected response date as per the Ministry of Education
Architect Selection Initiated		March 3, 2026	Timing for this process may vary
Architect Hired		October 1, 2026	Target: September Board meeting for approval
Detailed Design Complete		August, 30, 2027	
Site Plan	Submission Date	June 1, 2027	
	Expected Approval	December 1, 2027	Assume 6 months
Building Permit	Submission Date	September 1, 2027	
	Expected Approval	March 1, 2028	
Project Tender		May 1, 2028	Release March 14, 2028, award, May 1, 2028
Demolition / Construction Start		June 1, 2028	
Estimated Opening Date		September 1, 2031	Assume 3 years incl demolition of existing facility
Project Substantially Complete		June 1 2031	
Project Complete		Sept 1, 2032	1 year from occupancy

PRELIMINARY PROJECT COSTING		APPENDIX V
St. Robert Replacement School		
ITEM	PRELININARY ESTIMATED COST	Notes / Details
Estimated Cost of Construction	\$68,217,000	Class D Estimate - Turner and Townsend (Aug 2024)
Site Works (Site Prep)	\$721,708	
Unique Site Costs	\$1,897,200	2021 demolition estimate from TriPhase Group
Site Development	\$2,000,000	New Driveway (to be funded through Renewal) EDC Site Prep Rate (\$94,300 * 19 acres) SWM Pond decommissioning (assumes \$200,000)
Sub Total	\$72,835,908	
Soft Costs		
Architect Fees	\$3,410,850	assume 5% of construction estimate
F&E	\$3,000,000	
Other Professional Fees	\$250,000	
Fees/Permits/Other	\$500,000	Assumes Demolition Permit, SPA, Building Permit, Agreement Execution Deposit fees using recent experience from Stouffville Multi Use project
Estimated Project Cost	\$79,996,758	
NOTE: All cost estimates are subject to refinements (positive or negative) as new or updated information becomes available		
Cost estimates are EXCLUSIVE of cost escalation, contingency and net HST		

York Catholic District School Board

REPORT

Report to: Board of Trustees
From: Elizabeth Crowe, Chair of the Board
Date: September 30, 2025
Report: Changes to Operational By-Law No. 1

Executive Summary

The following Operational By-Law changes will be brought forward for information at the August 26, 2025 Regular Board meeting and will come for Action on September 30, 2025.

- Legislative Changes Requiring Trustees to be Physically Present
 - Moving Clause that was in Wrong Section
 - Changes to Committee Language to Align with Legislation and Terms of Reference
 - Changes to Job Titles
-

CHANGES REQUIRING TRUSTEES TO BE PHYSICALLY PRESENT

~~3.1.2.2 The Chair or Vice Chair (as designate) must be physically present for at least half of the Board meetings, including Committee of the Whole, for any twelve month period beginning November 15th.~~

~~3.1.2.3 A trustee shall be physically present in the meeting room of the board for at least three regular meetings of the Board during each twelve month period beginning November 15. For clarity, a trustee must be physically present for at least one regular meeting of the Board for each period of four full calendar months ending the following November 14th.~~

~~3.1.2.4~~ **3.1.2.2** The requirements for persons to be physically present at meetings do not apply if all schools are closed pursuant to an order (*Ont Reg 463/97*).

MOVING CLAUSE THAT WAS IN WRONG SECTION

4.1.14 Minutes

The minutes shall be the responsibility of the resource official and shall be distributed to all members within one month of the meeting date (i.e., for those meetings that occur every other month or committee meetings that may be convened even fewer times throughout the year).

~~As an aid to produce accurate minutes any public meeting of the board may be recorded. Upon final approval of the minutes at a Regular Board Meeting, the recording will be destroyed thereafter. PROVIDED that the minutes of a meeting held in Private Session shall be kept separate and apart from other minutes, and except as otherwise permitted by the Chair or Director of Education, access thereto restricted to a Trustee, and the Director of Education or designate.~~

Note: The language in the highlighted portion of the old 4.1.14 applies to Board Meeting minutes. It was erroneously put in the committee section and implies that committee minutes are approved at Board meetings which is incorrect. There is a proposal in the next section, new 4.3.9, which applies to committee minutes.

Below is the proposed **revised 3.1.17** dealing with Board meeting minutes which reflects current practice.

3.1.17 Minutes

Approved minutes from all Regular Public Board Meetings and Private Sessions (Committee of the Whole) will be signed by the Secretary of the Board and the Chair of the Board, as Official Records of said meetings, on a quarterly basis and filed in a secure area of the Director's Office.

- (a) **As an aid to producing accurate minutes any public Board meeting may be recorded. Upon final approval of the minutes at a Regular Board meeting, the recording will be destroyed thereafter.**
- (b) **As a general rule, minutes of Special Board meetings are approved at a subsequent Regular Board meeting**
- (c) **Once minutes of a public Board meeting are approved they shall be posted on the Board website.**
- (d) **The minutes of a meeting held in Private Session shall be kept separate and apart from other minutes, and except as otherwise permitted by the Chair or Director of Education, access thereto restricted to a Trustee, and the Director of Education or designate**

CHANGES TO COMMITTEE LANGUAGE TO ALIGN WITH LEGISLATION AND TERMS OF REFERENCE

4 COMMITTEE SYSTEM

Standing Committees

Corporate Services
Executive
Human Resources
Joint Board Consortium YCDSB/YRDSB)
Policy Review
Student Success & Pathways
Surplus Asset Committee

Statutory Committees

Audit
Safe Schools
Special Education Advisory Committee (SEAC)
Supervised Alternative Learning (SAL)
York Catholic Parent Involvement Committee (YCPIC)

Standing Committees

Corporate Services
Executive
Human Resources
Policy Review
Safe Schools Suspension and Expulsion
Student Success and Pathways
Surplus Asset Review

Statutory Committees

Audit
Director's Performance Appraisal Committee (DPAC)
Special Education Advisory Committee (SEAC)
Supervised Alternative Learning (SAL)
York Catholic Parent Involvement Committee (YCPIC)

4.1 ~~General Committee Information~~ Appointments to Committees

4.1.1 Trustees are to be appointed annually to all Standing/~~Statutory~~ Committees, ~~SAL, and YCPIC~~ at the Inaugural meeting each year of the Trustee term. ~~This shall not apply to the Board's SEAC where the term is four years.~~ Appointments to Audit (two year term), DPAC (one year term) and SEAC (four year term) are governed by legislation as detailed in their individual Committee Terms of Reference (TOR).

4.1.2 Ad Hoc Committees

Ad Hoc Committees may be established by Board motion for a specific mandate. Trustees ~~are~~ to be appointed to Ad Hoc Committees ~~to~~ serve for the duration of the Committee.

4.1.3 ~~Joint~~ External Committees with Other Organizations

Trustees can be appointed to serve as representatives on committees with other organizations. Examples include but are not limited to: Joint Board Consortium with YRDSB, OCSTA, TRCA. Trustee membership on these committees shall be approved by the Board for a term as defined by Terms of Reference of the committee. This bylaw does not apply to External Committee meetings.

4.1.4 Trustee Membership on Staff Committee

Trustee participation on staff committees may be requested by the Director of Education. The Chair will do a call to committee and membership will be approved at the earliest Board meeting. Trustees will serve on staff committees until the work of the committee is complete or the end of the trustee term, whichever comes first. Staff committees with trustee membership will report to the Board through the appropriate standing committee or directly to the Board. This bylaw does not apply to Staff Committees.

4.1.5 Terms of Reference

Annually, all ~~established~~ **Standing** Committees shall, at their first meeting, review their Terms of Reference (TOR) and forward to the Board for approval. The terms of reference of ~~other~~ **Ad Hoc committees** shall be approved by the Board at the time the committee is established. ~~All Statutory Committees shall include in the terms of reference, the requirements for quorum and voting procedures. Terms of reference for all committees shall be kept on file in the Director's Office.~~

4.1.6 Terms of reference **and membership for** all committees shall be kept on file in the Director's Office **and posted on the Board website.**

4.1.7 The Chair of the Board is ex-officio to all Board Standing Committees.

4.2 Election of Committee Chair/Vice Chair

(a) The staff resource shall call the first meeting of the committee and conduct the election of the committee chair as well as the committee vice chair, if required. The election will follow the guidelines as set out in Section 2.2 save and except for Sections 2.2(b), (e), 2.2(f), and 2.2(l), substituting references to the Board with the committee, and substituting references to Trustees with Members, as appropriate.

(b) In lieu of using legal counsel to count submitted votes for committee elections pursuant to section 2.2(g), Trustees may choose to submit votes to a trusted third party, such as the recording secretary for the meeting, and no scrutineers are required to observe the ballot count.

4.3 Meetings

4.3.1 When and Where Held

4.3.1.1 Committee meetings shall be held on dates **and times** selected by the committee, the committee Chair or the Executive committee of the Board. **The number of meetings held annually shall be determined by the Terms of Reference.** ~~Notice of meetings will be circulated to all Trustees~~

4.3.1.2 All Committee meetings shall be held in a room at the Catholic Education Centre. ~~except for the Joint Board Consortium, whose meetings alternate locations between YGDSB and YRDSB.~~

4.3.1.3 All Committee meetings shall be open to permit the physical attendance by members of the public unless they deal with matters that are to be dealt with in private session (By-Law 3.1.8 and clause 207 (2) (b) of the Education Act).

4.3.1.4 ~~That all~~ All Committee meetings open to the public shall be live-streamed.

4.3.2 Attendance

Attendance at meetings shall be in person or by electronic means.

4.3.2.1 At all committee meetings, in addition to the usual requirements for quorum, the physical presence in the meeting room at the Catholic Education Centre shall be required of:

- (a) The Chair or designate of the committee
- (b) The Director of Education or his/her designate

4.3.2.2 The Chair of a Committee may participate in a meeting by electronic means if:
(a) Weather conditions do not allow the Chair to travel to the meeting location safely; or,
(b) The Chair cannot be physically present at a meeting due to health-related issues; or,
(c) The Chair has a disability that makes it challenging to be physically present at the meeting; or,
(d) The Chair cannot be physically present due to family responsibilities as listed in By-Law 3.1.2

4.3.2.3

(a) If the Chair is not physically present then the Vice Chair will act as the designate and will Chair the meeting. **(4.3.2.1 (a))**
(b) If neither the Chair nor the Vice Chair are physically present, then a committee member present at the Catholic Education Centre shall be elected Chair for the purposes of the meeting. If no committee member is physically present at the Catholic Education Centre, then the meeting will stand adjourned and will be rescheduled.

~~4.1.7.4 Notwithstanding 4.1.7.2 the Chair or Vice Chair (as designate 4.1.7.3(a)) must be physically present for at least half of the committee meetings for any twelve Month period beginning November 15th.~~

4.3.2.4 The requirements for persons to be physically present at meetings do not apply if all schools are closed pursuant to an order (*Ont Reg 463/97*)

4.3.3 Notice and Delivery of Agenda

The resource staff in consultation with the Committee Chair shall be responsible for preparing an agenda for the committee meetings. Notice of all regular meetings shall be given, with such notice to be accompanied by the agenda and any background material for the meeting. All agendas and associated materials shall be delivered electronically by Board email 72 hours prior to the meeting taking place. Any new material submitted after 72 hours needs to be received by motion of the ~~board or~~ committee. **These timelines may be waived for Safe Schools and SAL committee meetings at the discretion of the Committee Chair and staff resource.**

(a) **All Public Committee Agendas shall be posted on the Board website and will include a link to the public livestream.**

4.3.4 Notice of a Committee Member's Late Arrival or Early Leave

Notice of late arrival or early leave from a meeting, whether participation is in the form of face-to-face or via teleconference, will be recorded in the minutes of the meeting.

4.3.5 Quorum

4.3.5.1 Standing and Ad Hoc Committees

(a) **All Trustees are welcome at all standing and/or sub- and ad hoc committee meetings, except for Safe Schools, and will count towards quorum, and have the right to vote.**

(b) For a committee meeting to be duly constituted, a quorum (as per the stated number of Trustees in that committee) of Trustees must be present in person or by teleconference.

4.3.5.2 Statutory Committees and Safe Schools Committee

Attendance, voting rights and determination of quorum for all Statutory Committees and the Safe Schools Committee are defined individually in the Terms of Reference of each committee.

~~(a) Trustees are welcome at all statutory committee meetings, but will not count towards~~

quorum and will ~~not~~ have the right to vote.

~~(b) Only Trustees appointed to Statutory Committees are eligible voting members of that committee. If a Trustee is appointed as an alternate and attends a meeting, they are only eligible to vote if the regular Trustee member is absent. This is to ensure that the Trustee/non-Trustee balance on these committees is preserved. Other Trustees are welcome at public statutory committee meetings as guests. (i.e.: SEAC, YCPIC, Audit)~~

~~(c) For a Committee meeting to be duly constituted, a quorum (as per the stated membership of that committee) must be present in person or by teleconference.~~

4.3.6 Change or Cancellation of Meeting

~~Trustees/Members of a Committee(s) shall be notified of any change or cancellation of a meeting of the Committee(s), by email 48 hours prior to the scheduled start of the meeting and the calendar invite will also be updated. In case of an emergency cancellation due to weather or lack of quorum, verbal notification may be required to confirm receipt of notice. Or electronic means (with respect to such trustees as cannot be contacted personally or by telephone for verbal notice) in accordance with the provisions of Section 7.4 hereof.~~

4.3.7 Resource Staff

The Director of Education will act or appoint a supervisory officer as resource official for each committee. The Director shall be the ex-officio staff resource of all committees. Committees shall have access to all Board information and the assistance of appropriate staff. The allocation of staff resources is the responsibility of the Director and is monitored by him/her. Where services require more staff time than can be made available, the matter will be brought to the Executive Committee.

4.3.8 Matters in Private Session

Committees shall meet in private session under those circumstances identified in 3.1.8.

4.3.9 Minutes

The minutes shall be the responsibility of the resource official and shall be distributed to all members within one month of the meeting date (i.e., for those meetings that occur every other month or committee meetings that may be convened even fewer times throughout the year).

- (a) As an aid to producing accurate minutes any public meeting ~~of the board~~ may be recorded. Upon final approval of the minutes ~~at a Regular Board Meeting~~, the recording will be destroyed thereafter.
- (b) **Once minutes of a public committee meeting are approved they shall be posted on the Board website.**
- (c) ~~PROVIDED that~~ The minutes of a meeting held in Private Session shall be kept separate and apart from other minutes, and except as otherwise permitted by the Chair or Director of Education, access thereto restricted to a Trustee, and the Director of Education or designate.

4.3.10 Committee Procedures

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

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

~~4.1.16 Sub-Committees~~

~~Sub-committees may be established by a Committee(s) to consider any matter within the terms of reference of the committee. A sub-committee is dissolved upon submission of its final report to the committee.~~

4.3.11 Reporting Procedure

- (a) A committee's report to the Board will identify action items **for the Board's consideration** first, with recommendations, followed by information items.
- (b) The report will be included with the agenda of the Board meeting.
- (c) The report will be attached as an integral part of the minutes of the Board meeting.
- (d) The report of a committee's in-camera session will ~~be submitted to the Executive Committee for inclusion~~ **be included in** the agenda for the **appropriate** Committee of the Whole.
- (e) A committee shall submit a Report as outlined above for each area of jurisdiction dealt with by the Committee.
- (f) SAL (Supervised Alternative Learning) and the Board Safe Schools Committee do not regularly report to the Board, but will produce an annual Committee report summarizing their work **at the August Board meeting**.

