

YORK CATHOLIC DISTRICT SCHOOL BOARD
AGENDA
SPECIAL BOARD MEETING
Tuesday, June 11, 2024
7:30 p.m.

REVISED

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

LAND ACKNOWLEDGEMENT

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

- | | | |
|--|---------------|----|
| 1. OPENING PRAYER | E. Crowe | |
| 2. LAND ACKNOWLEDGEMENT | J. De Faveri | |
| 3. ROLL CALL | J. De Faveri | |
| 4. APPROVAL OF NEW MATERIAL | E. Crowe | |
| 5. APPROVAL OF THE AGENDA | E. Crowe | |
| 6. DECLARATIONS OF CONFLICT OF INTEREST FOR CURRENT MEETING | E. Crowe | |
| 7. DECLARATIONS OF CONFLICT OF INTEREST FROM PREVIOUS MEETING | E. Crowe | |
| 8. APPROVAL OF THE PREVIOUS MINUTES: N/A | | |
| 9. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING: N/A | | |
| 10. CHAIR'S REPORT / UPDATE / INSPIRATIONAL MESSAGES: N/A | | |
| 11. OCSTA BOARD OF DIRECTOR'S UPDATE: N/A | | |
| 12. DIRECTOR'S REPORT / UPDATE: N/A | | |
| 13. STUDENT TRUSTEES' REPORT: N/A | | |
| 14. RECOGNITIONS / OUTSIDE PRESENTATIONS: N/A | | |
| 15. DELEGATIONS: N/A | | |
| 16. JOURNEY TOWARDS OUR VISION – STAFF PRESENTATIONS | | |
| a) 2024-25 Budget Development: Financial Position (Estimates) | C. McNeil | 3 |
| 17. ACTION ITEM(S) (including Committee Reports) | | |
| a) Approval of Communications Department Investment Proposals | M. Brosens | 18 |
| b) Approval of Board Leadership Development Strategy (BLDS) | J. Sarna | 20 |
| c) Approval of Moving Towards Equity | S. Wright | 21 |
| d) Approval of SAP S/4HANA ERP Upgrade | S. Morrow | 24 |
| e) Approval of Infrastructure Requirements | S. Morrow | 29 |
| f) Approval of Centralized Distribution of Technology | S. Morrow | 33 |
| g) Approval of Transportation Review Budget Considerations | T. Pechkovsky | 36 |
| h) Approval of Report No. 2024:20 Special Committee of the Whole (June 11) | M. Iafrate | |
| i) TRUSTEE MOTION: Sacred Heart of Jesus | A. Saggese | 55 |
| 18. DISCUSSION ITEM (S): N/A | | |
| 19. INFORMATION ITEM(S): N/A | | |

Lord our God,
We turn our hearts and minds to You.
Be with us and grant us Your Spirit.
We thank You that this Word is given us
in Jesus Christ, our Savior.
Let Your Spirit bring a new age, an age
of truth, righteousness and love.
Amen.

20. 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.)*

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

PRAYER TO ST. MICHAEL THE ARCHANGEL

22. *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.*

23. ADJOURNMENT

E. Crowe

2024-25 Budget Development: Financial Position (Estimates)

Special Board Meeting

June 11, 2024

Prepared by:
Submitted by:
Endorsed by:

Kim Scanlon, Budget Manager
Calum McNeil, Chief Financial Officer & Treasurer of the Board
John De Faveri, Interim Director of Education and Secretary of the Board





2024-25 Operating Budget

The operating budget has been developed and includes:

- Grant updates based on projected enrolment and enveloped grant changes
- Other revenue projections
- Adjustments to staffing based on change in enrolment
- Labour benchmark updates:
 - Bill 124 benchmark increases assumed fully funded (potential pressure \$1.6M)
 - Labour increases for all other staff as defined by collective agreements or the Ministry
 - Additional 1.25% labour provision for teachers
- Removal of one time updates and budget assumptions



Bridge from 2023-24 to 2024-25 Budget (before additional savings and investments)

