

**YORK CATHOLIC DISTRICT SCHOOL BOARD
AGENDA
SPECIAL BOARD MEETING
Tuesday, January 21, 2025
8:30 P.M.**

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

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

1.	OPENING PRAYER / LAND ACKNOWLEDGEMENT			
	(On Reverse)			E. Crowe
2.	ROLL CALL			J. De Faveri
3.	APPROVAL OF NEW MATERIAL			E. Crowe
4.	APPROVAL OF THE AGENDA			E. Crowe
5.	DECLARATIONS OF CONFLICT OF INTEREST FOR CURRENT MEETING			E. Crowe
6.	DECLARATIONS OF CONFLICT OF INTEREST FROM PREVIOUS MEETING			E. Crowe
7.	APPROVAL OF THE PREVIOUS MINUTES			
8.	BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING			
9.	CHAIR'S REPORT / UPDATE / INSPIRATIONAL MESSAGES			
10.	OCSTA BOARD OF DIRECTOR'S UPDATE			
11.	DIRECTOR'S REPORT / UPDATE			
12.	STUDENT TRUSTEES' REPORT			
13.	RECOGNITIONS / OUTSIDE PRESENTATIONS			
14.	DELEGATIONS			
15.	JOURNEY TOWARDS OUR VISION – STAFF PRESENTATIONS			
16.	ACTION ITEM(S) (including Committee Reports)			
	a) Approval of Report No. 2025:05 Special Committee of the Whole (Jan 21)			M. Iafrate
	b) MYFRP Proposal - STREAM Centres			A. Arcadi 3
	c) MYFRP Proposal - Home Instruction			T. Laliberte 4
	d) MYFRP Proposal - General School Budget (GSB)			C. McNeil 14
	e) MYFRP Proposal - Hospitality			J. De Faveri 15
	f) MYFRP Proposal - Community Use of Schools (Revenue)			K. Elgharbawy 16
	g) MYFRP Proposal - HREA Budget			J. De Faveri 20
	h) MYFRP Proposal - Sections that Support Special Programs			J. Chiutsi 21
	i) MYFRP Proposal – Secondary Transportation Cost Reductions			G. De Girolamo 23
17.	DISCUSSION ITEM(S)			
18.	INFORMATION ITEM(S)			
	a) Multi-Year Financial Recovery Plan (MYFRP) Financials			C. McNeil 24

19. NOTICES OF MOTION

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

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

PRAYER TO ST. MICHAEL THE ARCHANGEL

- 21.** *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.*

22. ADJOURNMENT

E. Crowe

**Father in Heaven,
Lead us, renew us and free us to go forward.
Help us find new courage and joy for ourselves.
Then we can praise You and Your strength.
May Your power be revealed to us, and
may Your name always be praised.
Amen.**

York Catholic District School Board

REPORT

Report to: Board of Trustees (Special Board)
From: Administration
Date: January 21, 2025
Report: **Multi-Year Financial Recovery Plan (MYFRP) Proposal –
STREAM Centres**

This report provides a summary of the MYFRP Proposal to reduce the number of STREAM Centres from 6 to 4.

Proposed Cost Saving Initiative:

The initiative involves reducing the number of STREAM centres from 6 to 4 to generate a savings while continuing a popular and valued program. In 2023-24, a total of 16,789 students visited the centres (4,965 Primary, 7,636 Junior and 4,188 Intermediate).

Since 2020, elementary enrolment at the Board has declined by 4,500 students (13%).

By closing 2 of the centres, cost saving would include a reduction of \$66k in transportation which is currently budgeted at 200k/year.

An additional cost savings measure for consideration is a transportation recovery fee of \$5/student. This fee would offset transportation costs by about \$80k/year.