4.4 Executive Committee

4.4.1 How Constituted

The Executive Committee shall be constituted as follows:

- (a) The Chair of the Board
- (b) The Vice Chair of the Board
- (c) Minimum of One (1) Trustee-at-large

The Chair of the Board shall be the Chair of the Executive Committee. The Director of Education shall be a resource to the Committee.

4.4.2 Right of Attendance

All trustees may attend the meetings of the Executive Committee.

4.4.3 Responsibilities of Executive

- (a) To set Board agendas;
- (b) To set Board calendars;
- (c) To organize retreats and Trustee faith development; and,
- (d) To organize Trustee professional development and/or training sessions.

4.4.4 Meetings

The Executive Committee shall meet approximately one week prior to a Board meeting, or at the call of the Chair, at the Catholic Education Centre, in Aurora.

~~4.3 Joint Board (YRDSB/YCDSB) Consortium~~

~~The Joint Board Consortium is created by agreement with an outside body, and its terms of reference are constructed by consensus with that outside body (the co-terminus Board).~~

~~4.3.1 Membership~~

~~The core membership of the consortium shall be two trustees from each Board plus the Chair from each Board. The quorum shall be three members, which shall include at least one trustee from each Board.~~

~~4.3.2 Responsibilities~~

The Joint Board Consortium shall have the following responsibilities:

- ~~a) To govern and direct the operation of common services for the York Catholic District School Board and its Coterminous Board;~~
- ~~(b) To report and provide recommendations to each Board relating to areas within its mandate;~~
- ~~(c) To administer policies as approved by each Board;~~
- ~~(d) To make recommendations to each Board on the following topics with regard to transportation:~~

~~General policy and communications~~

- ~~—Procurement of service and establishing rates~~
- ~~—Annual budget estimates~~
- ~~—Cost allocation formula~~
- ~~—Financial controls~~
- ~~—Operational reviews~~

~~4.3.3 Co-Chairs~~

~~The members shall at the first meeting elect from among themselves a Co-Chair. The consortium shall have two co-Chairs, one representing each Board.~~

~~4.3.4 Meetings~~

~~Unless otherwise determined by a motion of the respective Boards (YRDSB/YCDSB), the regular meeting of the Joint Board Consortium shall be held no less than 3 times per year, and alternating yearly between the offices of the York Catholic District School Board and the York Region District School Board, in Aurora on such day and at such time as the YRDSB/YCDSB shall from time to time determines.~~

4.5 Statutory Committees

The Board shall establish the following statutory committees in accordance with the terms of the *Education Act* and the regulations there under:

- (a) Audit Committee
- (b) ~~Safe Schools Committee~~ Director's Performance Appraisal Committee
- (c) SAL (Supervised Alternative Learning)
- (d) SEAC (Special Education Advisory committee)
- (e) YCPIC (York Catholic Parent Involvement Committee)

4.5.1 Composition of Statutory Committees

The composition of statutory committees shall be for:

- (a) The Special Education Advisory Committee, the persons prescribed and selected in the manner set out in *Ontario Regulation 464/97*, as amended from time to time;
- (b) The Director's Performance Appraisal Committee (DPAC), as prescribed in *Ontario Regulation 83/24*, as amended from time to time.
- (c) The Supervised Alternative Learning Committee, the persons prescribed and selected in the manner set out in *Ontario Regulation 374/10*, as amended from time to time;
- (d) The York Catholic Parent Involvement Committee, one trustee (1). *Ontario Regulation 612/00*, states that a meeting of a parent involvement committee cannot be held unless one trustee (1) is present and it is the responsibility of the appointed trustee to designate a member of the Board to attend in their stead if they are unable to be present in a meeting;
- (e) The Audit Committee, three (3) trustees selected by the Board, and 2 external members identified by the selection committee as per *Ontario Regulation 361/10*, as amended from time to time, and selected/appointed by the Board.

~~4.4.3 — Membership~~

~~4.4.3.1 — Trustee membership on Statutory Committees will be as per 4.4.2. The names of Trustee members for all committees shall be recommended to the Board on an annual basis.~~

~~4.4.3.2 — Non-Trustee members on Statutory Committees shall be appointed by the Board as required by legislation.~~

~~4.5 General Committees~~

~~4.5.1 — How Constituted~~

~~The Board will establish the membership and role of other Committees as required~~

~~4.5.2 — Right of Attendance~~

~~All Trustees may attend meetings of other Committees.~~

~~4.5.3 — Chair and Vice Chair~~

~~The members of the committee shall, at their first meeting, elect from among themselves, a Chair and if required a Vice Chair.~~

~~4.5.4 — Joint Committees with Other Organizations~~

~~The Board may establish committees with other organizations. Trustee membership on these committees shall be approved by the Board.~~

~~4.5.5 — Trustee Membership on Staff Committee~~

~~Trustee participation on staff committees may be requested by the Director of Education, but must be approved by the Chair and reported to the Board.~~

~~4.6 Board Referral Power~~

~~Notwithstanding anything contained in this By Law, the Board shall have the power to refer any matter to any committee or Ad Hoc Committee it deems necessary/appropriate.~~

7 GENERAL

7.1 Procedure for Appointment of Committees by the Board

The list of **available** committees shall be circulated to all trustees of the Board in the middle of ~~November~~ **at the end of October** of each year, with a request to indicate preference of Standing Committees, Statutory Committees and other Committees. Based on the preferences indicated **and a balancing of** workload, the Chair of the Board will recommend committee appointments to be made **at the annual Inaugural Board meeting.** ~~first board meeting in December.~~

Some committees will not be available since they have terms longer than one year and/or are appointed at different times of the year as per their Terms of Reference.

Terms of Reference for ALL committees will be provided to all newly elected Board members at the time the selection preference form is provided and to any other trustees upon request.

CHANGES TO JOB TITLES

11.6 Execution of a Materially Significant Document

A Materially Significant Document that has received approval by Board motion for execution by the Corporation may be signed by any two persons:

11.6.1 Chair;

11.6.2 Vice-Chair;

11.6.3 Director of Education, **Foundation Chair and Secretary of the Board**;

11.6.4 Associate Director;

11.6.5 Chief Financial Officer and Treasurer; ~~Or, by any of the foregoing together with an Assistant Secretary.~~ Any document so signed is binding upon the Board without any further authorization or formality.

12 BANKING

12.1 Bank Signing Officers

The signatures of two signing officers are required when making, drawing, accepting, endorsing, negotiating, lodging, depositing or transferring all or any cheques, promissory notes, drafts, acceptances, bills of exchange, order for payment of money, contracts for letters of credit and forward exchange; issuing cheques, drafts or orders for payment drawn on the bank accounts of the Board; acquisition of short-term investments (e.g., GIC) permitted under the *Education Act*.

Bank Signing Officers

Director of Education, **Foundation Chair & Secretary of the Board**

Associate Director

Chief Financial Officer & Treasurer

~~Senior Manager, Budget, Payroll and Benefit Services~~

~~Manager, Accounting and Financial Services~~

Manager - Financial Reporting and School Finance

Manager - Budget

RECOMMENDATION

THAT changes to Board By-Laws 3.1.2.2; **3.1.2.3; 3.1.2.4**; 3.1.17; 4.1; 4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5; 4.1.6; 4.1.7; **4.1.14; 4.1.7.4**; 4.2; 4.3; 4.3.1; 4.3.1.1; 4.3.1.2; 4.3.1.3; 4.3.1.4; 4.3.2; 4.3.2.1; 4.3.2.2; 4.3.2.3; 4.3.2.4; 4.3.3; 4.3.4; 4.3.5; 4.3.5.1; 4.3.5.2; 4.3.6; 4.3.7; 4.3.8; 4.3.9; 4.3.10; 4.3.11; 4.4; 4.4.1; 4.4.2; 4.4.3; 4.4.4; 4.5; 4.5.1 (b) (c); **4.5.2; 4.5.3; 4.5.4; 4.5.5**; 7.1; **11.6; 12.1** be approved as presented at the September 30, 2025 Board Meeting.

Submitted by: Elizabeth Crowe, Chair of the Board

YORK CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE
REPORT NO. 2025: 08

To: Regular Board Meeting

September 30, 2025

A meeting of the Special Education Advisory Committee was held on **September 15, 2025** in a hybrid format in person at the CEC, 320 Bloomington Rd. W and virtually over Google meet.

PRESENT:

Committee Members:	J. Wigston, A. Grella, A. Connolly, N. Byrne, S. Leckey, M. Rennie, J. Man, A. Carter, D. Legris, J. Akleh
Administration:	J. Powers, L. Lausic, E. Strano
Regrets:	M. Iafrate, C. Chen, Y. Zhou, N. Welch, S. Byrne, M. Bujan, S. Carnovale
Recording	C. Mong
Guests:	P. D'Ugo, OT/PT-A V. Ip, OT M. Liberatore, Itinerant Work Experience Teacher S. Prajapati, OT

1. **ACTION ITEM(S):** NIL
2. **CORRESPONDENCE:** NIL
3. **PRESENTATIONS/DISCUSSIONS/INFORMATION:**
 - Cooperative Education Supports for Students with Disabilities Pilot
4. **ASSOCIATION REPORTS:**
 - Community Living – E Connector
 - LDAYS: Monthly Report, Upcoming programs and Workshops
5. **ITEMS FOR FUTURE AGENDA:** NIL
6. **NEXT MEETING:** October 20, 2025

A. GRELLA, CHAIR, SEAC

REPORT NO. 2025:05
YORK CATHOLIC PARENT INVOLVEMENT COMMITTEE (YCPIC)

September 30, 2025

PRESENT:

REGRETS:

Trustee(s): N/A

- 3. FUTURE MEETING DATES:** November 24, 2025 at 6:30 pm

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York Catholic District School Board

REPORT

Report To: Board of Trustees

From: Administration

Date: September 30, 2025

Report: 2025-26 Annual Audit Committee Report to the Board of Trustees

EXECUTIVE SUMMARY:

As required by O. Reg 361/10 – Audit Committees, two reports are required to be submitted annually: one outlining work performed by the Regional Internal Audit Team and submitted to the Ministry of Education, and one summarizing audit Committee-related activities for the Board of Trustees. Both reports, as presented to the Audit Committee (September 29, 2025) have been included herein for Trustee information.

Appendices:

- Appendix A: Draft Annual Audit Committee Report to the Ministry of Education for the year ended August 31, 2025
- Appendix B: Draft Annual Audit Committee Report to the Board of Trustees for the year ended August 31, 2025

Recommendation:

THAT the Board of Trustees receives the 2024-25 Annual Audit Committee Report to the Ministry of Education and to the Board of Trustees.

Submitted by: Jesua Tsai, Manager, Financial Reporting and School Finance
Reviewed by: Calum McNeil, Chief Financial Officer and Treasurer of the Board
Endorsed by: John De Faveri, Director of Education, Foundation Chair and Secretary of the Board



York Catholic District School Board

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

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Annual Report to the Board of Trustees and Forwarded To the Ministry of Education For the year ended August 31, 2025

September 23, 2025

District School Board Name: York Catholic District School Board

Fiscal Year: 2024/25

Re: Annual Audit Committee report to the Ministry of Education as per Ontario Regulation 361/10

During the 2024/25 fiscal year, the following internal audits or other engagements were started by the Regional Internal Audit Team but not completed by August 31st:

Engagement	Commenced	Status at August 31 st
Student Achievement Engagement - Analysis of EQAO Trends	April 2025	Fieldwork
Trustee & Senior Administration Expense Audit	August 2025	Fieldwork

In addition to the above, the following engagements were completed in the 2024/25 fiscal year:

Engagement	Commenced	Completed	Presented
Follow-up: Transportation Audit	November 2024	March 2025	May 2025
Follow-Up: Continuing Education Audit	November 2024	March 2025	May 2025

AND

Based on the Regional Internal Audit Plan, YCDSB is not expecting any Enrolment Audits to be performed.

Date

Signature
Maria Iafrate, Audit Committee Chair

**ANNUAL AUDIT COMMITTEE REPORT TO THE BOARD OF TRUSTEES
AS PER ONTARIO REGULATION 361/10 FOR THE YEAR ENDED AUGUST 31, 2025**

This report summarizes the Audit Committee's actions for the year ended August 31, 2025.

Audit Committee Members

The Audit Committee consisted of 5 members, listed below:

Trustee Members:

- Maria Iafrate (Chair)
- Carol Cotton (Vice-Chair)
- Joseph DiMeo

External Members:

- Michael Petrilli (*Resigned November 11, 2024*)
- Daniel Murack
- Francesca Cellucci (*effective May 30, 2025*)

In addition, regular attendees at the Committee meetings were:

- John De Faveri – Director of Education, Foundation Chair and Secretary of the Board
- Jennifer Sarna – Associate Director
- Calum McNeil – Chief Financial Officer and Treasurer of the Board
- Paula Hatt – Regional Internal Audit Team Senior Manager
- Melanie Dugard and Allison Frizzell – Doane Grant Thornton LLP, External Auditors

Administrative Tasks

At the beginning and throughout the year, following recommended good practices, various administrative tasks were completed. These included:

- Public Sector Accounting Standards update
- Tracking of Committee work plan to ensure compliance with O.Reg 361/10

Four meetings were scheduled throughout the year. The minimum required by O.Reg 361/10 is three meetings. The April 2, 2025 meeting was cancelled due to lack of quorum.

The members in attendance at each meeting were as follows:

	September 18, 2024	November 11, 2024	April 2, 2025	May 30, 2025
Trustees:				
Maria Iafrate (Chair)	✓	✓	NA	✓
Carol Cotton (Vice-Chair)	✓	×	NA	✓
Joseph DiMeo	×	✓	NA	×
External Members:				
Michael Petrilli	×	✓	NA	resigned
Daniel Murack	✓	×	NA	×
Francesca Cellucci				✓

Governance

The Audit Committee operated throughout the fiscal year ending August 31, 2025. All of the members satisfied the eligibility requirements by Ontario Regulation 361/10.

External Auditors

The relationship with the external auditors has been satisfactory. The external auditors, Doane Grant Thornton LLP, presented the planned scope of their work for the 2023-24 fiscal year to the Committee, which the Committee reviewed and recommended for approval at the September 18, 2024 meeting. The external auditors confirmed their independence in a September 18, 2024 letter included in the same Audit Strategy report.

The Audit Committee reviewed and recommended the approval of the 2023-24 annual audited financial statements on November 11, 2024.

Internal Auditors

The relationship with the GTA Regional Internal Audit Team (RIAT) has been satisfactory. The YCDSB Audit Plan (2024-25) was reviewed and received on November 11, 2024. Although the previous RIAT plan was for two years, due to various reasons, the team will conduct a risk refresh to inform the audit plan for 2025-26 subsequently.

The RIAT presented the following work during the year:

Planned Audits	Status	Date Presented to the Audit Committee
Special Education Financial and Operational Review, Phase 2 (2023-24)	Not Started	N/A
Student Achievement Engagement - Analysis of EQAO Trends (2023-24)	In Progress	N/A
Succession Planning for Senior Administration (2023-24)	Deferred	N/A
Audit of Expense Reimbursements for Trustees and Senior Administration (2024-25)	In Progress	NA
Transportation Audit (2018-19)	Follow up Report	May 20, 2025
Continuing Education Audit (2016-17)	Follow up Report	May 20, 2025

The Audit Committee was briefed on each engagement, including management's action plans, and submitted to the Board of Trustees as part of its Committee reports.