(\$ millions)	Compliance Deficit ⁽¹⁾
23/24 Revised Estimates	(12.9)
Snow Removal (reversal of 23/24 savings)	1.0
23/24 Central Reduction not Achieved	0.3
WSIB Projected Pressure	1.0
Supply Pressure vs. 23/24 budget	0.8
Interest Revenue (projected interest rate decline)	0.5
Grants Eliminated with no Cost Reduction	1.9
One Time Enveloping changes	(0.3)
Custodians for New School	0.4
Special Ed SEPPA ADE funding decline, Other	0.8
Approved Savings	(3.7)
Approved Investments	0.2
24/25 Estimates before Addt'l Savings/ Investments	(15.8)
6/11 Committee of the Whole (if approved)	0.1
Continuing Education – (Principal/Admin Support)	(0.1)
Special Education – Expenses	(0.05)
Plant – Operating Savings Challenge	(0.25)
Information Systems–Savings (plus \$50k previously identified)	(0.2)
24/25 Estimates before Additional Investments	(15.3)

Liability change \$0.6M, direct payroll \$0.4M

23/24 budget based on \$2.5M savings. Actual savings trending to \$1.7M.

Indigenous Ed Realignment Mitigation Fund \$1.1M
Safe and Clean Schools Supplement \$0.4M
International Language Extended Day PPF \$0.35M

Dissolved LOG envelopes and collapsed Special Education Envelopes

Supply (\$0.8M), Custodians (\$0.4M), Google Conversion (\$0.05M), Pathway Career Teachers (\$1.1M), Consultant (\$0.1M), ILITs (\$0.6M), EAs/SEIs, (\$0.7M)

ESL Consultant \$0.06M, Math Facilitator \$0.04M, Tech & Trade Consultant \$0.1M

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



List for Trustee Approval (\$000's)

Position, after approved cost savings and investments made to date = **\$15.3M Deficit**

Department	#	Investment	One-time Investment	Ongoing Investment	Ongoing Savings
Director's Office (slide 5)	1	Marketing Specialist (1.0 FTE)	-	100	-
	2	Communications – Videography	70	-	-
Associate Director (Slide 6)	3	Board Leadership Development Strategy	-	50	-
Equity Office (slide 7)	4	Moving Towards Equity	-	250	-
Information Systems (slide 8-11)	5	SAP Upgrade *	1,000	250	-
	6	Technology Infrastructure	-	1,900	-
	7	Centrally Purchased School Technology	-	500	-
Transportation (slide 12)	8	Caregiver Address	-	20	-
	9	Secondary Walk-to-Bus Stop Distance	-	-	600 - 1,200
	10	Secondary French Immersion	-	400	-
	11	Definition of "Transit Served"	-	40 - 1,300	-

* Ongoing incremental investment of \$700K after 24/25



Director's Office – Communications

1 & 2. Marketing Specialist and Videography (\$170K)

Due to the YCDSB's projected enrolment decline, there has been increased interest in marketing the Board to prospective students and families. Social media content is excellent for generating interest in attending the YCDSB, but well-produced marketing materials close the deal on bringing new students to our Board.

Marketing Specialist (\$100k, 1 FTE)

From producing kindergarten brochures to promotional materials for specialized secondary school programs to municipal parks & recreation program advertisements, this role could produce materials that would widen the Board's pool of prospective students in a new way.

Videography (\$70k)

Social media platforms allow organizations to micro-target audiences at a fraction of the cost of traditional media. Video is the preferred medium for social media algorithms, so building capacity in that medium would greatly benefit our Board. Finally, video is a very labour-intensive medium so doing this work properly requires a lot of effort.



Associate Director

3. Board Leadership Development Strategy (\$50k)

The YCDSB Board Leadership Development Strategy (BLDS) is tasked to:

1. Seek out and encourage teachers to explore the role of Vice Principal
 - Overcoming Obstacles on the Pathway to Leadership series - targeted at increasing diversity and community representation among our school leaders
 - Discernment Series (mandatory 3 session commitment before being placed in a leadership role) that helps teacher and Vice Principal candidates understand and explore what it means to be a Catholic leader in the YCDSB environment (Creating and Cultivating Catholic Culture Scaled to a School Level, Understanding, Appreciating, and Working Alongside Educational Partners, Qualities of a Leader, Broadening the Learning Beyond the Classroom, Shifting from leading Students to leading Adults)
2. Support and Develop newly Appointed Leaders BEFORE they step into the role:
 - Evening sessions to explore and discuss the operational requirements with local experts/leaders
3. Mentor/support/train and guide the 50+ newly appointed leaders (new to the role in the last 2 years)
4. Encourage ongoing Leadership Development
 - Offer PD sessions throughout the year
5. Capitalize on Experience - Putting the Knowledge and Agency of Tenured Principals Into Action