Top Impacts:

1. Through careful restructuring, the program remains intact, ensuring students continue to benefit from this popular and high-demand educational offering.
2. Reducing transportation costs also aligns with broader goals of operational efficiency and environmental sustainability, as fewer resources are expended.
3. The program originally ran with four centres and can again. This program is perhaps the most popular offering the board makes to schools and permits many students and staff to have cutting edge processes, including the Design Thinking Process, and related technology.

Recommendations:

THAT the Board approve the MYFRP Proposal to remove two STREAM Centres to generate a cost savings of \$310k.

THAT the Board approve the MYFRP Proposal to recover \$5/student attending a STREAM centre to offset transportation costs and generate a savings of \$80k.

Prepared by: Anthony Arcadi, Superintendent of Curriculum & Assessment Department
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 To: Board of Trustees (Special Board)

From: Administration

Date: January 21, 2025.

Report: Home Instruction

EXECUTIVE SUMMARY

This report is presented to the Board of Trustees to highlight the procedures for the implementation of Home Instruction and to pinpoint areas for budgetary reductions.

BACKGROUND INFORMATION

Home instruction is one tool that is used to address the academic impact of extended absences of students from school. It is a strategy that is offered after all in school supports have been exhausted and it is aimed specifically at providing short-term curriculum programming for students who are unable to attend school full time due to the following reasons:

- **Long-term Physical Circumstances** refers to a long-term disability or illness (cancer treatment, brain injury...) which prevents regular school attendance.
- **Short-term Physical Circumstances** refers to a temporary physical condition (broken leg or surgery...) which prevents regular school attendance.
- **Special Circumstances** refers to social, emotional, behavioural or legal issues which, for a short period of time, might prevent regular school attendance.
- A student has been **absent for 15 consecutive days** and a consultation with the school Attendance Counsellor has been documented.

The availability of home instruction is teacher dependent and the [Home Instruction Procedures](#) guideline outlines the process and procedures under which home instruction is applied.

In the 2023-2024 school year approximately \$600,000.00 was spent on the reimbursement to teachers who had been hired to provide 5 hours of instruction per week to students that were assigned to Home Instruction.

In reducing the application of Home Instruction to only those students who meet the criteria outlined in the bullet points above, the expectation is that expenses will be reduced by approximately \$300,000.00. This amounts to a cost savings of \$300,000.00.

The goal in all cases whereby a student is working on home instruction is to have them re-engaged and returned to their home school as soon as possible. This goal is possible for the large number of students that requested home instruction this past year, due to mental health concerns, by providing access to elearn

course and referrals to a Child and Adolescent Day Treatment Program (i.e. Humber River Regional Hospital, ATLAS- Markham Stouffville Hospital, Southlake Newmarket Hospital, North York Children's Hospital, Yorkhills, Sunnybrook Hospital - Family Navigation Project, etc).

RECOMMENDATION

THAT in order to reduce expenses, school Principals adhere to the parameters identified within the [Home Instruction Procedures](#).

Prepared by: Tim Laliberte, Superintendent of Education: School Leadership
Reviewed by: Jennifer Sama, Associate Director
Endorsed By: John De Faveri, Director of Education, Foundation Chair and Secretary of the Board

HOME INSTRUCTION

Rationale

To provide access to curriculum programming and/or remediations for students who are of compulsory school age (21 years old and below) who are unable to attend school full time due to the following reasons:

- **Long-term Physical Circumstances** refers to a long-term disability or illness (cancer treatment, brain injury...) which prevents regular school attendance.
- **Short-term Physical Circumstances** refers to a temporary physical condition (broken leg or surgery...) which prevents regular school attendance.
- **Special Circumstances** refers to social, emotional, behavioural or legal issues which, for a short period of time, might prevent regular school attendance.
- A student has been **absent for 15 consecutive days** and a consultation with the school Attendance Counsellor has been documented.

Home instruction allows for a qualified teacher to spend up to **five hours** per week with a student virtually or face to face (parent/guardian to be present) in the student's home or in a community setting, such as the community library.