Audited Financial Statements

The Board received the 2023-24 Audited Financial Statements on November 11, 2024.

Audit Committee Training

Doane Grant Thornton LLP provided a Public Sector Accounting Standards update on September 18, 2024.

Summary of the work performed

In addition to the audit work noted above, Appendix C (below) outlines further work performed by the Audit Committee in the last 12 months.

By the signature noted below, we attest that we have discharged our duties and responsibilities under Ontario Regulation 361/10.

To be signed here

Trustee Maria Iafrate
2024-25 Audit Committee Chair

**Summary of Further Duties performed by the Audit Committee
For the Year Ended August 31, 2025**

The Audit Committee performed the following additional duties:

		Meeting Date 2024-25			
Category	Audit Committee Agenda Items	Sept 18, 2024	Nov. 12, 2024	April 2, 2025	May 21, 2025
	Ministry Amendments				
Ministry	Audit Committee Regulation 361/10 Amendments	NA	NA	NA	NA
	External Reports				
Doane Grant Thornton LLP	Year-End Audited Financial Statements – 2023-24		✓		
	Regional Internal Audit Team (RIAT)				
RIAT	YCDSB Regional Internal Audit Updates & Annual Report	✓	✓		✓
RIAT	Regional Internal Audit Team Annual Report - 2023-24	✓			
Governance	RIAT: Legislative Compliance Tool Presentation		✓		
RIAT	RIAT Follow-Up: Transportation Audit				✓
RIAT	RIAT Follow-up: Continuing Education Audit				✓
	Other				
Annual Report	2023-24 Consolidated Financial Statements		✓		
Annual Report	2023-24 Annual Audit Committee Report to the Ministry of Education		✓		
External Member	Audit Committee External Member Update; Recruitment process was undertaken for one external volunteer Audit Committee member (<i>Francesca Cellucci</i>)		✓		✓

York Catholic District School Board

**REPORT NO. 2026:01 of the
AUDIT COMMITTEE
REGULAR SESSION**

To: Board of Trustees

September 30, 2025

A regular session of the Audit Committee was held at 320 Bloomington Road West and via Google Meets, on Monday, September 29, 2025 at 5:00 p.m.

PRESENT:

Committee Members: C. Cotton, M. Iafrate, J. Wigston, F. Cellucci, D. Murack*

Absent with Notice:

Other Trustees: A. Saggese

Administration: J. De Faveri, J. Sarna, C. McNeil, J. Tsai, A. Arcadi*, J. Chiutsi*,
N. Galatianos*, A. Iafrate*, T. Laliberte*, L. Sawicky*, S. Wright*

RIAT Team: P. Hatt, Regional Internal Audit Senior Manager

Other Guests:

Absent with Notice:

Recording: K. Errett

Presiding: C. Cotton, Committee Chair

[Denotes attendance via teleconference]*

a) Election of Committee Chair for 2026

i. Trustee Cotton Chair

ACTION ITEM(S): Nil

BUSINESS ARISING FROM THE MINUTES OF THE PREVIOUS MEETING: Nil

OUTSIDE PRESENTATION(S): Nil

DISCUSSION ITEM(S)

The Committee processed the following:

a) The Minutes of the May 20, 2025 Audit Committee (Regular Session) were approved.

INFORMATION ITEM(S)

The Committee processed the following:

- a) Terms of Reference of the Audit Committee
- b) Annual Audit Committee Report to the Board of Trustees
- c) YCDSB Regional Internal Audit Team (RIAT) Update
- d) School-Day Cashless Online System
- e) 2023-24 School Finance Audit Reports

Next meeting date for the Audit Committee: November 11, 2025

ADJOURNMENT: 5:38 p.m.

On Motion: Iafrate/Cellucci and CARRIED

C. Cotton, Committee Chair



York Catholic District School Board

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~~September 23, 2025~~ – Revised September 30, 2025

MOTION TO REQUEST A REPORT ON EXPANDING INTERNATIONAL LANGUAGE EXTENDED DAY PROGRAM

- Whereas** the York Catholic District School Board (YCDSB) has supported International Languages programming since the early 1980s;
- Whereas** the International Language Elementary (ILE) Extended Day Italian program provides students in Grades 1–8 with the opportunity to learn Italian language and culture during the instructional day;
- Whereas** in 2024, 5,882 students participated in ILE across 21 elementary schools within the YCDSB;
- Whereas** the Ministry of Education recognizes ILE as an official program, with the Extended Day delivery model shown to have higher participation rates than Saturday programming due to scheduling conflicts with extracurricular activities;
- Whereas** alternate funding sources have been received to help subsidize costs not fully covered by the Ministry's Heritage Fund for Italian Extended day model;
- Whereas** several families and school councils within YCDSB have requested the Extended Day Italian program be made available in their schools.

LET IT BE RESOLVED

THAT staff develop and present to the Board a process for determining school community interest in offering International Extended Day language **Italian** programs, prioritizing schools where demand has been expressed, and report back with recommendations for implementation.

Respectfully submitted,

Angela Saggese
Trustee
Vaughan (Area 1, Ward 1) Maple/Kleinburg

Reference No. 2025:11:0923:AS

Angela Saggese, Trustee – Vaughan (Area 1, Ward 1) Maple/Kleinburg
angela.saggese@ycdsb.ca • Cell (647) 808-3568

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

REPORT TO: Board of Trustees

FROM: Senior Administration

DATE: September 30, 2025

RE: Trial of a Virtual Grade 8 Open House – St. Theresa of Lisieux Catholic High School

Executive Summary:

The purpose of this report is to inform the Board of Trustees of a trial initiative by St. Theresa of Lisieux Catholic High School (STL) to host a Grade 8 Virtual Open House in November 2025. This initiative is being proposed in response to ongoing challenges with in-person events at capped secondary schools that have experienced significant increases in attendance. The intent is to ensure safety, improve the quality of communication, and provide a more accessible format for families.

Background Information:

Over the past several years, in-person Grade 8 Open Houses at capped schools such as STL have seen record attendance. While this strong interest is encouraging, it has also created a number of challenges. Overcrowding has led to risks of exceeding fire code limits, raising serious safety concerns for students, staff, and families. Families have also reported missing important information due to the noise and congestion of overcrowded sessions. Schools and the Board have been inundated with follow-up calls seeking clarification on eligibility, timelines, and application processes. In addition, families outside of designated catchment areas have frequently attended, seeking to make their case in person. This complicates event management and adds to the demand. These issues have made it increasingly difficult to balance safety, clarity of communication, and equitable access to information. It is important to note that several other schools across the Board are experiencing similar pressures. However, the Senior Team is recommending that a trial be conducted at one school, STL, before expanding the initiative further. A subsequent report will be brought forward to the Board for consideration of extending this option to other schools.

Current Status:

To address these challenges, a trial Grade 8 Virtual Open House format will be implemented for the November 2025 cycle at St. Theresa of Lisieux Catholic High School. A high-quality video will be developed in collaboration with the school, featuring all key messaging normally delivered at in-person events. The video will be posted on the school website and social media platforms on November 5, 2025, allowing families to view, re-watch, and clarify information at their convenience. Grade 8 students from feeder schools will also attend in-person sessions during the school day on November 5, which coincides with Take Our Kids to Work Day. These in-person sessions will be tailored to YCDSB students and families already within the system. School administrative teams are actively preparing to implement this strategy with a strong commitment to safety, quality, and accessibility.

Prepared By: Joel Chiutsi, Superintendent of Education: School Leadership
Endorsed By: Jennifer Sarna, Associate Director of Education
Approved By: John De Faveri, Director of Education, Foundation Chair and Secretary of the Board

York Catholic District School Board

REPORT

Report to: Board of Trustees
From: Administration
Date: September 30, 2025
Report: **Multi-Year Financial Recovery Plan (MYFRP) update**

EXECUTIVE SUMMARY

To ensure transparency and good governance over the Multi-Year Financial Recovery Plan (MYFRP), administration will provide monthly updates to the Board. While the 2025/26 fiscal year has just begun, this report presents the latest year-end estimates for 2024/25.

BACKGROUND INFORMATION

On July 23, 2025, at the Ministry's request, the Board of Trustees submitted a revised MYFRP. This version excluded committed capital projects while still achieving elimination of the accumulated deficit by 2030/31. The revised submission incorporated updated 2024/25 projections and was reported to the Board on August 26. As of today, the Ministry has not yet approved the revised plan.

MYFRP UPDATE – 2024/25

Although year-end work is still underway, our preliminary financial position (excluding the impact of our POD approval) is an in-year deficit of **\$10.3M**. This compares with:

- \$10.5M deficit projected in the original MYFRP (January)
- \$6.3M deficit in the revised MYFRP (June)
- \$10.3M deficit in the resubmission (August)

The main drivers of these significant swings were two one-time Bill 124–related adjustments:

1. **Increased revenue** of \$2.9M from the issuance of additional T4s.
2. **Funding clawback** of \$2.7M from the Ministry.

These offsetting impacts caused the apparent volatility in projections. Other budget variances will be included as part of the normal year-end reporting cycle once the audit is complete.

MYFRP UPDATE – 2025/26 AND BEYOND

We remain on track with the MYFRP submitted for approval. The first monthly Ministry report for 2025/26, covering results to September, is due October 20. Therefore, there are no further updates for Trustees at this time. The October Board update will include a summary of the Ministry report.

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

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

REPORT TO: Board of Trustees

FROM: Administration

DATE: September 30, 2025

RE: 2025-26 Inviting and Inclusive Schools Year Two Implementation Plan

Executive Summary

This report provides the second-year plan for the Office of Inviting and Inclusive Schools at YCDSB. Building on the foundational year (2024–25), Year Two emphasizes the implementation of the Employment Equity Audit, the commencement of the Education Equity Audit, and Phase two of the Classroom Technology Equity Committee, while deepening system-wide commitments to equity, accessibility, inclusion, and anti-racism. The plan aligns with the 2025–26 Multi-Year Strategic Plan (MYSP) equity goal: *to create safe, welcoming, and inclusive environments where all students and staff are supported to thrive academically, spiritually, and socially.*

Background

In Year One, the office established the foundation for long-term equity and inclusion success, as seen in Appendix A, through:

- Shareholder engagement and trust-building
- Completion of the Employment Equity Audit
- Policy review and recommendations
- Pilot initiatives e.g. Classroom Technology Equity Committee
- Professional development for administrators, staff and senior leadership team.
- Community-facing initiatives such as the *Eradication of Poverty Fundraiser*, *initiation of the East Asian Heritage Symposium*, *AKOMA community partnerships*, *Ontario Equity Superintendents Community of Practice* and *BLG Event in partnership with York University*, *Municipal Diversity Inclusion Group (MDIG)*, *TD Bank Workshops*, *Apple Innovation*, *Georgian College Diversity and Inclusion Advisory Committee* and *York University Shulich School of Business*.

The risks of inaction identified in Year One (loss of trust, inequitable resource allocation, policy gaps, and limited accountability) remain guiding considerations for Year Two planning.

Year Two Priority Areas (2025–26)

1. Commencement of Education Equity Audit

- Embed disaggregated data into system-level reviews and school improvement planning.
- Launch board/community-wide consultations to validate findings and co-develop responsive strategies.

2. Employment Equity Audit Rollout

- Provide mid-year and year-end reports to the Board and employee groups regarding progress.

3. Classroom Technology Equity Committee

- Distribute targeted funds to *Priority Schools* to address digital divides.
- Focus on four domains: (1) equity of access, (2) digital management and maintenance, (3) infrastructure, (4) training & professional development.
- Monitor of technology use, access, and impact on student engagement and achievement.

4. Professional Development & Capacity Building

- Continue board-wide training on cultural competency, anti-racism, accessibility, and inclusive leadership.
- Develop learning modules for principals to cascade to staff (peer-to-peer equity learning).
- Partner with external experts (e.g., Anima Leadership, Dr. Carl James, Apple Innovation Project) for specialized training.

5. Community Engagement & Partnerships

- Host annual Community Consultations to report on progress and co-create next steps.
- Expand partnerships with YRP, CAS, municipal equity network (MDIG)s, and post-secondary institutions.
- Launch an accessible online portal to share data, and progress updates.

Alignment with 2025–26 MYSP

- Catholic Social Teaching: Recognizing the dignity of each person created in God’s image.
- Student Achievement & Well-Being: Removing systemic barriers to improve outcomes for equity-seeking groups.
- Staff Excellence: Creating equitable hiring, retention, and professional growth pathways.
- Technology & Innovation: Ensuring all students have equitable access to digital tools and learning opportunities.
- Community Engagement: Building trust through transparency, shared accountability, and inclusive decision-making.

Risks if Not Addressed

- Ongoing inequities in access and outcomes for students and staff.
- Loss of trust from families, community partners, and equity-seeking groups.
- Potential legal, OHRC, financial, and reputational risks for the Board.

Next Steps

1. September-October 2025: Review and implement Employment Equity Audit recommendations; communication regarding Education Equity Audit to shareholders.
2. October-November 2025: Community consultations on Education Equity Audit findings.
3. December 2025-March 2026: Implement targeted school-based pilot initiatives and report interim results.
4. March 2026: Publish mid-year equity progress report.
5. June 2026: Provide Board with Year Two equity outcomes and recommendations for Year Three.

Conclusion

Year Two represents a pivotal shift from foundation to action. By embedding the Equity Audits, advancing classroom technology equity, and strengthening professional and community capacity, YCDSB continues its commitment to eliminating barriers, fostering inclusion, and living out Gospel values across the system.