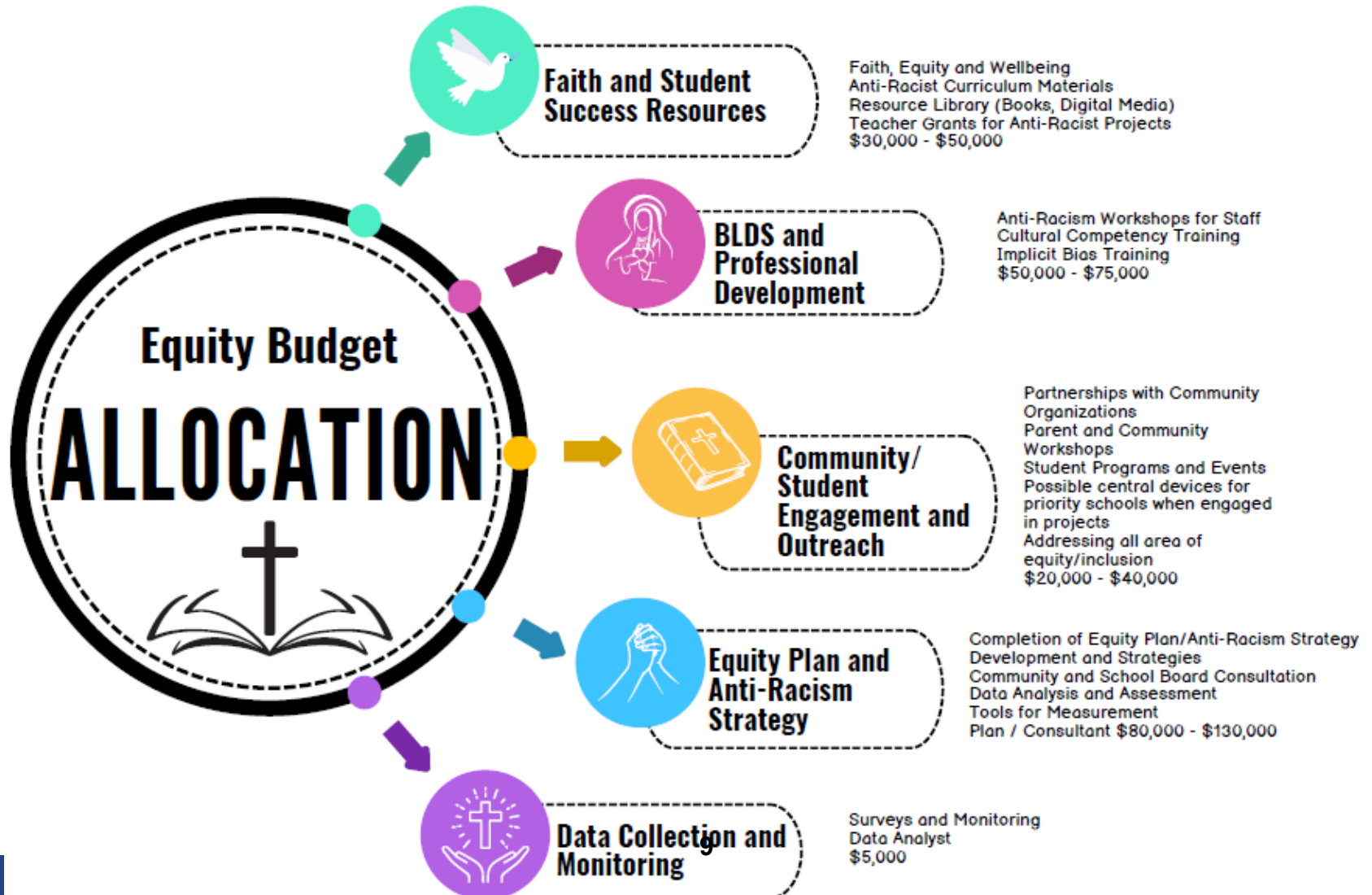
All of the items listed above reflect the work and efforts put into action during the 2023-2024 school year with an understanding that the pace of change (organizational structure, routines and processes) along with the ongoing changes in school level leadership (attrition, promotion...) will require that our BLDS program continues to adapt to the current realities faced by leaders in our schools.