Review of Home Instruction

As home instruction is meant as a *short-term solution*, it is recommended there should be a review of the student's needs at the end of each month with the principal, teacher and parent and/or student (if 16 yrs of age or over).

Reason For Referral:

Reason for Request	Criteria	Level of Support
Medical (<i>Long-term Physical Circumstances</i>) (<i>Short-term Physical Circumstances</i>)	The Parent/Guardian must produce documentation from a medical professional indicating that: 1) the child is unable to attend school; 2) the medical reason; 3) and the anticipated	Home instruction support is offered for a short term period while the student receives medical treatment with the goal of the student returning to in person learning once the treatment concludes.

	<p>duration of the absence and return to school.</p> <p>The Principal fills out the Referral for Home Instruction TCH39(b), along with the medical note, and sends it to their respective Superintendent for approval.</p>	<p>Approval is typically given for 1 hour per day of instruction, to a maximum of 5 hours per week.</p>
<p>Special Education</p>	<p>If the Special Education students' needs (not including students with mental health needs) cannot be accommodated within the regular school, despite the interventions and support implemented, then the principal, after consultation with the multidisciplinary team and Superintendent of Education: Exceptional Learners, may request home instruction for the student.</p> <p>This option is considered only after all in school measures have been implemented and the needs of the student are not being adequately met. This is an interim accommodation that will support a plan for the student to eventually return to face to face learning. Under Human Rights, home instruction is part of a plan that will ensure the student continues to access learning.</p>	<p>The Referral for Home Instruction TCH39(b) is completed by the Principal/Vice Principal and forwarded to the Superintendent of Education: Exceptional Learners.</p> <p>For exceptional students, an SE2 is to be attached to the application. Approval is usually given for 1 hour per day of instruction, to a maximum of 5 hours per week.</p> <p>Once the student returns to school or attends an alternate program, home instruction stops.</p>

	The Referral for Home Instruction TCH39(b) is completed by the Principal/Vice Principal and forwarded to the Superintendent of Education: Exceptional Learners for approval.	
Safe and Caring Schools <i>(Special Circumstances)</i>	If the student's needs cannot be accommodated within the regular school, despite the interventions and supports implemented, then the principal, after consultation with the multidisciplinary team and Superintendent of Education: Safe Schools, may request home instruction for the student.	The Referral for Home Instruction TCH39(b) is completed by the Principal/Vice Principal and forward to the Superintendent of Education: Safe and Caring Schools. Approval, if granted, is typically given for 1 hour per day of instruction, to a maximum of 5 hours per week until the student returns to in person learning to a school or attends an alternate program.
Mental Health and Well-Being <i>(Special Circumstances)</i>	Parent/Guardian must produce documentation from a medical professional indicating that: 1) the child is unable to attend school; 2) the medical reason indicating mental health needs;	The student will be referred to the school's Attendance Counselor who will work with the school and the family to find a suitable schooling solution. Options include: 1. E-Learning classes 2. Hybrid Tutorial Model (TSSP). The student attends

		<p>class on a part time basis and receives home instruction support while they gain confidence in returning to full time learning in school.</p> <p>3. Refer students to a Child and Adolescent Day Treatment Program (i.e. Humber River Regional Hospital, ATLAS- Markham Stouffville Hospital, Southlake Newmarket Hospital, North York Children's Hospital, Yorkhills, Sunnybrook Hospital - Family Navigation Project, etc)</p> <p>4. SAL - Principals are to consider SAL as a means to re-engage students in Home Instruction in order to get them back to school.</p>
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HOME INSTRUCTION IMPLEMENTATION

MEDICAL REASONS

1. If a pupil is going to be absent for more than 15 school days, then the Principal may request home instruction for the pupil.
2. A medical report must be submitted by the child’s doctor, stating the nature of the

disability with any limitations, and advising home instruction. The doctor must date and sign such a statement. A copy of this should be attached to the application sent to the Superintendent of Education: Exceptional Learners.