Prepared By: Siobhan Wright, Superintendent of Inviting and Inclusive Schools

Endorsed By: John De Faveri, Director of Education, Foundation Chair and Secretary of the Board



YCDSB 2024-2025 Year-End Update

Inviting and Inclusive Schools

Introduction to the Inviting and Inclusive Schools Office

The Office of Inviting and Inclusive Schools reflects YCDSB's commitment to advancing equity, diversity, inclusion, and accessibility (IDEA) across all schools and departments. In its first year, the office focused on:

1. Increased Awareness & Commitment

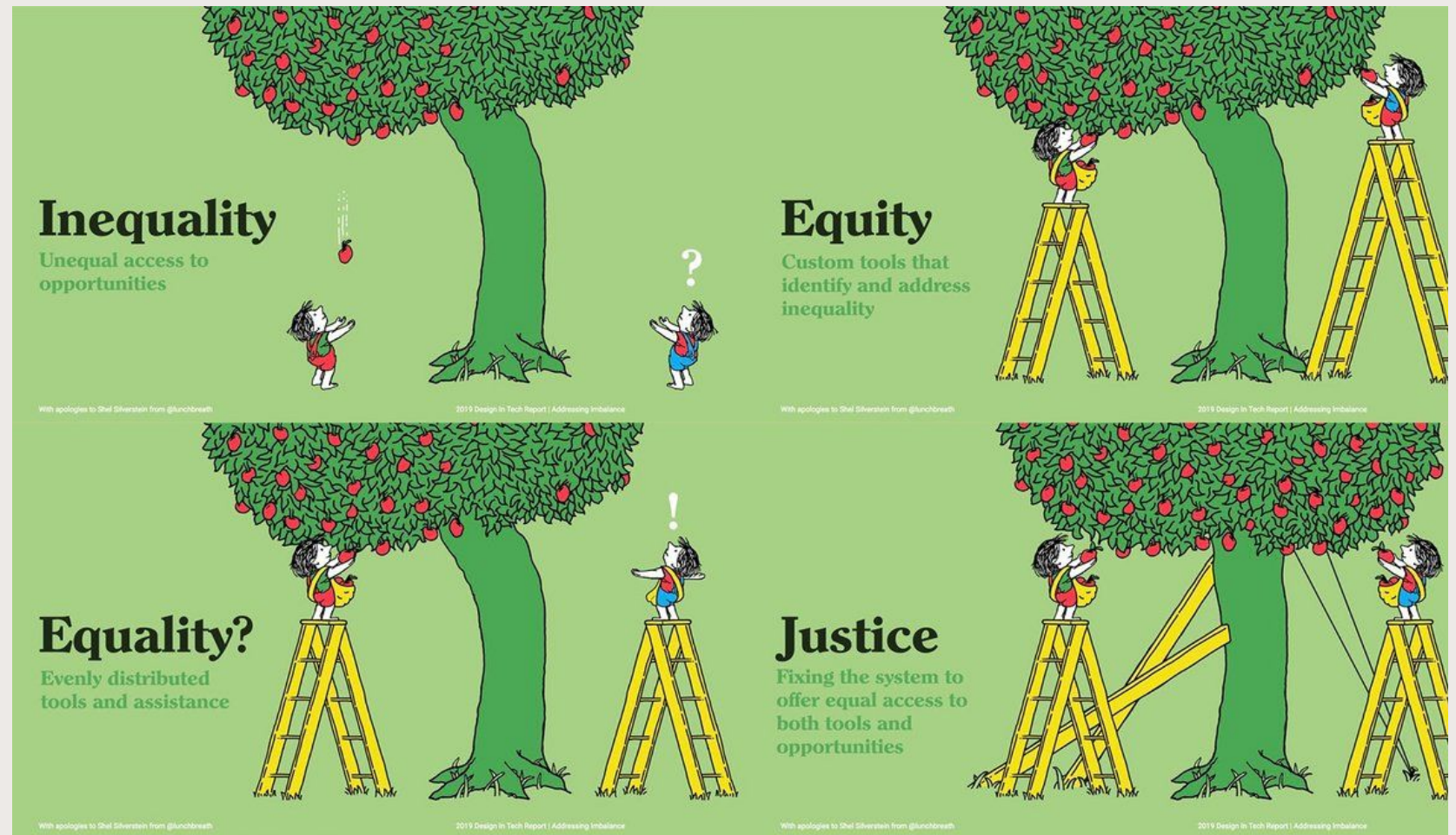
Nurture a culture of equity and inclusivity across the system.

2. Data-driven Policies

Ensure that policies and practices effectively address the needs of all students and staff.

3. Sustainable Equity Efforts

Lay the foundation for ongoing and future equity work, ensuring long-term success and inclusivity within the Board.



Aligned with YCDSB's Multi-Year Strategic Plan, the office led efforts in strategic leadership, capacity building, accountability, and community engagement to embed IDEA into policies, practices, and culture, ensuring a more inclusive and supportive school system.



1.

Increased Awareness and Commitment

Professional Development and Training

Professional development is essential for fostering inclusive, diverse, equitable, and accessible learning environments. By equipping educators, administrators, equity leads, and managers with the skills to address systemic barriers, it ensures that schools meet the needs of all students and staff. During the 2024-2025 school year, the senior leadership team, along with administrators, took part of IDEA training that will continue in the 2025-2026 school year.

**Inclusion,
Diversity,
Equity, and
Accessibility for
Learning**



Key Benefits:

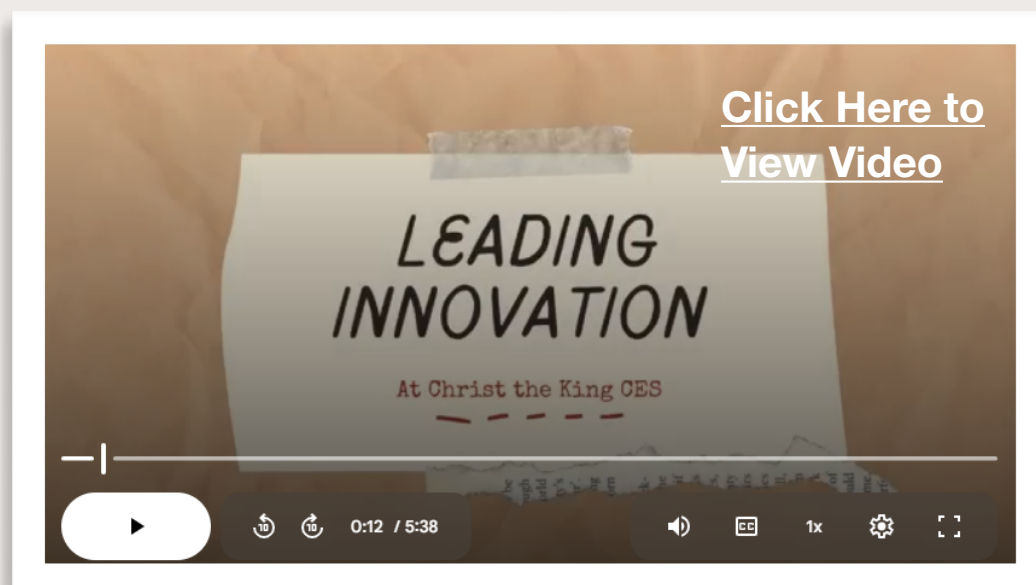
1. **Equity and Inclusion:** Training empowers leaders and educators to integrate equity, diversity, and accessibility into the system, teaching practices, policies, and school/board culture.
2. **Leadership Development:** Administrators and managers gain tools to drive systemic change and create supportive, inclusive environments.
3. **Adaptability and Innovation:** Professional development keeps staff updated on best practices, new technologies, and approaches to inclusion.
4. **System-Wide Collaboration:** Builds capacity across the education system, fostering a unified commitment to equity and accessibility.



The Leading Innovation Series Project transforms the future of education by prioritizing equity and creating environments that embrace Culturally Responsive and Relevant Pedagogy, ultimately equipping students to thrive as future-ready citizens.

Key Goals:

- In addition during the 2024-25 school year, YSCPC students participated in two collaborative, meaningful and innovative learning sessions.



Early Years Leadership Strategy Workshop:

Promoting Equity and Belonging in Early Years Programs within YCDSB

On January 28, 2025, an Early Years Leadership Strategy Workshop was held at the CEC, focusing on fostering collaboration, equity, and accessibility in early childhood education. It emphasized integrated service planning, breaking down systemic barriers, and ensuring programs meet the needs of diverse families and educators.

Third-party operators play a key role by aligning with YCDSB's equity goals, adhering to Ministry requirements, and engaging in equity-driven initiatives. This approach benefits children and families by providing inclusive, high-quality programs, strengthening trust and professional growth for providers, and enhancing student outcomes and community belonging for YCDSB.

This year, the YCDSB has strengthened and expanded its partnership with our Early Years partners by providing additional supports.

Promoting Equity and Belonging in Early Years Programs within YCDSB



A Collaborative Approach to High-Quality Early Years Services

Goals of the Early Years Leadership Strategy

1. Support Integrated Service Planning:

- Promote collaboration among shareholders to deliver seamless programs.

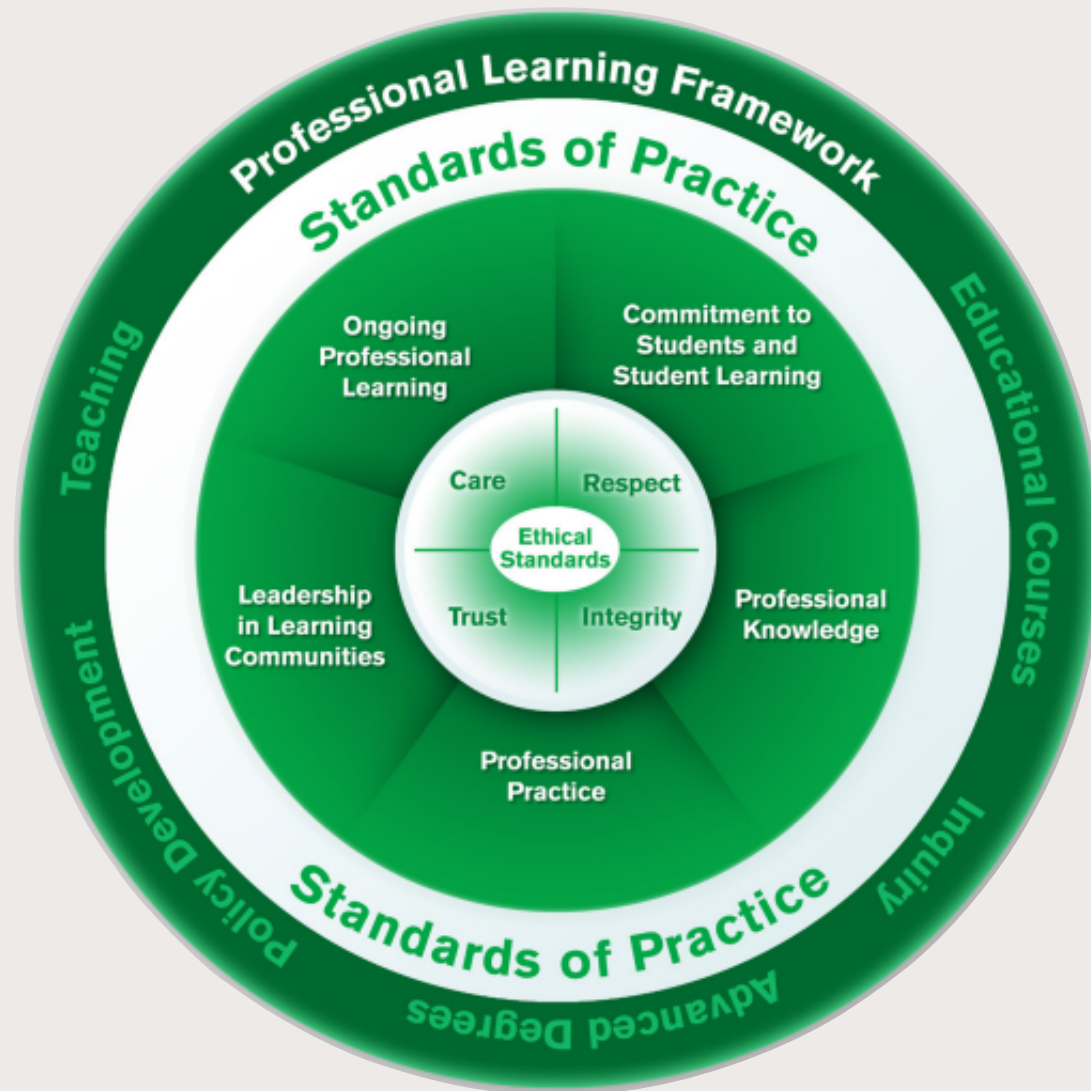
2. Dismantle Systemic Barriers:

- Focus on equity for Indigenous, Black, racialized, LGBTQ2S+, newcomers, persons with disabilities, and low-income households.

3. Enhance Accessibility and Quality:

- Ensure programs meet the needs of diverse families and educators.

Equity Seeking Leadership



The York Catholic District School Board (YCDSB) is deeply committed to fostering inclusivity and diversity within the workplace. It is essential that YCDSB students, staff, and community members see themselves represented by diverse equity-seeking groups across all roles within the system. As educators, we hold a pivotal responsibility in shaping future generations, and embracing diversity in leadership is critical to creating inclusive learning environments.

In support of this commitment, an Equity-Seeking Leadership session was held on April 30, 2025 at the Catholic Education Centre, bringing together leaders in education from across the board. These sessions, led by Superintendents, Joel Chiutsi and Siobhan Wright, with the support of YCDSB administrators, offered valuable insights, strategies, and discussions designed to inspire and empower participants.

As a result of these sessions, ongoing mentorship opportunities have been established to build leadership capacity across the system, ensuring that the principles of equity, representation, and inclusion continue to guide the YCDSB's leadership practices. In the 2025-2026 school year, two additional sessions will be held to support equity seeking leadership within the York Catholic District School Board.

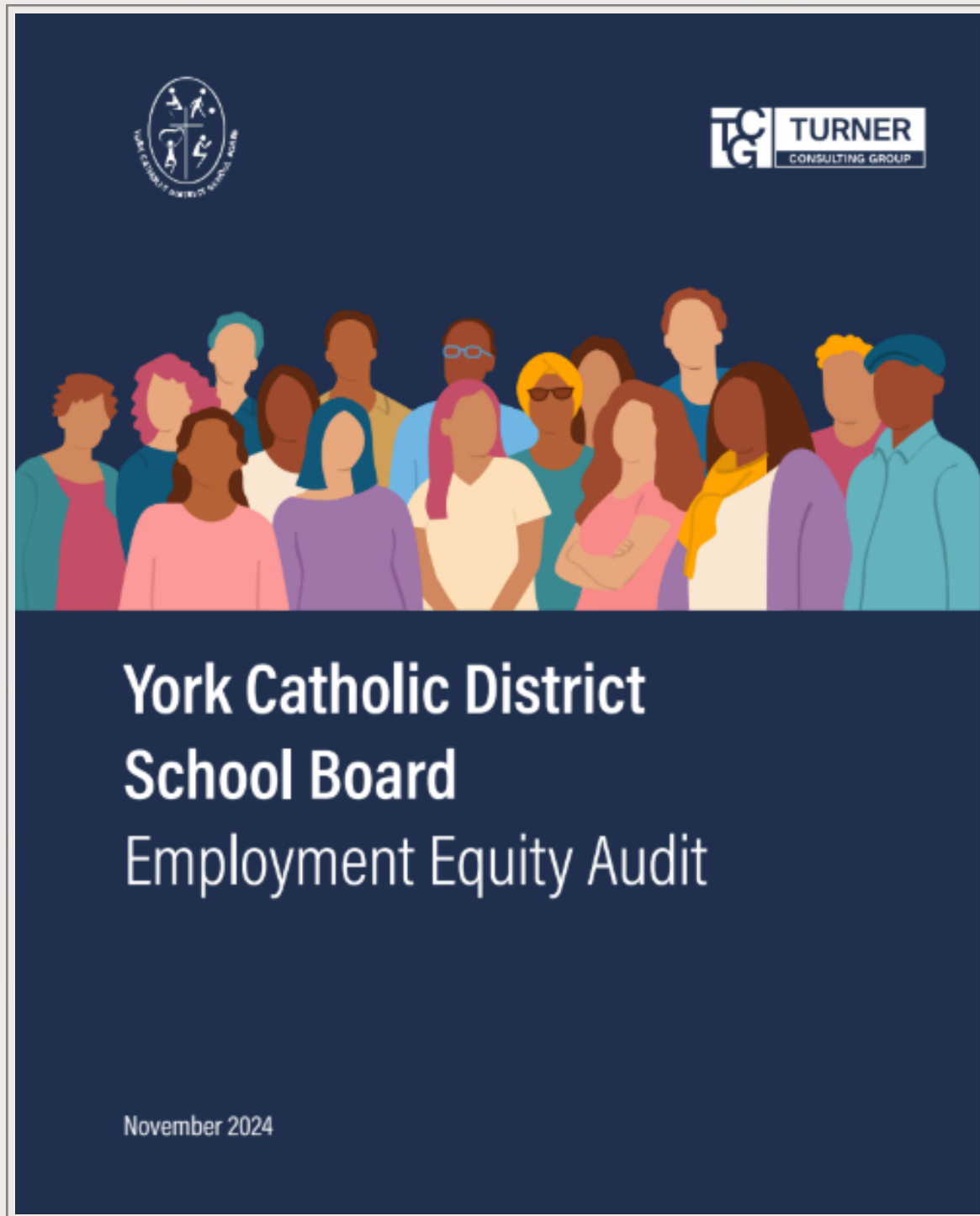


**EQUITY SEEKING AND
RACIALIZED LEADERSHIP**

2.