The budget request will allow for ongoing programming to target the needs of our school leaders.

Equity Office

4. Moving Towards Equity (\$250k)

Utilizing a budget of \$250k, for an inviting and inclusive office requires strategic planning and resource allocation.





Technology Investments: Context

- Technology strategy and resource allocation has been historically focused on academic support, proprietary systems and internal development.
- Absence of long-term capital planning.
- Underinvestment in infrastructure, ERP system (SAP) and Information Security.
- New cybersecurity and AI legislation being proposed
- Significant time and effort invested to get to this point of understanding the SAP roadmap and our readiness to modernize our investment
- Recognition of budget challenges, but well aware of risk of doing nothing



Information Systems

5. SAP Upgrade (\$1.25M)

- SAP has extended the end-of-life date to Dec 31, 2027 for ECC6 (Finance SAP module) which was implemented in 1999.
- 2/3rd of SAP customers have moved from ECC6 to S/4HANA, which is the updated Software as a Service (subscription model, cloud-based software) for ECC6.
- One-time implementation timeframe and costs are estimated at 6-12 months and \$1M.
- SaaS annual fees of \$1.1M will replace the current on-premise license and maintenance costs of \$0.4M (public sector 75% discount still applies). The incremental investment of \$0.7M will only apply to part of 24/25.
- Recommendation is for project to start in Q4 2024 with SaaS fees starting from expected go-live date of Q3 2025.



Information Systems

6. Technology Infrastructure (\$1.9M)

- A board-wide five-year technology infrastructure plan has been developed, for the first time.
- As of July 2026, School wireless access-points and firewall hardware and licenses will no longer be operational. The plan envisages upgrading these components over a two-year period (2024-26)
- Beyond July 2026, the same amount of costs per year will fund the replacement of school switches, core switches, datacenter servers, UPS replacements, SAN replacement, etc.



7. Centrally Purchased School Technology (\$500k)

Investment of \$0.5M, along with a reallocation of 5% of GSB, to a Technology Central Fund to support schools in need and to fund classroom technology.

- Creation of a Technology Central “fund” with an initial investment of \$0.5M (future years TBD), along with a reallocation of 5% of GSB, to a technology central “fund” to provide student technology for schools in need, and to ensure equity and standardization of classroom technology across the system.
- Significant Chromebook purchases made during 2023-24 has resulted in a very strong device-student ratio average for Grades 3-8 of 1 device to 1.2 students.
- Distributions to specific schools (in need) to be determined based on material resource indicators, school needs, and Superintendent discretion.
- Teacher/classroom devices will be provided through an evergreen program that ensures equity through standardization of technology and replacement timeframe.



8-11. Transportation Review Committee Recommendations

The current transportation funding is insufficient to accommodate any substantial increases of service without a corresponding decrease in service.

Investment/Savings	Description	(\$ millions)
8. Caregiver Address	Modify the policy to determine eligibility based on the caregiver address, when both the residential and caregiver address are within the same Elementary school boundary (excluding TCH 19 students).	0.02
9. Secondary Walk-to-Bus Stop Distance	Modify the secondary walk-to-bus stop distance from 600m to 1000m. Not supported by Staff	0.6 to 1.2 (Savings)
10. Secondary French Immersion	Provide transportation to French Immersion Secondary Schools based on a French Immersion Boundaries. Not supported by Staff.	0.4
11. Definition of "Transit Served"	Modify the definition of "Transit Served" to align variables more closely with bussed students. Not supported by Staff.	0.04 to 1.3



Special Education Proposed 3 Year Target

(\$ millions)	2024-25 Estimates	2025-26 Target	2026-27 Target	2027-28 Target	
Revenue Projection	82.0	80.0	79.2	78.4	Based on ADE decline each year and collapsed SEA and ABA envelopes in 24/25.
Expense Projection Before Target Savings	96.8	95.5	91.8	88.1	
SEA Expense Reduction	-	(0.5)	-	-	Reduce in line with updated SEA grants
Targeted Savings	(1.3)	(3.2)	(3.7)	(3.7)	
Deficit Target	(13.5)	(11.8)	(8.9)	(6.0)	3 Year Target set as compliant deficit (1% of operating allocation)

Note: Bill 124 is not included in above and assumed to be fully funded.