3. Once the student returns to school (even if only on a part time basis) home instruction stops.
4. Approval is usually given for 1 hour per day of instruction, to a maximum of 5 hours per week.
5. The school is responsible for obtaining the necessary teacher(s). **All teachers must be qualified teachers with our Board. (See Article 21.00 of the current Collective Agreement or contact Human Resources Department for assistance.)**
6. The Principal, with the intended home instruction teacher, should immediately set up a program. There is considerable advantage in using the pupil's own home room teacher.
7. Parent or guardian should be present in the home when instruction is being given. If this is not feasible, home instruction is to take place in a public venue, (ie. community library) or virtually.
8. Pupil is kept on the school register since the pupil is not a retirement (once instruction begins the pupil can be considered as present).
9. When an extension to the initial application is required - Principal/Vice-Principal to complete, sign and forward the Request for Extension of Home Instruction (TCH39(f)) to the Superintendent of Education School Leadership
10. Upon completion of Home Instruction, the Principal/Vice-Principal is to forward the Termination of Home Instruction (TCH39(g)) to Superintendent of Education: School Leadership
11. Approval is given for instruction during the school year only, and ***must not extend into vacation times, (ie. March Break, summer etc).***

SPECIAL EDUCATION

1. If the pupil's needs cannot be accommodated within the regular school, despite the interventions and supports implemented, then the principal, after consultation with the area resource team and Superintendent of Education: Exceptional Learners, may request home instruction for the pupil.
2. Initial application, Referral for Home Instruction for Alternate programming, 39(a) is completed by the school; signed by the Principal or Vice-Principal and forwarded to the Superintendent of Education: Exceptional Learners.

- For exceptional students an SE2 is to be attached to the application
3. Once the student returns to school or attends an alternate program, home instruction stops.
 4. Approval is usually given for 1 hour per day of instruction, to a maximum of 5 hours per week.
 5. The school is responsible for obtaining the necessary teacher(s). **All teachers must be qualified teachers with our Board. (See Article 21.00 of the current Collective Agreement or contact Human Resources Department for assistance.)**
 6. The Principal, with the intended home instruction teacher, should immediately set up a program. There is considerable advantage in using the pupil's own home room teacher.
 7. Parent or guardian should be present in the home when instruction is being given. If this is not feasible, home instruction is to take place in a public venue, (ie. community library) or virtually.
 8. Pupil is kept on the school register since the pupil is not a retirement (once instruction begins the pupil can be considered as present).
 9. When an extension to the initial application is required – the Principal/Vice-Principal to complete, sign and forward the Request for Extension of Home Instruction (TCH39(f)) to Superintendent of Education: Exceptional Learners for approval.
 10. Upon completion of Home Instruction, the Principal/Vice-Principal is to forward the Termination of Home Instruction (TCH39(g)) to Superintendent of Education: Exceptional Learners.
 11. Approval is given for instruction during the school year only, and ***must not extend into vacation times, (ie. March Break, summer etc).***

SAFE SCHOOLS

1. If the pupil's needs cannot be accommodated within the regular school, despite the interventions and supports implemented, then the principal, after consultation with the area resource team and Superintendent of Education: Safe Schools, may request home instruction for the pupil.
2. Initial application, Referral for Home Instruction for Alternate programming, 39(a) is completed by the school; signed by the Principal or Vice-Principal and forwarded to the

Superintendent of Education: Safe Schools.