Data-driven Policies

Employment Equity Audit



The York Catholic District School Board (YCDSB) is developing an Implementation Plan to advance equity, diversity, and inclusion through data-informed decision-making. This plan is rooted in our unwavering commitment to Inclusion, Diversity, Equity, and Accessibility (IDEA), guiding our actions across four focus areas of the Employment Equity Audit.

1. Human Resources Policies, Procedures, and Documents
2. Recruitment and Selection Processes
3. School Administrator Promotion Processes
4. Employee Perspectives

These recommendations require further development and will move into the implementation phase beginning in Fall 2025, providing targeted strategies to strengthen equity across our system and ensure fair, transparent, and inclusive practices.

Over the course of the implementation plan, our work will be guided by the following themes:

- **Nurturing Awareness**
- **Journey Towards Our Vision**
- **Growing in Faith**

Through this journey, YCDSB will remain steadfast in its commitment to IDEA, fostering a workplace and learning environment where every student, staff member, and community partner feels represented, respected, and valued.

*Ministry Requirement

YCDSB AODA Plan

The YCDSB is dedicated to fostering an environment that integrates and upholds AODA and IASR standards in daily operations. Below are key highlights of our ongoing efforts:

1. The YCDSB's Multi-Year Accessibility Plan (MYAP) focuses on accessibility in regards to the five accessibility standards: Customer Service, Design of Public Spaces, Employment, Information and Communications, and Transportation.
2. Plan Updates: Regularly updating the accessibility plan ensures alignment with evolving AODA standards and addresses the unique accessibility needs within the school community. These updates provide a roadmap to continuous improvement and accountability. We will continue to work with consultants to update policies and procedures in accordance with regulations.
3. Training/Implementation: Currently working with consultants on developing comprehensive training for educators, administrators, and support staff will build awareness and equip staff to create accessible environments. This includes understanding accessibility best practices and addressing barriers in teaching, communication, and school operations.

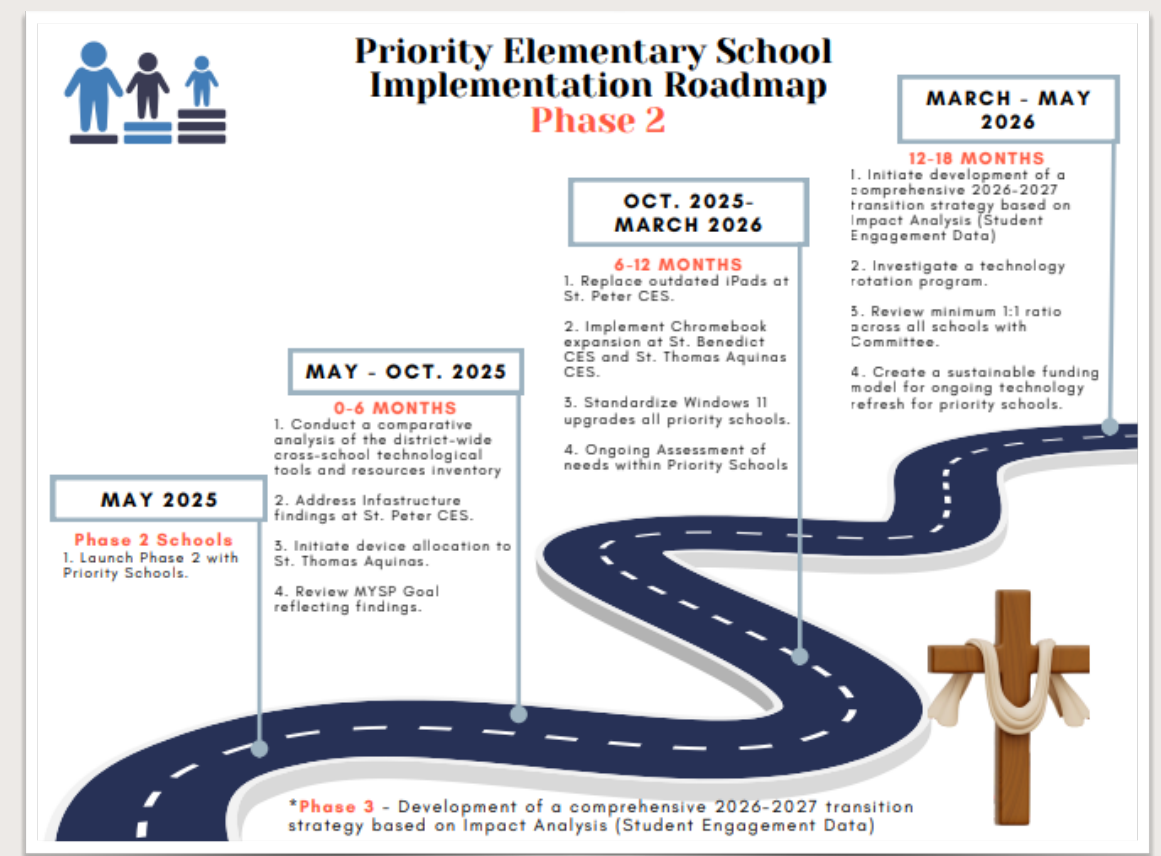
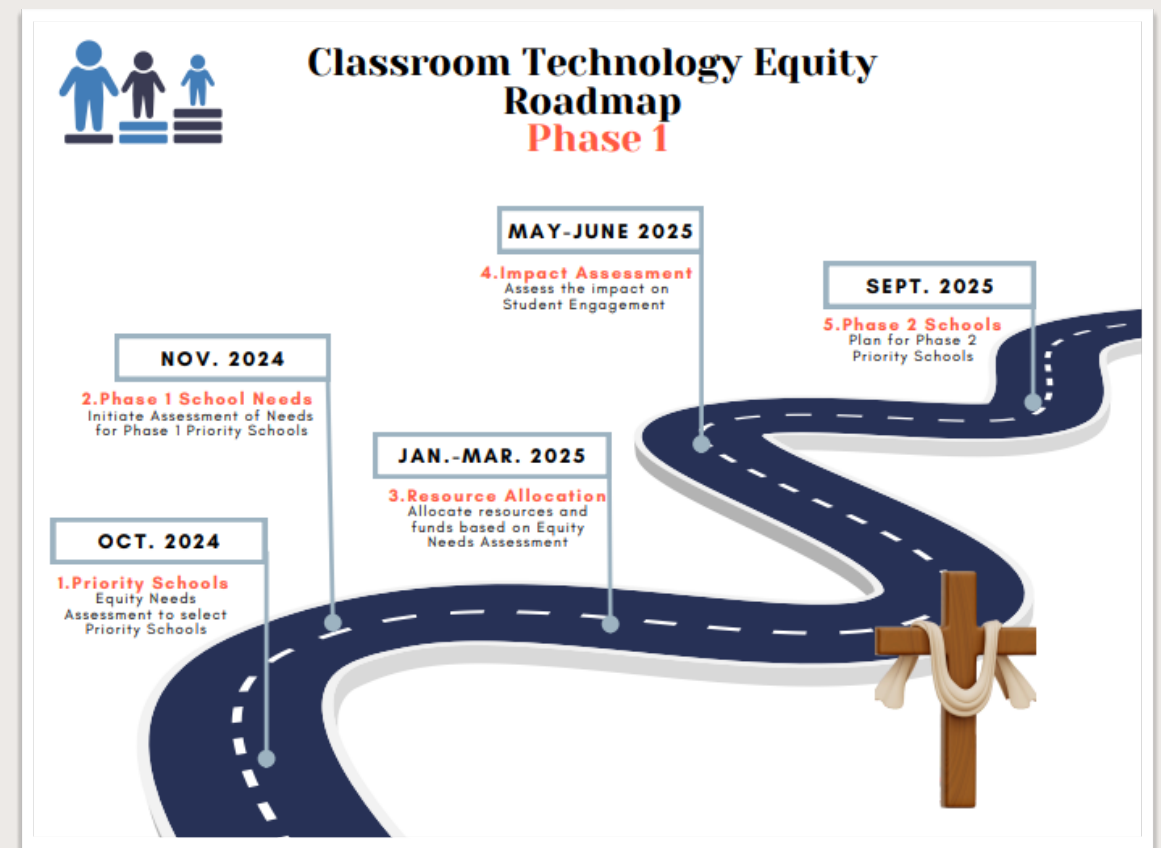


Classroom Technology Equity Committee

The Classroom Technology Equity Committee (CTEC) is committed to ensuring equitable access to modern classroom technology across the York Catholic District School Board. Guided by a strategic focus on addressing disparities, CTEC has prioritized technology upgrades in schools identified through the Ontario Marginalization Index and other key indicators of need.

To date, CTEC has invested \$250,000.00 in technology for classrooms, including the purchase of interactive whiteboards, chromebooks, iPads, and charging carts, alongside infrastructure upgrades to support their effective use. In addition, dedicated resource time has been allocated to build staff capacity, ensuring that technology is seamlessly integrated into teaching and learning.

This year, the Committee focused its efforts on six priority schools, selected through a data-informed process. Moving forward, CTEC will continue to support these priority schools while extending its reach to Phase 2, reinforcing our commitment to equitable technology access and digital literacy for all students.



3.

Sustainable Equity Efforts

Eradication of Poverty Fundraiser

On October 17, 2024, the York Catholic District School Board (YCDSB) successfully raised \$41,115.25 as part of a fundraising campaign marking the *International Day for the Eradication of Poverty*. This initiative underscored the Board's commitment to addressing poverty within our local community, with a focus on supporting students and families in need.

The funds have been allocated to immediate necessities that directly impacted school attendance and well-being, such as school supplies, transportation, and nutrition, managed by the Attendance Counselling Team in collaboration with school principals.

During the 2024-2025 school year, 41 families participated in this initiative, receiving targeted support to promote stability, engagement, and success in the classroom. The fund supported improvements in attendance by 76% and, when attendance improved, students reached their academic goals 81% of the time. Success was strongest when students, families, and schools worked together-showing that engagement and belonging make all the difference. This effort reflects the collective dedication of staff, students, and the broader school community to fostering equitable learning environments where every student has the opportunity to succeed.



Black Excellence Coach Ministry Program

The *Empowering Black Students for a Brighter Tomorrow* program is dedicated to fostering community engagement, strengthening support systems, enhancing student well-being, and actively addressing anti-Black racism. Central to the program are initiatives that build meaningful partnerships with Black-owned businesses and organizations, provide mentorship and networking opportunities, and host culturally affirming events. Targeted academic and wellness interventions, peer mentorship, and transition supports are designed to address the unique experiences faced by Black students, ensuring the dedication of resources and staff to promote academic success, wellness and belonging.

A key component of the program is anti-racism education for both students and staff, cultivating an inclusive school culture grounded in equity, respect, and belonging. The YCDSB continues to strengthen relationships with community partners, including TD Bank and local universities, to enhance opportunities and resources for students.

Looking ahead, the YCDSB plans to expand the program in the coming year to engage additional communities within the Board, supported by government grants and aligned with the Ministry of Education provincial priorities.

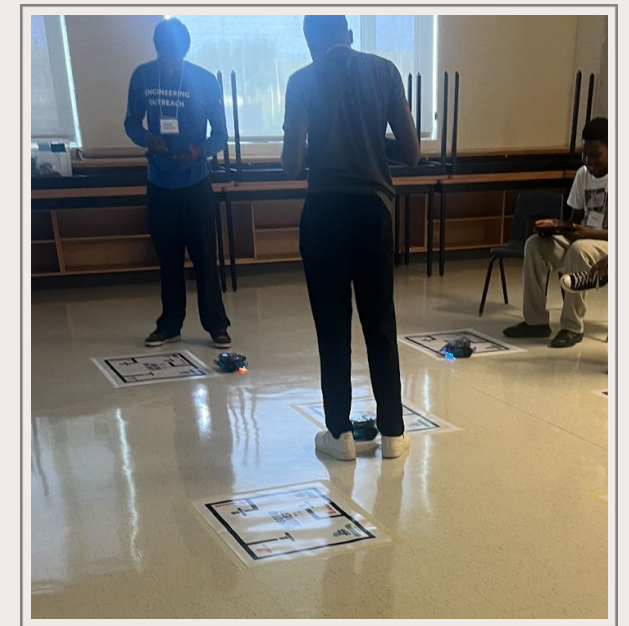


YCDSB Annual Student Leadership Conference

"Beyond the Horizon" is a collaborative initiative by Pathway Pavers and the York Catholic District School Board's Black Graduation Coaches designed to empower Black high school students by fostering leadership skills and personal growth. This event took place at the York Catholic District School Board Catholic Education Centre on Friday, February 21, 2025, from 8:00 a.m. to 1:45 p.m., and brought together approximately 200 attendees, including students, staff, and volunteers.

Through keynote speeches, interactive workshops, and collaborative activities, students gained practical leadership tools, built confidence, and were inspired to create positive change within their communities and beyond.

This annual conference scheduled for February 2026, aligns with the York Catholic District School Board's Multi-Year Strategic Plan (MYSP) and its commitment to equity, inclusion, and student success.



YRP/YRAACC Youth Leadership Symposium

The YRP Youth Leadership Symposium is an empowering event designed to inspire and support Black youth with enhanced leadership skills, career insights, and personal/professional development strategies. Presented by the York Region Alliance of African Canadian Communities in partnership with the York Catholic District School Board, York Region District School Board, Schulich ExecEd, and York Regional Police, the symposium brings together industry leaders, educators, and professionals to support and mentor young leaders.

The symposium provides a unique platform for Black youth to develop leadership skills, network with professionals, and gain valuable tools to navigate their academic and career journeys.

In Fall 2025, YRP and York University's Schulich, in collaboration with YRDSB, YCDSB, and community partners, will host a symposium in a new multi-day format. The event will focus on leadership skill development and future-ready workshops, providing participants with opportunities to build capacity, network, and prepare for future opportunities.

AKOMA CAMP 2025

Africentric Kickstart Opportunity for Meaningful Affirmation

Week 1: STEM & Community Building

Students were introduced to virtual reality and design thinking through workshops led by Orion Digital. Mental health sessions supported trust and connection, fostering a sense of belonging. One student reflected, “It felt like school...fun and about us.”

Week 2: Afrofuturism & Storytelling

Guided by AstroSankofa, students created Dream Capsules envisioning Black futures. A field trip to Ontario Tech offered hands-on experiences in aquatic research and game design labs. One student reflected, “I felt like a real scientist!”

Week 3: Movement & Culture

Holistic Vibrancy led African drumming and dance workshops, while daily rhythm circles connected students through sound and storytelling. With mentor support, students also designed and created Carnival headpieces.