Appendix 1

Special Education Deficit Review

(\$ in millions)	2024-25 Estimates	2023-24 Revised Estimates	Change
REVENUES			
CORE EDUCATION FUNDING (CORE ED)			
Special Education Pillar	72.7	71.9	0.8
Classroom Staffing for Self Contained Classes	2.3	2.4	(0.1)
Allocations from Other Core Ed Grants	1.2	1.2	-
Change in Deferred Revenue	1.2	1.0	0.2
Supports for Students Fund	3.3	3.4	(0.1)
CORE EDUCATION FUNDING (CORE ED) TOTAL	80.7	79.9	0.8
NON-CORE ED GRANTS			
Children's Treatment Network	0.7	0.7	-
Responsive Education Programs & Other Grants	0.6	0.4	0.2
NON-CORE ED GRANTS TOTAL	1.3	1.1	0.2
TOTAL REVENUES	82.0	81.0	1.0
EXPENSES			
Salary and Benefits	91.8	90.0	1.8
Other Expenses	2.4	2.3	0.1
Non-GSN Grant Expenses	1.3	1.1	0.2
TOTAL EXPENSES	95.5	93.4	2.1
Surplus / (Deficit)	(13.5)	(12.4)	(1.1)

SEPPA ADE (0.8M)
SEA \$0.5M
Prof Assessments (from
PPF) \$0.2M
Benchmarks \$0.9M

SEA collapsed into
Special Education General

Spec Ed Needs Transition
Navigators



Appendix 2 - New Compliance Calculation for School Board Administration

In 24/25, total school board administration spending is subject to an expense limit which is calculated as **\$2.1M plus 3.5% of total expenses**. School boards that exceed the spending limit in their financial statements will be required to submit a compliance management plan detailing how they will ensure compliance in the subsequent years.

School Board Administration Compliance Calculation (\$ millions)	2024-25 Estimates	
Base Expense Limit	2.1	
3.5% of Compliance Expenses	24.7	
Reduction to Limit due to Class size non-compliance	-	
Administration Expense Limit	26.8	
Administration Expenses*	20.3	
Administration Limit minus Expenses	6.5	Well within compliance calculation

* Excludes RIAT and external enrolment or staffing FTE audit expenses that were mandated by the ministry.



York Catholic District School Board

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

Tel: 905-713-1211, 416-221-5051, 1-800-363-2711

Fax: 905-713-1272 • www.ycdsb.ca

Report to: Board of Trustees (Special Board)

Report From: Administration

Date: June 11, 2024

Re: Communications Department Investment Proposals

Due to the York Catholic District School Board's ongoing projected enrolment decline, there has been increased interest in marketing the Board to prospective students and families. Historically, the Board's marketing efforts have been limited. Developing new, compelling, and current marketing offerings will require additional resources to be done properly. These investments will ensure we do everything possible to stabilize our enrolment numbers.

Marketing Specialist

It is recommended that an FTE Marketing Specialist be hired to build a seamless marketing presence that would sell the YCDSB to the public across multiple platforms. The staff member will focus on creating marketing materials in places where prospective students and staff spend their time (both physically and digitally). This role could work on projects such as promotional brochures for kindergarten and specialized secondary programs, advertisements on social media and in municipal parks & recreation program guides, outreach to our parishes, etc.

Producing high-quality materials, ensuring intentional implementation of these marketing campaigns, and conducting meaningful outreach to community stakeholders will keep a full-time employee more than busy. The work of the person in this position will significantly improve the public visibility and reputation of the YCDSB.

Increased Budget for a Videographer

In our current media landscape, our Board is well-positioned to leverage paid and earned social media content to tell the story of the YCDSB's outstanding educational experience. Social media platforms allow organizations to micro-target audiences at a fraction of the cost of traditional media. Video is compelling to audiences and is the preferred medium for social media algorithms, so building capacity in that medium would greatly benefit our Board.