- For students within the Safe School Program – a completed TCH 39(h) form
3. Once the student returns to school or attends an alternate program, home instruction stops.
 4. Approval is usually given for 1 hour per day of instruction, to a maximum of 5 hours per week.
 5. The school is responsible for obtaining the necessary teacher(s). **All teachers must be qualified teachers with our Board. (See Article 21.00 of the current Collective Agreement or contact Human Resources Department for assistance.)**
 6. The Principal, with the intended home instruction teacher, should immediately set up a program. There is considerable advantage in using the pupil's own home room teacher.
 7. Parent or guardian should be present in the home when instruction is being given. If this is not feasible, home instruction is to take place in a public venue, (ie. community library) or virtually.
 8. Pupil is kept on the school register since the pupil is not a retirement (once instruction begins the pupil can be considered as present).
 9. When an extension to the initial application is required – the Principal/Vice-Principal to complete, sign and forward the Request for Extension of Home Instruction (TCH39(f)) to Superintendent of Education: Safe Schools for approval.
 10. Upon completion of Home Instruction (the student returns in person to a school or attends an alternate program), the Principal/Vice-Principal is to forward the Termination of Home Instruction (TCH39(g)) to the Superintendent of Education: Safe Schools.
 11. Approval is given for instruction during the school year only, and ***must not extend into vacation times, (ie. March Break, summer etc).***

Mental Health and Well Being

1. If a pupil is going to be absent for more than 15 school days and the Parent provides a medical note stating their child is unable to attend school due to mental health reasons, the student will be referred to the Attendance Counselor assigned to that school. The Attendance Counselor and school administration will work with the parent to find a suitable solution to enable them to access the curriculum. Options include:

a) E-Learn courses

b) Hybrid Tutorial Model (TSSP). The student attends class on a part time basis and receives home instruction support while they gain confidence in returning to full time learning in school. The student will be offered support through the Board's Mental Health Workers (SMH1) in order to assist in this transition back into school full time.

c) Refer student to a Child and Adolescent Day Treatment Program (i.e. Humber River Regional Hospital, ATLAS- Markham Stouffville Hospital, Southlake Newmarket Hospital, North York Children's Hospital, Yorkhills, Sunnybrook Hospital - Family Navigation Project, etc)

d) SAL - Principals are to consider SAL as a means to re-engage students in accessing TSSP in order to get them back to school.

York Catholic District School Board

REPORT

Report to: Board of Trustees (Special Board)
From: Administration
Date: January 21, 2025
Report: Multi-Year Financial Recovery Plan (MYFRP) Proposal – General School Budget (GSB)

This report provides a summary of the MYFRP Proposal for the General School Budget (GSB).

Proposed Cost Saving Initiative:

A 5% GSB reduction will be included in the MYFRP. Savings strategies will be explored by the Superintendents of Education to support the School Principals in achieving the savings.

2023-24 GSB Spend Composition:

Table with 4 columns: Category, Elementary, Secondary, Total. Rows include Instructional Supply, Paper & Xerox, Computer, Furniture & Equip, Books, Release Time, Printing, Grounds, Building, Licences, Two Way Radios, Subtotal Instruction, Office, Library, Guidance, and Total.

Top Impacts:

- 1. Morale impact on Principals.
2. Potentially wider recognition of the Board’s financial challenges.

Recommendation:

THAT the Board approve the MYFRP Proposal for the reduction of \$350k from the General School Budget (GSB).

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 (Special Board)
From: Administration
Date: January 21, 2025
Report: **Multi-Year Financial Recovery Plan (MYFRP) Proposal – Hospitality**

This report provides a summary of the MYFRP Proposal to reduce Hospitality expenses.

Proposed Cost Saving Initiative:

- All board employees are responsible for bringing/purchasing lunch every day
- Collective meetings at the CEC do not introduce barriers to this regular practice
- Expect that regardless of the location for the workday, that board employees provide their own lunch

The 2024-25 revised estimates includes a cost savings reduction of \$10k for hospitality. This proposal reduces the budget by a further \$20k.

Top Impacts:

1. Morale impact on Principals, others.
2. Potentially wider recognition of the Board's financial challenges.
3. The public Board (and many others) does not have any internal catering.

Recommendation:

THAT the Board approve the MYFRP Proposal for the reduction of hospitality expenses by \$20k by 2025-26.