Week 4: Celebration & Showcase

Students rehearsed performances, wrote reflections, and prepared to share what Akoma meant to them. They also learned steel pan with Pappy, culminating in a vibrant showcase that celebrated their creativity, growth, and community.

[AKOMA Camp 2025 Video](#)



East Asian Heritage Student Leadership Conference

The Empowering East Asian Students Together Conference celebrates East Asian identities, embraces diversity, addresses challenges, and inspires students to advocate for justice through meaningful community partnerships. The YCDSB leadership team has been actively developing an annual conference dedicated to celebrating East Asian heritage within the Board. Looking ahead, the YCDSB is excited to launch a Student Leadership Symposium in partnership with community organizations in Spring 2026, further honouring the culture, heritage, and contributions of the East Asian community.



Ontario Catholic Boards Leadership Training

Superintendents Siobhan Wright and Joel Chiutsi led a series of Black Leadership sessions emphasizing the vital role of Black leaders in education as role models, advocates, and catalysts for systemic change. The discussions explored barriers such as unconscious bias, systemic requirements, and policy gaps, while presenting strategies to advance equity and inclusion in schools.

Key solutions included intentional recruitment, policy reform, leadership development programs, and strategic partnerships to expand opportunities for Black educators. The sessions also highlighted the role of students in supporting Black leadership by amplifying voices, advocating for representation, and fostering inclusive learning environments.

In the 2024–2025 school year, Superintendents Wright and Chiutsi supported five education partners in their journey to educate, empower, and excel under *PPM 119*. They remain committed to mentorship, equity-driven policies, and building bridges with additional education partners to strengthen pathways for Black leaders in education.

Educate Empower & Excel

The Impact of Black Leadership in Education







Joel Chiutsi & Siobhan Wright - November 7, 2024

Educate Empower & Excel

Walking Together in Faith and Justice: Deepening Equity in Catholic Education







Joel Chiutsi & Siobhan Wright - April 16, 2025

Ontario Superintendent of Equity Community of Practice & BLG Event

Ontario Equity Superintendents Community of Practice & BLG Event

Scan for Agenda

Keynote Speakers
Dr. Carl James, York University
Melissa Eldridge, Borden, Ladner, Gervais

Thursday
October 2, 2025

Time
9:00AM - 3:15 PM
BLG Event: 3:15 PM - 4:15 PM

Location
Borden Ladner Gervais
22 Adelaide St. W. Suite 3400
Toronto, ON M5H 4E3

*Lunch and Refreshments will be provided.

REGISTER HERE

DEADLINE FOR REGISTRATION IS SEPTEMBER 26, 2025

On March 28, 2025, Superintendents from across Ontario participated in the Superintendent of Equity Community of Practice & BLG Event, a day of professional learning, collaboration, and networking dedicated to advancing equity and inclusivity in education.

The event was organized by Siobhan Wright, Superintendent of Inviting and Inclusive Schools (YCDSB), in partnership with Roy Fernandes, Superintendent of Equity, Diversity, Indigenous Education & Community Relationships (TCDSB), host Melissa Eldridge, Partner and Co-Chair of the National School Boards Practice at Borden Ladner Gervais LLP (BLG). It provided a platform for critical discussions on dismantling systemic barriers and fostering inclusive learning environments.

The session featured keynote addresses from Dr. Carl James (York University), a recognized leader in equity and education, and Melissa Eldridge (BLG), offering expert perspectives on equity, legal frameworks, and systemic change. Participants engaged in thought-provoking discussions, explored strategies for advancing equity in schools, and shared best practices to strengthen inclusive learning environments.

The event was very successful, providing valuable insights, enhancing connections among education leaders, and reinforcing a collective commitment to meaningful, transformative change in education. The next session has been scheduled for October 2, 2025.



Employee Resource Group

At the York Catholic District School Board (YCDSB), Employee Resource Groups (ERGs) are voluntary, employee-led communities designed to foster diversity, inclusion, and professional development. These groups provide support, advocacy, and engagement opportunities for staff members with shared interests or experiences, while also offering valuable insights to inform Board practices and procedures.

ERGs at YCDSB meet throughout the year to engage as a community with allies, creating a supportive environment and promoting dialogue around professional and personal growth.

Goals & Objectives

- Promote diversity, equity, inclusion, and accessibility within YCDSB.
- Provide a supportive space for staff with shared interests or backgrounds.
- Enhance professional and personal development through networking, mentorship, and collaborative learning.
- Collaborate with YCDSB leadership to inform inclusive policies, practices, and initiatives.

We look forward to building on our progress in the 2025-2026 school year through establishing new ERGs at the York Catholic District School Board.



Menstrual Equity Initiative

The Menstrual Equity Initiative is a three-year program (2024-2027) designed to improve student access to menstrual products and address period poverty in Ontario schools. As part of the initiative, menstrual products are distributed to schools at no cost to students, promoting equity and well-being across the Board.

In 2024-2025, under the Ministry TPA, each high school received an additional product dispenser, complementing existing dispensers to ensure equitable access. Furthermore, all schools, both elementary and secondary, were provided with menstrual products to support students and foster inclusive learning environments. An additional supply of products has been received and is being held at the Catholic Education Centre for distribution as needed.



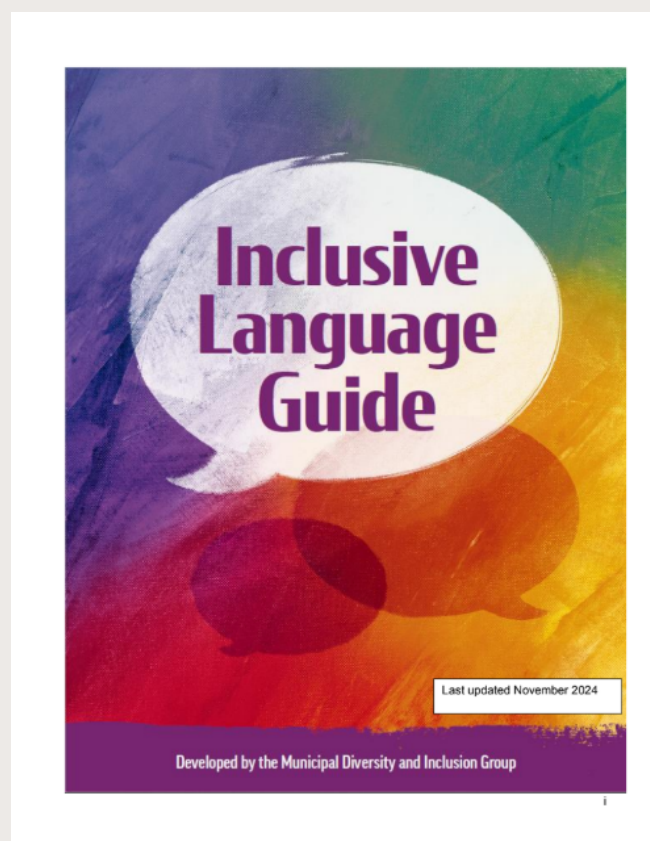
York Region Municipal Diversity and Inclusion Group (MDIG)



Formed in 2016, the Municipal Diversity and Inclusion Group (MDIG) developed the Inclusion Charter for York Region, bringing together 20 member organizations committed to fostering a welcoming, inclusive community that celebrates diversity and promotes respect, dignity, and equal participation.

MDIG serves as a collaborative forum for municipalities and key organizations to plan, share best practices, and address accessibility, diversity, and inclusion initiatives across the region.

As a member of MDIG, the York Catholic District School Board (YCDSB) works closely with local municipalities and partner organizations to engage in joint planning, address shared needs, and identify effective tools, such as the *Inclusive Language Guide*, and best practices to advance accessibility, diversity, and inclusion. In alignment with MDIG's commitments, the YCDSB presented its equity initiatives for the 2025-2026 school year, highlighting our ongoing efforts to create inclusive and accessible learning environments. We look forward to continuing this important partnership to strengthen equity and inclusion across York Region.





Continued Journey Toward our Vision

The York Catholic District School Board remains committed to fostering an inclusive and inviting educational environment for all students, staff and community members. Through faith and strategic planning, the YCDSB is building a future where every student, staff and community members feels valued, supported and empowered.

The following reflect our ongoing commitment to excellence and inclusion, but are not limited to the items listed.

Indigenous Games

Policy Review and Procedure Review

Review of Job Postings

YCDSB Culturally Relevant and Responsive Pedagogy

International Languages (Summer Program - JK - 8)

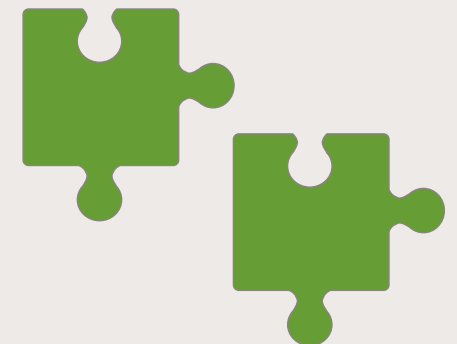
Tamil Heritage Credit Course

Italian Heritage Language

Asian Mental Health Workshop - Hosted by YRP

Reading Rainbow - Asian Heritage and Black Heritage

Education Equity Audit







York Catholic District School Board

REPORT

Report To: Board of Trustees

From: Administration

Date: September 30, 2025

Report: **Ministry Enrolment Audits (Our Lady Queen of the World CA, St. Augustine CHS, St. Luke Catholic Learning Centre)**

EXECUTIVE SUMMARY:

In April 2025, Ministry of Education Finance branch staff conducted enrolment audits at Our Lady Queen of the World CA, St. Augustine CHS, and St. Luke Catholic Learning Centre. The audits confirmed strong and accurate practices across all three schools, with only one significant finding at St. Luke Catholic Learning Centre related to credit hours, with a plan developed to address this next year. Overall, the audits had a positive outcome with minimal financial impact.

BACKGROUND INFORMATION:

On March 28, 2025 staff received notice from the Ministry of Education that as part of their school board compliance audit plan, three YCDSB secondary schools were selected to participate in the Day School Enrolment and English as a Second Language (ESL) audits. The selected schools were: St. Augustine CHS, Our Lady Queen of the World CA, and St. Luke Catholic Learning Centre.

The Ministry of Education conducts periodic enrolment audits using the provincial audit instrument to ensure that school boards are compliant with the Enrolment Register Instructions and that reported enrolment data accurately reflects student instructional time, program delivery, and funding eligibility. These reviews provide assurance of accountability in enrolment reporting and confirm that grant allocations are based on accurate and compliant records.

The audits took place in April and May, and a final report of findings was issued to the Board in July. The final reports have been included in Appendix A.



York Catholic District School Board

SUMMARY OF FINDINGS:

The Ministry performed the following compliance tests at all three schools:

- Reconciliation of enrolment values reported in each school's October and March OnSIS submissions to those recorded in each school's enrolment registers.
- Review of the October, March and June school enrolment registers to ensure that they are certified by the principal.
- Examination of pupil admission procedures for pupils of the board (POB).
- Examination of the system for accounting for full-time and part-time pupils.
- Examination of pupil external transfer and retirement procedures.
- Examination of pupil prolonged absence (full day) procedures.
- Examination of pupil 15 consecutive course absence procedures.
- Examination of enrolment procedures for specific programs.
- Review of documentation supporting year of entry into Canada for pupils reported for ESL funding.

At St. Augustine CHS, the audit confirmed strong compliance across all areas reviewed, with enrolment values, register certification, admissions procedures, FTE reporting, online learning, pupil exchange, home instruction, co-op, ESL and prolonged absences all showing no errors or required adjustments. A couple of minor administrative errors were noted in internal transfers and retirements/transfers; however these had no impact on grant funding. Overall, the findings reflect well-managed and accurate practices.

The audit at Our Lady Queen of the World CA also confirmed strong compliance across most areas, including enrolment registers, admission procedures, FTE reporting, online learning, pupil exchange, SAL, home instruction, co-op, and ESL, with no adjustments required. A small number of administrative errors were noted in transfer dates, retirements, and prolonged absences, resulting in one negative FTE adjustment. Overall, the findings reflect well-managed and accurate practices.

The audit at St. Luke CLC confirmed compliance in most areas, including enrolment registers, transfers, prolonged absences, SAL, home instruction, and co-op, with no adjustments required. The school was found to be non-compliant with the Education Act and Ministry policies in two fundamental areas: (1) average daily minutes of instruction of 240 fall short of the Ministry's 300-minute daily minimum, and (2) credits are offered for courses that are scheduled for less than 110 hours of instruction.



York Catholic District School Board

MINISTRY RECOMMENDATIONS:

The Ministry has made eight recommendations to ensure continued compliance with enrolment register requirements. The recommendations are outlined in Appendix B, along with the actions the Board already has in place, as well as additional measures that Administration intends to implement to strengthen future compliance. This includes:

- Enhanced training opportunities for administrative staff in schools to increase awareness of board procedures in support of compliance with Ministry requirements.
- The introduction of internal enrolment audits.
- Modifications to St. Luke students' schedules to meet the Ministry's daily minutes and credit hour minimums.

SUMMARY:

Ministry enrolment audits at St. Augustine CHS, Our Lady Queen of the World CA, and St. Luke CLC confirmed overall strong compliance. Some minor administrative errors were noted however the financial impact was minimal. St. Luke was found non-compliant with daily instructional minutes and credit-hour minimums. In response, the Board will enhance staff training, introduce internal enrolment audits, and adjust St. Luke's schedules to meet Ministry requirements.

Submitted by: Giovanna De Girolamo, Coordinating Manager of Planning and Operations

Reviewed and Endorsed by: John De Faveri, Director of Education, Foundation Chair and Secretary of the Board

**York Catholic District School Board
2023-24 Day School Enrolment & English as a Second Language Compliance Audit Report**

Audit Objectives

The objectives of the ministry day school enrolment audits were:

- i) To obtain reasonable assurance that the schools selected for audit were in compliance with enrolment recording requirements as set out in the ministry document entitled “2023-24 Enrolment Register Instructions for Elementary and Secondary Schools”. This document will be referred to as the register instructions for the remainder of this report.
- ii) To obtain reasonable assurance for the schools selected for audit that the pupil data recorded in OnSIS for the recent immigrant component of the English as a Second Language (ESL) allocation is accurate.

Audit Scope and Approach

Prior to conducting the audit testing, board staff were interviewed to gain an understanding of the system in use for enrolment and ESL reporting to the ministry.

Ministry staff conducted the audits using a standard procedural instrument to ensure that school records were examined on a consistent provincial basis.

The initial audit testing of records occurred in April 2025 for the 2023-24 day school enrolment and ESL data reported to the ministry. Audit testing of records was conducted at the schools. The schools selected were:

- Our Lady Queen of the World Catholic Academy
- St. Augustine Catholic High School
- St. Luke Catholic Learning Centre

The following compliance audit tests were performed:

- Reconciliation of enrolment values reported in each school’s October and March OnSIS submissions to those recorded in each school’s enrolment registers.
- Review of the October, March and June school enrolment registers to ensure that they are certified by the principal.
- Examination of pupil admission procedures for pupils of the board (POB).
- Examination of the system for accounting for full-time and part-time pupils.
- Examination of pupil external transfer and retirement procedures.
- Examination of pupil prolonged absence (full day) procedures.
- Examination of pupil 15 consecutive course absence procedures.
- Examination of enrolment procedures for specific programs.
- Review of documentation supporting year of entry into Canada for pupils reported for ESL funding.