Rather than asking for an FTE, it is proposed that the Communication Department's budget be increased to hire freelance videographer(s). This investment will allow us to have a steady stream of content promoting the YCDSB, which we will be able to reuse year after year. Working with freelancers gives us the flexibility to curtail video projects (and funding) when that works best for us. Contracts with freelancers also ensure that we do not need to purchase expensive equipment to support this work, unlike what we would have to do with an FTE videographer position.



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Tel: 905-713-1211, 416-221-5051, 1-800-363-2711
Fax: 905-713-1272 • www.ycdsb.ca

With this increased budget, we could produce social media and YouTube videos that would promote topics such as: kindergarten and secondary enrolment; the importance of faith in our schools; specialized programs in our secondary schools; our supportive and nurturing school environments; our commitment to equity; the Catholic School Graduate Expectations; and so on. This investment could also be used to support the work of the Archives Committee.

RECOMMENDATION

THAT the Board approve \$70,000 for the funding of a videographer.

THAT the Board approve 1.0 FTE with a projected budget of \$100K.

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

YORK CATHOLIC DISTRICT SCHOOL BOARD

Report To: Board of Trustees (Special Board)

From: Administration

Date: June 11, 2024

Report: Budget Request - BLDS

EXECUTIVE SUMMARY

This report is written to provide information to the Board of Trustees with regard to the budget request (\$ 50, 000.00) for the Board Leadership Development Strategy (BLDS).

BACKGROUND INFORMATION

The YCDSB Board Leadership Development Strategy (BLDS) is overseen by the Associate Director and the Principal of BLDS. The purpose of the YCDSB BLDS is to provide guidance and training to prospective, new and tenured leaders within our system.

The areas of focus include the following:

1. Encouraging and Supporting Prospective/Discerning Leaders:

- Overcoming Obstacles on the Pathway to Leadership series - targeted at increasing diversity and community representation among our school leaders
- Discernment Series (mandatory 3 session commitment before being placed in a leadership role) that helps teacher and Vice Principal candidates understand and explore what it means to be a Catholic leader in the YCDSB environment (Creating and Cultivating Catholic Culture Scaled to a School Level, Understanding, Appreciating, and Working Alongside Educational Partners, Qualities of a Leader, Broadening the Learning Beyond the Classroom, Shifting from leading Students to leading Adults)

2. Developing and Training Newly Appointed Leaders

- After-school/ early evening sessions before they step into the role:
- Regular Inservices throughout the year

3. Providing Ongoing Leadership Training

- Training sessions for Vice Principals, Principals - both new and tenured
- Mentor/support (Putting the Knowledge and Agency of Tenured Principals Into Action)

All of the items listed above reflect the plans for the 2024-2025 school year with an understanding that the pace of change (organizational structure, routines and processes) along with the ongoing changes in school level leadership (attrition, promotion...) will require that our BLDS program continues to adapt to the current realities faced by leaders in our schools.

RECOMMENDATION:

THAT the Board approve \$50,000.00 for the hiring of an external consultant to co-deliver the programming to the Principals over the course (six sessions) of the 2024-2025 school year.

Prepared by: Jennifer Sarna, Associate Director

REPORT

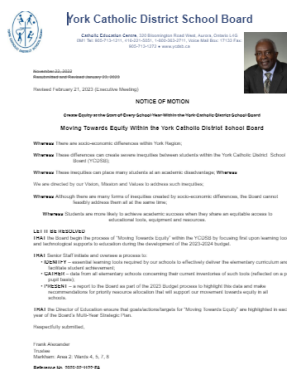
York Catholic District School Board

Report To: Board of Trustees (Special Board)

From: Administration

Date: June 6, 2024

Report: Moving Towards Equity: Equity Budget Allocation for Anti-Racism and Inclusion Strategies



EXECUTIVE SUMMARY: This report outlines the preliminary first-year allocation of resources, which serves as an initial step in our broader strategic planning. It is important to note that this allocation is subject to refinement and adjustment, as the ongoing equity audit will provide critical insights and data to further inform and optimize resource distribution. This proactive approach ensures that our commitment to equity is continuously reinforced by data-driven decisions, enhancing both the effectiveness and fairness of our resource allocation, while also supporting the effective implementation of the Multi-Year Strategic Plan (MYSP).