Prepared by: John De Faveri, Director of Education, Foundation Chair and Secretary 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 (Special Board)

From: Administration

Date: January 21, 2025

Re: **Community Use of Schools – Fee Adjustments and Outdoor Rentals**

Executive Summary

This report provides an update on the Community Use of Schools (CUS) program, with a specific focus on proposed fee increases and the feasibility of permitting outdoor facilities. By addressing these areas, the Board can optimize facility usage, enhance revenue, and align its policies with community needs. Comparative data from other school boards informs the recommendations presented, highlighting the challenges and opportunities for outdoor rentals.

Background

The York Catholic District School Board (YCDSB) recognizes the importance of its facilities in supporting the community's educational, recreational, spiritual, and social development. The CUS program ensures access to these spaces while maintaining compliance with Board policies and operational efficiency.

A review of current practices identified key focus areas, including:

1. Fee collection and adjustments.
 2. Outdoor rental challenges and opportunities.
 3. Comparative practices among other school boards.
-

Current CUS Procedures and Findings

1. Fee Collection

- Fees are collected as per the Board-approved CUS fee schedule, integrated into the permitting software for transparency and accuracy.

2. Policy Compliance

- Compliance with CUS policies is generally high, with no significant deviations observed for weekend permits.

3. Custodial Support and Monitoring

- Custodians track overtime and report any deviations from permit terms. Additional charges are applied as necessary, ensuring accurate billing.

4. Challenges with Outdoor Rentals

- Outdoor facilities, such as parking lots, fields, and tracks, are not currently maintained for external use due to operational and financial constraints.
- Maintenance costs, including leveling, top dressing, aeration, and washroom access, present significant barriers to expanding outdoor rentals.
- Comparative analysis reveals mixed practices among school boards, with some allowing limited outdoor rentals while others prohibit them entirely.

Fee Adjustments and Outdoor Rental Analysis

Proposed Fee Adjustments

- Introduce a **5% increase in permit fees** in addition to the annual Consumer Price Index (CPI) adjustment to address rising operational costs and support long-term sustainability.

Outdoor Rental Practices in Other Boards

- **Peel DSB and Halton DSB:** Do not permit outdoor facilities for community use.
- **Durham CDSB and Wellington CDSB:** Permit limited outdoor rentals, with elementary field rates ranging from **\$16.15 to \$26.95 per hour** and secondary field rates up to **\$53.90 per hour** for recreational groups.
- **Dufferin-Peel CDSB:** Allows limited outdoor rentals, primarily for elementary fields during summer months (May 15 – August 31), with field rates at **\$26.00 per hour** for registered non-profits.

Challenges with Outdoor Rentals at YCDSB

- **Elementary School Fields:** Lack proper leveling, infrastructure, and maintenance for safe external use.
- **Operational Constraints:** Custodians are on day shifts during summer, limiting washroom access and supervision.
- **Budget Limitations:** The Plant Department does not have the resources to maintain fields at a standard suitable for rentals.

Recommendations for Improvement

1. Permit Fee Adjustments

- Implement a **5% increase in permit fees** to offset operational costs and enhance program sustainability.
- Minimize school-canceled permits to recover lost revenue and improve resource utilization.

2. Outdoor Rental Feasibility

- Conduct a cost-benefit analysis to determine the feasibility of permitting select outdoor facilities.
- Develop a phased maintenance plan for fields, addressing leveling, aeration, and painting requirements to meet safety standards.

3. Comparative Insights

- Adopt a hybrid approach by permitting limited outdoor facilities under strict conditions, as seen in Durham CDSB and Wellington CDSB, while maintaining indoor facility usage as the primary focus.

Revenue Projections and Cost Analysis

Current Financial Overview (2023-2024)

- Gross Revenue: \$1,981,248
- Net Revenue (after deductions): \$1,562,931

Projected Revenue with Proposed Adjustments

- Fee Adjustment: A 5% increase in fees
- Cancellation Reduction: Anticipated decrease in cancellation rates
- Projected Marginal Revenue Growth: \$75,000 annually

By implementing the proposed adjustments, the organization expects to achieve modest revenue growth while addressing potential areas for improvement in service retention and fee structures.