York Catholic District School Board
2023-24 Day School Enrolment & English as a Second Language Compliance Audit Report

Findings were discussed with school and school board staff and confirmed in writing. School staff had the opportunity to review these findings as a part of the reporting process.

Audit Summary

Overall, enrolment records reviewed were generally well organized; however, there was some evidence that staff were not following the register instructions to the full extent. In addition, there are two notable compliance issues at St. Luke Catholic Learning Centre regarding the number of instructional minutes provided per day and the number of instructional hours per credit course which the ministry urges the board to promptly address. These factors contributed to the errors and documentation issues described in this report.

The audit noted enrolment reporting issues with respect to pupil full-time equivalency (FTE) and pupil prolonged absences (full day).

Audit Adjustments

The Average Daily Enrolment (ADE) of the “Pupils of the Board” for the 2023-24 school year will be adjusted as follows:

Secondary Pupils	Pupils under the age of 21 as of December 31 st , 2023	(1.03)
	Total ADE Adjustment	(1.03)

Refer to Appendix A for details.

There are no adjustments for ESL.

Detailed Findings and Recommendations

Compliance audit testing was performed in 13 auditable areas. Recommendations have been provided in five of the areas tested. In addition, the findings include two general recommendations for the school board.

Findings Applicable to Multiple Areas

For the findings outlined below, the school board has policies and procedures that are aligned with ministry requirements. However, some of the policies and procedures were not followed by some of the audited schools.

Register Reconciliation

York Catholic District School Board
2023-24 Day School Enrolment & English as a Second Language Compliance Audit Report

- The enrolment register values were properly certified for accuracy by the school principal for the October and March count dates in the year-end registers as per the register instructions. No adjustments are required.

Pupil Admissions from Outside Ontario and Canada - 20 pupils were reviewed

- No errors were noted in the testing of pupil admissions. Appropriate documentation was retained to support the pupils' status as a pupil of the board. No adjustments are required.

Pupil Full-time Equivalency (FTE) - 37 pupils were reviewed

- The Ministry has identified a notable compliance issue concerning pupil FTE at St. Luke Catholic Learning Centre.
- Audit staff noted that the alternative program was offering approximately 240 minutes or 4 hours of instruction a day. Also, credits were offered for courses that have been scheduled for less than 110 hours of instruction per credit.

R.R.O. 1990, Reg. 298, s. 3 (1) states the length of the instructional program of each school day for pupils of compulsory school age shall not be less than five hours a day excluding recesses or scheduled intervals between classes. Also, the Ontario Schools: Kindergarten to Grade 12 Policy and Program Requirements (Section 7.1 - Secondary School Credits) requires that a credit should only be granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 instructional hours.

As a result, the school is not compliant with the *Education Act* and ministry policies. In recognition of the importance of student achievement and well being, the school must take corrective measures to update program delivery to ensure that students receive instruction with no less than 5 hours a day and only grant credit after successful completion of a course that has been scheduled for a minimum of 110 instructional hours.

- The ministry urges the board to promptly address and resolve the compliance issue.
- Three errors with grant impact were noted in the testing of pupil FTE. The students were scheduled for less than 210 minutes of classroom instruction per school day, resulting in the following adjustments:
 - A negative adjustment of 0.46 FTE will be made for the October count date.
 - A negative adjustment of 0.60 FTE will be made for the March count date.

Recommendation #1: The school board should implement corrective measures to ensure that the length of the instructional program at St. Luke Catholic Learning Centre is no less than five

York Catholic District School Board
2023-24 Day School Enrolment & English as a Second Language Compliance Audit Report

hours a day and only grant credit after successful completion of a course that has been scheduled for a minimum of 110 hours.

Pupil Internal Transfer Dates from Full-time to Part-time - 21 pupils were reviewed

- Some of the pupils tested were not transferred to the part-time register on the correct date. When dropping a course, the pupil should be retired from the course the day immediately after the last day of attendance in the course. No adjustments are required as none of the errors noted in the testing had a grant impact.
- Course change forms were available in accordance with the register requirements.

Recommendation #2: The school board should review its policies and procedures with school staff to ensure compliance with the requirements for internal transfers from full-time to part-time as outlined in the “Transfer and Retirement” section of the register instructions.

Pupil Retirements and External Transfers - Five pupils were reviewed

- Two errors were noted in the testing of pupil retirements and external transfers, out of which none of the adjustments had grant impact. The pupils were not retired the day following the last day of attendance. No adjustments are required.
- Documentation to support the retirement/external transfer dates such as Ontario Student Record (OSR) request letters and pupil withdrawal forms were retained by the school.

Recommendation #3: The school board should review its policies and procedures with school staff regarding retirements and external transfers to ensure they are accurately reported as outlined in the “Transfer and Retirement” section of the register instructions.

Pupil Prolonged Absence (Full Day) - Four pupils were reviewed

- One error with grant impact was noted in the testing of pupil prolonged absences (full day). There was no documentation to support the retention of one pupil with more than 15 days of consecutive absences. The pupil was not retired from the register the day following the last day of attendance.
 - A negative adjustment of 1.00 FTE will be made for the March count date.
- The ‘C’ code was not consistently used to report successful two-way contact with parents or guardians during periods of prolonged absence.

Recommendation #4: The school board should review its policies and procedures with school staff regarding pupils with prolonged absences (full day) and update the documentation requirements to retain the pupils on the registers in compliance with the “Prolonged Absence”

York Catholic District School Board
2023-24 Day School Enrolment & English as a Second Language Compliance Audit Report

section of the register instructions. Supporting documentation includes attendance counsellor documentation, medical notes, and a program of study certified by the principal.

Recommendation #5: The school board should review its current policies with school staff to ensure that the attendance codes reported in the daily attendance records comply with the “Daily Attendance Records” section of the register instructions.

Pupil Prolonged Absences in Excess of 15 Days in a Course - Four pupils were reviewed

- Testing of consecutive absences in excess of 15 days in a course identified no errors. Medical documentation to support the absence was available. No adjustments are required.

Specific Programs (SAL, Pupil Receiving Home Instruction, Cooperative Education, Exchange Program and Online Learning)

Supervised Alternative Learning (SAL) - Two pupils were reviewed

- The documentation reviewed for two pupils enrolled in SAL supported retaining the pupils on the register as reported.
- The ‘C’ code was not consistently reported in the daily attendance record to demonstrate contact with pupils enrolled in a SAL program. No adjustments are required.

Recommendation #6: The school board should review its policies and procedures with school staff and make any necessary updates to ensure SAL enrolment practices align with the requirements outlined in the “Specific Program” section of the register instructions.

Pupil Receiving Home Instruction - Six pupils were reviewed

- The documentation reviewed for six pupils receiving home instruction supported retaining the pupils on the register as reported. No adjustments are required.

Cooperative Education - Six pupils were reviewed

- The documentation reviewed for six pupils enrolled in cooperative education supported retaining the pupils on the register as reported. No adjustments are required.

Exchange Program - Two pupils were reviewed

- The documentation reviewed for two pupils participating in a pupil exchange program supported retaining the pupils on the register as reported. No adjustments are required.

Online Learning – Four pupils were reviewed

York Catholic District School Board
2023-24 Day School Enrolment & English as a Second Language Compliance Audit Report

- The documentation reviewed for four pupils enrolled in an online learning course supported retaining the pupils on the register as reported. No adjustments are required.

English as a Second Language (ESL) - 30 pupils were reviewed

- The review of documentation supporting year of entry into Canada with respect to pupils reported for ESL funding resulted in no errors.

General Recommendations

In addition to the recommendations noted above, the school board should implement the general recommendations noted below:

Recommendation #7: To ensure the school board complies with ministry rules regarding enrolment, the school board should continue to regularly review its policies on record retention and enrolment reporting. The school board should consider mandatory staff training on the enrolment register instructions. Training should, at a minimum, focus on the rules pertaining to the findings in this report.

Recommendation #8: The school board is encouraged to continue to perform day school enrolment audits. The focus of the audits should be on secondary schools, pupil FTE, alternative programs, ESL and should include activities similar to those performed by the ministry.

York Catholic District School Board
2023-24 Day School Enrolment & English as a Second Language Compliance Audit Report

Appendix A

Summary of 2023-24 Secondary Day School Enrolment Adjustments

Summary of Enrolment Adjustments	Total Adjustments to FTE				Our Lady Queen of the World Catholic Academy			
	October		March		October		March	
	< 21	=> 21	< 21	=> 21	< 21	=> 21	< 21	=> 21
Enrolment Register Reconciliation to October and March OnSIS Submissions								
Pupil Admissions								
Pupil Full-Time Equivalency (FTE)	-0.46		-0.60					
Internal Transfers from Full-time to Part-time								
Pupil Retirements/External Transfers								
Pupil Prolonged Absences (Full Day)			-1.00				-1.00	
15 Consecutive Course Absences								
Specific Programs								
Alternative Program and Alternative Program Delivery								
Total FTE Adjustments – Pupils of the board	-0.46		-1.60				-1.00	
Total ADE Adjustment – Pupils of the board <21	-1.03				-0.50			
Total ADE Adjustment – Pupils of the board =>21								
Total ADE Adjustment – Independent Study Register								
Total Net ADE Adjustment	-1.03				-0.50			

York Catholic District School Board
2023-24 Day School Enrolment & English as a Second Language Compliance Audit Report

Appendix A - Continued

Summary of 2023-24 Secondary Day School Enrolment Adjustments - Continued

Summary of Enrolment Adjustments	St. Augustine Catholic High School				St. Luke Catholic Learning Centre			
	October		March		October		March	
	< 21	=> 21	< 21	=> 21	< 21	=> 21	< 21	=> 21
Enrolment Register Reconciliation to October and March OnSIS Submissions								
Pupil Admissions								
Pupil Full-Time Equivalency (FTE)					-0.46		-0.60	
Internal Transfers from Full-time to Part-time								
Pupil Retirements/External Transfers								
Pupil Prolonged Absences (Full Day)								
15 Consecutive Course Absences								
Specific Programs								
Alternative Program and Alternative Program Delivery								
Total FTE Adjustments – Pupils of the board					-0.46		-0.60	
Total ADE Adjustment – Pupils of the board <21						-0.53		
Total ADE Adjustment – Pupils of the board =>21								
Total ADE Adjustment – Independent Study Register								
Total Net ADE Adjustment						-0.53		

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees
FROM: Administration
DATE: September 30, 2025
REPORT: **Relocation of Students From St. Theresa of Lisieux CHS**

EXECUTIVE SUMMARY:

This report provides the Board of Trustees with an update on the feasibility of relocating Father Henri Nouwen CES students to a nearby school to accommodate the relocation of Grade 9 students from St. Theresa of Lisieux CHS

BACKGROUND:

At the August 26, 2025 Board Meeting, a motion was presented and carried as follows,

THAT staff prepare and bring a report to the Board outlining the feasibility of relocating Grade 9 students from STL to an adjacent building, including potential impact, costs, timelines, and Ministry approvals required.

UPDATE:

On Monday, September 22, 2025, staff met with the Director of Capital Policy at the Ministry of Education to seek clarification on the approvals required for the board to pursue this opportunity. At that meeting, Ministry staff confirmed that the moratorium on school closures remains in effect. Consequently, the board is not able at this time to consider relocating Father Henri Nouwen students outside their current catchment area to a nearby school with available space, despite declining enrolment. As a result, the proposed accommodation option, as written, cannot be considered at this time.

Submitted by: Giovanna De Girolamo, Coordinating Manager of Planning and Operations
Reviewed and 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: September 30, 2025

REPORT: Transportation Audit Report Questions:
Pathway to Independence Plan (PIP)

EXECUTIVE SUMMARY

This report is written to provide information in response to questions that arose from the RIAT - Transportation Audit Report at the May 20, 2025 Audit Committee (Public) Meeting.

1. What is a Pathway to Independence Plan (PIP)?
2. How is it administered to support the transition of students out of special transportation?

BACKGROUND INFORMATION

A Pathway to Independence Plan (PIP) is a structured, student-centered plan designed to promote the development of independent travel skills for students currently receiving Special Transportation (S9) services. The objective of the PIP is to ensure that students receive the targeted instruction, support, and accommodations needed to become as independent as possible when traveling to and from school.

The PIP is:

- Individually tailored to reflect each student's strengths, needs, and goals.
- Developed collaboratively by the school team, including educators, special education staff, support workers, families, and where appropriate, the student.
- Implemented with a focus on gradual transition, identifying and addressing barriers to independence while introducing appropriate alternatives (e.g., walking routes, public transit training, peer travel supports).

The plan includes:

- Assessment of current travel needs and abilities
- Goals and timelines for increasing independence
- Strategies for skill development (e.g., route planning, safety awareness, use of public transportation)
- Ongoing monitoring and review to assess readiness and make adjustments

Through the PIP, the transition out of special transportation is carefully guided to ensure student safety and confidence, while fostering life skills that contribute to long-term independence and community participation.

Prepared and Submitted by:

Jennifer Powers, Superintendent of Education: Exceptional Learners
Giovanna De Girolamo, Coordinating Manager of Planning and Operations

Reviewed by:

Jennifer Sarna, Associate Director of Education

Endorsed by:

John DeFaveri, Director of Education, Foundation Chair & Secretary of the Board



OCTOBER 2025

TRUSTEE SERVICES

Month of the Holy Rosary

Monthly Virtue: Compassion

November 2025

Nov 1—All Saints Day
 Nov 2—All Souls Day
 Nov 5—Take Our Kids to Work Day
 Nov 10—SEAC 7pm
 Nov 11—Remembrance Day
 Nov 11—Audit (Private) 6:30 pm
 Nov 11—Audit (Public) 7:30 pm
 Nov 11—Special Board 8pm
 Nov 12—Director's Council
 Nov 17—Inaugural Mass 6:00 pm
 Nov 17—Inaugural Board Meeting 7:00 pm
 Nov 18—Executive 3pm (Public)
 Nov 18—Executive 4pm (Private)
 Nov 21—PA Day—E/S
 Nov 24—YCPIC 6:30 pm
 Nov 25—Committee of the Whole 6:30 pm
 Nov 25—Regular Board 7:30 pm

December 2025

Dec 1—Policy Review 6:30 pm
 Dec 2—St. Charles Garnier CES
 50th Anniversary
 Dec 3—Director's Council
 Dec 9—Executive 3pm (Public)
 Dec 9—Executive 4pm (Private)
 Dec 10—HRC 5pm
 Dec 15—SEAC 6:30pm
 Dec 16—Committee of the Whole 6:30 pm
 Dec 16—Regular Board 7:30 pm
 Dec 22—Jan 2—Christmas Holidays

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
			1 Directors Council	2	3	4 St. Robert's 50th Anniversary
5	6	7 6:30pm Policy Review	8 4pm Joint Board	9	10	11
12	13 	14	15 5pm HRC 6:30 pm CSC Workshop	16 5:30 pm YCDSB Board Retirement	17	18 YCPIC Fall Social 10-12pm
19	20 6:30pm SEAC	21 4pm Executive (Public) 5pm Executive (Private) 6:30pm Corp (Public) 7:30pm Corp (Private)	22	23	24 PA Day—E/S	25
				When Faith Meets Pedagogy		
26	27 6:30pm Student Success & Pathways	28 6:30pm CTW 7:30pm Regular Board	29	30	31 	

Report To: Board of Trustees
From: Administration
Date: September 30, 2025
Report: Escribe Implementation Update

EXECUTIVE SUMMARY:

The implementation of Escribe is progressing as planned, with Corporate Services having successfully piloted the platform last school year. Audit Committee, Board and SEAC have been successfully onboarded. Meeting Administrators are completing training modules and will receive one-on-one support for agenda preparation for the following meetings:

- Student Success and Pathways
- HRC
- Joint Board

The next committee to begin using Escribe is **SSLT** in early October, followed by **Student Success and Pathways** on **October 27, 2025**. The team is also aiming to begin using the platform for the **Executive Committee** on **October 21, 2025**. However, we are currently exploring some advanced features, such as referral of items from Executive to Board meeting, to confirm whether a successful transition can be achieved by this date.