Conclusion

The proposed fee adjustments and strategic exploration of outdoor rentals align with the YCDSB's goals of resource optimization and community engagement. While outdoor rentals

face operational challenges, a phased approach could address maintenance and budget constraints over time.

Recommendations

1. **THAT the** Policy 616 Community Use of Schools be reviewed for opportunities to increase revenues by \$75,000 annually.
2. Conduct further analysis on outdoor rental feasibility, with a focus on incremental implementation for select facilities.
3. Continue monitoring the impact of these changes and provide an updated report within six months to assess progress and community feedback.

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

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

REPORT

Report to: Board of Trustees (Special Board)
From: Administration
Date: January 21, 2025
Report: **Multi-Year Financial Recovery Plan (MYFRP) Proposal – HREA Budget**

This report provides a summary of the MYFRP Proposal to reduce the HREA Budget

Proposed Cost Saving Initiative:

The HREA office was established in 2019-20 with initial expenses related to furniture, office set up and supplies. From 2020-21 to 2023-24 the operating expense budget was \$100K in each year.

Actual Expense Spend:

2019-20 \$20k
2020-21 \$30k
2021-22 \$41k
2022-23 \$64k
2023-24 \$100k

In 2024-25, an Inclusive and Inviting School Superintendent position was established. The HREA office had previously undertaken some initiatives that now belong in the Inclusive and Inviting Schools Office allowing an overall HREA budget reduction.

The 2024-25 revised estimates includes a cost savings reduction from \$100k to \$75k. This proposal reduces the HREA budget by a further \$25k.

Top Impacts:

1. We expect there to be no significant impact of this reduction.

Recommendation:

THAT the Board approve the MYFRP Proposal to reduce the HREA Office by \$25k for initiatives being undertaken through the Inclusive and Inviting Schools Office.

Prepared by: John De Faveri, Director of Education, Foundation Chair and Secretary 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 (Special Board Meeting)
From: Administration
Date: January 21, 2025
Report: Multi-Year Financial Recovery Plan (MYFRP) Proposal – Sections that Support Special Programs

This report provides a summary of the MYFRP Proposal to reduce the Sections that Support Special Programs.

Proposed Cost Saving Initiative:

Reduction of 6 sections from the High-Performance Athlete (HPA) program will result in cost savings starting in the 2025-26 school year (3 sections from each school: SMKH/HCCA).

Removing International Baccalaureate (IB) from HCCA will result in a reduction of 3 sections starting in the 2026-27 as each IB school is allocated an additional 3 sections each year.

Cost Savings and Assumptions (\$):

Table with 4 columns: Year 1 (2024-25), Year 2 (2025-26), Year 3 (2026-27), Year 4 (2027-28). Values: -, 130k, 200k, 200k.

Reduce 6 HPA sections in 2025-26 and 3 IB sections in 2026-27

Assumptions:

- Reducing the FTE does not impact the program.
Increasing student enrollment in the HPA program will ensure the long term success of the program without the need for additional FTE beyond what is driven by student enrollment.

In 2024-25, 6 additional sections were approved for HCCA IB. This was a one-year allocation of sections only and will be removed regardless of this proposal.

Impact Assessment (Low/Medium/High):

Students:		Other:	
Breadth	L	Operational Risk	L
Depth	L	Enrolment	L
Equity and Access	L	Workforce	L
		Community	L
		Unions	M
		Strategy	L
		School Operations	L

Top Impacts:

1. Removing the IB program at HCCA will result in minimal impact at HCCA as it is a gradual phase out of the program.
2. Reducing sections to support the HPA program at SMKH and HCCA could result in Less sections for monitoring students in the HPA program.

Recommendation:

THAT staffing of secondary specialty programs be implemented as part of the report for a net savings of \$200k.

Prepared by: Joel Chiutsi, Superintendent of Education: School Leadership
Submitted by: Jennifer Sarna, Associate Director
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 (Special Board)
FROM: Administration
DATE: January 21, 2025
RE: **Secondary Transportation Cost Reductions**

EXECUTIVE SUMMARY

Staff are actively reviewing options aimed at reducing the cost of school bus transportation in the secondary panel. This effort is being undertaken to address budget constraints while ensuring that transportation service remains safe, reliable and efficient for eligible students.

BACKGROUND

As part of the multi-year financial recovery plan, staff are closely reviewing secondary transportation, in an effort to identify \$1.5M in cost reductions over the next three years.

As transit options within York Region improve with the addition of new routes and capacity, staff are reviewing secondary school transportation to identify service efficiencies, particularly as they relate to students residing in transit-served areas, as defined in Policy 203 - Student Transportation Services, Section 5.9.

Policy changes may also be contemplated.

RECOMMENDATION

THAT \$1.5M in secondary transportation savings be included in the MYFRP, and staff shall develop cost-savings recommendations to achieve this target for Trustee consideration.

Prepared by: Giovanna DeGirolamo, Coordinating Manager, Planning & Operations
Submitted 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

REPORT

Report to: Board of Trustees (Special Board Meeting)
From: Administration
Date: January 21, 2025
Report: **Multi-Year Financial Recovery Plan (MYFRP) Financials**

This report summarizes the compliance deficit and Multi-Year Financial Recovery Plan (MYFRP) savings assumptions for the 2025-26 to 2027-28 fiscal years.

Background Update and Recap

The school board's MYFRP must achieve a balanced budget by 2026-27 and maintain this position into 2027-28 to ensure compliance with the Education Act and related regulations.

Assumptions

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

Compliance Projection

The year 2026-27 is highlighted in yellow in the table on the following page, as it is the first year the board is required to achieve a balanced budget under the MYFRP.

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

Surplus/(Deficit) Projections

\$ Millions	2025-26	2026-27	2027-28
2024-25 Revised Estimates Deficit	(10.5)	(10.5)	(10.5)
Operational Assumptions: decrease/(increase) deficit			
Reversal of One Time Envelope Revenue	(3.0)	(3.0)	(3.0)
Reversal of Bill 124 Additional Funding	(3.9)	(3.9)	(3.9)
IL Extended Day	0.3	0.3	0.3
International Student Program	0.2	0.3	0.5
Transportation	0.2	0.1	0.2
Information Systems-Infrastructure	(0.7)	0.7	0.1
Information Systems-SAP Project	0.3	1.6	0.8
Supply/Unqualified Supply Rate	1.1	3.1	3.1
Year 4 (of 4) Custodian Reductions	0.6	0.6	0.6
Other	0.5	1.0	0.9
Deficit Before Proposals	(14.9)	(9.7)	(10.9)
MYFRP Proposals-CTW	TBD	TBD	TBD
MYFRP Proposals-Appendix A	1.2	2.7	2.7
Surplus / (Deficit)	TBD	TBD	TBD

Reversal of 2024-25 one-time revenue due to new Core Education funding model

Reversal of 2024-25 delayed funding for prior year Bill 124 expenses

Financial position prior to any approved MYFRP proposals

To be updated following Committee of the Whole

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

Appendix A – MYFRP Proposals

MYFRP Surplus / (Deficit) (\$ millions)	2025-26	2026-27	2027-28
STREAM Centres	0.4	0.4	0.4
Home instruction	0.2	0.2	0.2
General School Budget (GSB)	0.4	0.4	0.4
Hospitality	0.02	0.02	0.02
Community Use of Schools (revenue)	0.1	0.1	0.1
HREA Budget	0.03	0.03	0.03
Sections that Support Special Programs	0.1	0.2	0.2
Secondary Transportation	-	1.5	1.5
Total Special Board	1.2	2.7	2.7