Legacy meeting archives are currently being validated and prepared for migration to the new environment, with public access to agendas and minutes scheduled for launch by mid-November.

BACKGROUND INFORMATION:

Trustees were introduced to Escribe through two demonstrations and communications in 2023 and 2024. The solution addresses inefficiencies in the existing manual preparation of agendas, as well as inconsistent access to meeting archives. Communication has been shared with key stakeholders advising that they will see minor formatting changes to agendas (e.g., placement of Prayer and Land Acknowledgement, addenda indicated with asterisks), while benefiting from more timely, transparent, and organized meeting materials.

STATUS:

- Audit Committee, Board, Corporate Services Committee and SEAC are now fully using Escribe.
- SSLT, Executive Committee and Student Success and Pathways are the next groups to transition, with target dates in October 2025.
- Training has been provided to central departments and reporters, with additional sessions underway, including SSLT. “Just-in-Time” training will be available for Trustees if desired, although no direct system use is required at this time.
- Historical data migration into an Escribe staging environment is underway. This information will be internally reviewed and validated over the coming weeks.
- Configuration of the www.ycdsb.ca Board and Committee meeting pages is targeted to begin mid-October. Archived meetings (migrated to Escribe staging) will then be published live on YCDSB’s website. The new portal will mirror existing Board and Committee categories for ease of navigation and familiarity.
- **Future Onboarding:** Additional committees, including HRC, Joint Board, and YCPIC, are scheduled for onboarding later in the 2025–2026 school year. Specific dates will be confirmed as departmental training is completed, and scheduling allows.

Expenditures:

YEAR 1	
Annual License Fee	\$ 22,434.00
Implementation Fee	\$ 6,497.00
Private Admin Training	\$ 6,000.00
YEAR 2	
Annual License Fee	\$ 22,434.00

Submitted by: Scott Morrow, Chief Information Officer

Reviewed by: Calum McNeil, Chief Financial Officer & Treasurer of the Board

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: September 30, 2025

Re: **Community Use of Schools – Ministry Grant Expenditures**

Executive Summary

This report outlines how the Ministry Community Use of Schools (CUS) grant was utilized in 2024–25 and presents the planned subsidy allocation for 2025–26. In 2024–25, the full \$661,000 grant was applied through two channels: \$515,430.57 recognized directly on permits, with the balance offsetting eligible operating costs (utilities, caretaking, administration). The majority of support flowed to non-profit classifications and children and youth programming, preserving affordability in a year when several rental rates remained below cost-recovery thresholds.

For 2025–26, operating pressures and the rate realignment toward cost recovery will be moderated to protect priority users. Administration plans to apply approximately \$750,000 in total subsidies, exceeding the \$653,515 Ministry grant by approximately \$96,500. The incremental amount will be offset through targeted cost-recovery revenues, utilization improvements, and operational efficiencies—keeping the portfolio as close to cost-neutral as practicable while sustaining equitable access. This approach aligns with the Board’s longer-term vision to complete cost-recovery realignment in a measured, affordable manner.

Background & Context

Consistent with Board direction, CUS is managed to balance accessibility and cost-neutrality. The Ministry grant offsets eligible operating costs associated with community use (e.g., utilities, caretaking/cleaning, supervisory coverage, administration). On February 25, 2025, the Board approved a framework to realign rental rates toward actual costs. While a full realignment implied increases of up to approximately 60% in some categories, Administration moderated the impact by:

- Limiting the average pass-through increase to approximately 15%, and
- Increasing applied subsidy leverage for non-profit classifications and children and youth programming.

This approach advances cost recovery responsibly while protecting affordability for the Board’s priority community users.

Financial Summary

2024–25 (Actuals)

- Ministry grant: \$661,000
- Subsidy recognized directly on permits and other related cost: \$515,430.57
 - *Note:* The balance of the grant offset eligible operating costs (utilities, caretaking, administration) in accordance with Ministry intent.
- Distribution focus: Majority to non-profit classifications and children and youth programming.
- Context: Although the direct permit subsidy appears lower than the grant, the Board effectively subsidized access beyond the recognized line item because several rental rates remained below cost-recovery thresholds; the gap was absorbed through operating-cost offsets and the Board’s broader cost-neutrality strategy.

2025–26 (Plan)

- Ministry grant: \$653,515
- Rate realignment: Cost pressures in several categories approach approximately 60% under full cost recovery; however, only approximately 15% average is passed to users due to enhanced subsidy application.
- Planned total subsidy and other related cost: ~\$750,000 ($\approx$ \$96,500 above the grant).
- Offset for the incremental ~\$96.5K:
 1. Targeted cost-recovery revenues from market-rate/for-profit classifications and premium time blocks.
 2. Operational efficiencies (optimized scheduling to reduce overtime and premium cleaning windows; energy-aware bookings; custodial routing).
 3. Utilization improvements (bundled bookings, standardized time blocks, reduced partial-hour set-ups).
 4. Active in-year monitoring of actuals with prospective, policy-aligned adjustments as needed to sustain cost-neutrality objectives.

This calibrated plan maintains equitable access—particularly for children and youth programming—while responsibly advancing portfolio-level cost-neutrality.

Observations & Rationale

- **Equity & Access:** The majority of subsidy continues to support non-profit classifications and children and youth programming, reflecting Board priorities and demonstrable community benefit.
- **Affordability During Transition:** Enhanced subsidy leverage, combined with a moderated ~15% average rate increase, cushions the transition to cost recovery without unduly burdening community groups.

- **Transparent, Needs-Based Distribution:** Subsidy is applied by classification, time of use (evening/weekend premiums), and space type to reflect true cost drivers and protect the highest-impact programs.
- **Governance & Controls:** Ongoing monitoring of grant utilization, classification-level allocations, and operating-cost offsets supports timely, evidence-based adjustments within Board-approved parameters.

Risks & Mitigations

- **Volume/Utilization Variability:** Demand shifts between classifications can affect per-booking costs.
 - *Mitigation:* Closely monitoring; dynamic subsidy allocation; demand-based time blocks.
- **Cost Escalation (Utilities/Staffing):** Inflationary pressure on utilities and caretaking premiums.
 - *Mitigation:* Energy-aware scheduling, premium-time controls, optimized custodial deployment.
- **Affordability Pressure on Adult Non-Profit:**
 - *Mitigation:* Tiered subsidies that prioritize children and youth programming while stabilizing fees for other non-profit users.

Conclusion

The 2024–25 CUS grant was fully applied—with \$515,430.57 recognized directly on permits and the remaining balance offsetting eligible operating costs—to sustain affordable access, chiefly for non-profit classifications and children and youth programming. For 2025–26, the Board will intentionally apply more subsidy than the grant amount (planned ~\$750,000 vs. \$653,515) to moderate the impact of cost-recovery realignment on priority users. The incremental requirement is expected to be absorbed through market-rate revenues, utilization gains, and operational efficiencies. Overall, the CUS portfolio remains on a responsible path toward cost-neutrality while upholding the Board’s community-access mandate.

Submitted by: Khaled Elgharbawy, Superintendent of Facilities Services and Plant
 Endorsed By: Calum McNeil, Chief Financial Officer and Treasurer of the Board
 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: September 30, 2025
Re: Accessibility Funding and Implementation Plan

Executive Summary

YCDSB has been allocated \$5,259,315 in 2025–26 Accessibility Renewal funding by the Ministry of Education. Following consultation with the Ministry, the Catholic Education Centre (CEC) is ineligible, and no further Ministry approval of the Board’s project list is required. Facilities developed a slate of 60 proposed projects (Appendix A). Eligibility rules exclude schools built after 2015 and projects under \$10,000 (smaller scopes will be bundled). Delivering the program within the Ministry window while also executing the annual capital program will be challenging; Facilities will sequence work, bundle scopes, leverage pre-qualified vendors, and escalate promptly if resource constraints arise.

1. Background & Ministry Direction

The Ministry of Education announced the 2025–26 Accessibility Renewal funding to advance barrier-free access in Ontario schools. In a recent meeting, the Ministry confirmed that the CEC is not eligible for this program and that the Board’s project list does not require further approval.

2. Program Parameters & Eligibility

Eligible Accessibility Categories

- Visual fire alarms
- Accessible & universal washrooms (e.g., grab bars, accessible stalls, automatic faucets)

- Interior barrier-free path of travel (elevators, lifts, ramps/railings, door entrances/operators, removal of transition barriers)
- Exterior barrier-free path of travel (ramps, handrails, door entrances/operators)
- Accessible parking
-

Spending Window & Reporting

Eligible costs must be incurred between May 15, 2025 and the end of the 2025–26 school year. Projects will be tracked in VFA Facility under SCI ACCESSIBILITY (scope, category, cost, legal commitments, start/end dates). Public communications will be maintained (Board website postings; Ontario Builds signage).

Board Eligibility Rules

- Schools built after 2015 are excluded.
- Projects under \$10,000 are ineligible and will be bundled within the same school.
- Where feasible, funding will be distributed broadly so each school benefits from at least one meaningful improvement.

3. Project Development & Overview

Facilities worked with school leaders to identify needs and assembled a comprehensive slate of 60 projects (Appendix A). Final costs will be confirmed through design and procurement.

4. Prioritization Framework

Projects will be prioritized using the following criteria:

- Student impact (main entrances, high-use washrooms, areas serving students with special education needs)
- Code/regulatory alignment and risk reduction
- Readiness and deliverability in 2025–26 (design/permitting, vendor capacity, lead times)
- Value for money, including bundling of scopes at a site
- Geographic balance across the system to promote equity
-

5. Procurement & Delivery Plan

Facilities will: (i) bundle similar scopes to leverage pricing and reduce mobilizations; (ii) use pre-qualified vendors and standard specifications to accelerate procurement; (iii) schedule off-hours/weekend/summer work to minimize disruption; (iv) coordinate with Capital

Renewal, Energy, and Maintenance programs to align outages and site access; (v) maintain commissioning/verification for elevators, lifts, and life-safety systems; and (vi) track milestones with early escalation of risks.

6. Schedule & Milestones

- School/Senior Team project proposals consolidated (complete).
- Final Board project list submitted to the Ministry: September 19, 2025.
- Delivery window: Eligible costs from May 15, 2025 through the end of the 2025–26 school year.
- Progress reporting: Periodic updates to Corporate Services Committee; close-out report at program end.
-

7. Key Risks & Mitigations

- **Concurrent workload:** Accessibility program coincides with annual capital plan delivery.
Mitigation: Dedicated sequencing, resource-levelling, and priority gating across programs.
- **Supply chain/lead times for specialty items** (e.g., lifts, operators, alarms).
Mitigation: Early ordering, alternate/equivalent specifications, and batch procurement.
- **Cost escalation/market capacity.**
Mitigation: Competitive bundling, prudent contingencies within category targets, and scope right-sizing.
- **Construction in occupied facilities.**
Mitigation: Off-hour work plans, safety barriers, and principal coordination.

8. Financial Stewardship & Reporting

All projects will be tracked in VFA Facility with category tagging, scope, estimates, and legal commitments. Facilities will monitor budget versus forecast monthly, rebalance the slate as actuals become known, and reassign funds to ready projects as needed to prevent underspend. Ontario Builds signage and Board website postings will be maintained to support transparency.

9. Communications & Stakeholder Engagement

Facilities will communicate schedules and site impacts with principals and caretaking supervisors, coordinate with Special Education for student-focused scopes, and provide public updates via the Board website. Material changes to accessible routes will be communicated in advance.

10. Conclusion & Commitment

Delivering the full Accessibility program within the Ministry window—alongside the regular annual capital program—will be challenging. Facilities is committed to disciplined execution, active risk management, and timely reporting to the Board should resource constraints or market conditions threaten delivery.

Submitted by: Khaled Elgharbawy, Superintendent of Facilities Services and Plant

Endorsed By: Calum McNeil, Chief Financial Officer and Treasurer of the Board

John De Faveri, Director of Education, Foundation Chair & Secretary of the Board

2025-26 YCDSB Accessibility Projects

Appendix A

Address	Project Description
Canadian Martyrs CES	Installation of ramps, elevator at site.
Corpus Christi CES	Universal Washroom and Evacuation Chairs
Father Frederick McGinn CES	Door Replacement
Father Michael McGivney CHS	Installation of ramps and elevator at site.
Holy Cross CHS	Installation of ramps and elevator at site.
Holy Jubilee CES	Door Replacement
Holy Spirit CES	Universal Washroom and Evacuation Chairs
Immaculate Conception CES	Door Replacement
Light of Christ CES	Evacuation Chairs
Notre Dame CES	Evacuation Chairs
Our Lady of Fatima CES	Fire Alarm System Replacement and Evacuation Chairs
Our Lady of Grace CES	Door Replacement
Our Lady of Hope CES	Universal Washroom and Evacuation Chairs
Our Lady of the Lake CA	Universal Washroom and Evacuation Chairs
Our Lady of the Rosary CES	Evacuation Chairs
Prince of Peace CES	Fire Alarm System Replacement
Sacred Heart CHS	Installation of ramps and elevator at site.
San Marco CES	Fire Alarm System Replacement
Sir Richard W. Scott CES	Fire Alarm System Replacement
St. Anthony CES	Evacuation Chairs
St. Agnes of Assisi CES	Universal Washroom
St. Andrew CES	Installation of ramps and lift at site.
St. Benedict CES	Fire Alarm System Replacement and Universal Washroom
St. Brendan	Universal Washroom
St. Brigid CES	Fire Alarm System Replacement
St. Brother Andre CHS	Fire Alarm and Universal Washroom
St. Catherine of Siena CES	Installation of a ramp and railings
St. Cecilia CES	Evacuation Chairs
St. Charles Garnier CES	Universal Washroom
St. David CES	Evacuation Chairs
St. Elizabeth Seton CES	Evacuation Chairs

2025-26 YCDSB Accessibility Projects

Appendix A

Address	Project Description
St. Francis Xavier CES	Universal Washroom
St. Giovanni Battista Scalabrini CES	Universal Washroom
St. Gregory the Great CES	Fire Alarm System Replacement
St. Jean de Brebeuf CHS	Fire Alarm Replacement
St. Joan of Arc CHS	Evacuation Chairs
St. John Paul II CES, Red Maple PS	Evacuation Chairs
St. Joseph (Richmond Hill) CES	Universal Washroom and Evacuation Chairs
St. Joseph The Worker CES	Fire Alarm System Replacement
St. Justin Martyr CES	Evacuation Chairs
St. Michael CES	Universal Washroom
St. Paul CES	Fire Alarm System Replacement and Universal Washroom
St. Rene Goupil/St. Luke CES	Universal Washroom
St. Robert CHS	Installation of two ramps and railings
St. Theresa of Lisieux CHS	Door Replacement