OVERVIEW:

Faith and Student Success Resources

Budget Allocation: \$30,000-\$50,000

Purpose: To provide schools with materials that support equity, inclusion, and anti-racism education initiatives, incorporating Catholic social teachings.

Opportunities: Ensures consistent and accessible resources across the board.

Risks of Not Doing: Lack of uniformity in equity and anti-racism efforts creates potential gaps in educational materials and learning.

Impact: Enhances the effectiveness and reach of anti-racism programs, promoting cultural understanding and faith-based inclusivity.

BLDS and Professional Development

Budget Allocation: \$50,000-\$75,000

Purpose: To educate and equip school staff with the necessary skills to identify all forms of discrimination and combat racism within the school environment, integrating Catholic teachings on the inherent dignity of every person.

Opportunities: Enhances staff awareness and capability to foster an inclusive environment that reflects our faith values.

Risks of Not Doing: Continued presence of all forms of discrimination and racism, leading to a toxic school culture and potential legal issues.

Impact: Creates a more inclusive and respectful environment for all students and staff, leading to improved school climate and student outcomes.

Community/Student Engagement and Outreach

Budget Allocation: \$20,000-\$40,000

Purpose: To engage families from under-represented communities in their children's education, emphasizing the role of the family in Catholic education.

Opportunities: Strengthens the home-school connection and empowers families within a faith context.

Risks of Not Doing: Families may feel disconnected and unable to support their children's education, missing the faith connection.

Impact: Promotes student success through increased family involvement and support, reflecting our Catholic commitment to family and community.

Partnerships with Community Organizations

Purpose: To develop partnerships with organizations focusing on equity and inclusion, collaborating with groups that share our commitment to faith and justice.

Opportunities: Leverages external resources and expertise to enhance school programs within a faith-based framework.

Risks of Not Doing: Missed opportunities for collaboration and resource sharing, missing faith-based synergies.

Impact: Strengthens school programs and initiatives through community collaboration, promoting our Catholic values of service and justice.

Equity Plan and Anti-Racism Strategies/Consultant

Budget Allocation: \$80,000-\$130,000

Purpose: To bring in external expertise to address specific issues related to equity, inclusion, and discrimination, connecting these issues with Catholic values and principles.

Opportunities: Exposure to diverse perspectives and expert knowledge that align with our faith.

Risks of Not Doing: Missed opportunities for impactful learning experiences that could bridge secular and religious understanding.

Impact: Broadens understanding and provides practical strategies for addressing all forms of discrimination and racism within a faith-based context.

Data Collection and Monitoring

Budget Allocation: \$5,000

Purpose: To systematically collect and analyze data on the effectiveness of initiatives guided by our Multi-Year Strategic Plan (MYSP) goals, ensuring that strategies are both evidence-based and effective.

Opportunities: Provides a clear understanding of the progress and impact of equity initiatives, allowing for informed decision-making and continuous improvement. Facilitates the identification of successful strategies and areas needing enhancement.

Risks of Not Doing: Without data collection and analysis, it is challenging to measure the success of initiatives, leading to potential inefficiencies and lack of accountability. Inaccurate or incomplete data can result in misguided strategies and ineffective use of resources.

Impact: Enables data-driven decision-making, ensuring that equity and anti-racist initiatives are effective and impactful. Supports transparency and accountability in implementing the MYSP, fostering trust within the school community and demonstrating a commitment to continuous improvement in promoting equity.

Summary of Budget Allocation

- Faith and Student Success Resources \$30,000-\$50,000
- BLDS and Professional Development: \$50,000-\$75,000
- Community/Student Engagement and Outreach: \$20,000-\$40,000
- Equity Plan and Anti-Racism Strategies/Consultant: \$80,000-\$130,000
- Data Collection and Monitoring: \$5,000

Total: \$250,000

SUMMARY: This budget plan strategically allocates resources to promote an inclusive and equitable educational environment within the YCDSB for all students. By investing in professional development, community engagement, curriculum development, and data analysis, we aim to create a school system where every student and staff member feels valued and supported.

We look forward to the Board's approval and are committed to transparent and effective implementation of these vital initiatives.

RECOMMENDATION

THAT the Board approve \$250,000 for Moving Towards Equity.

Reviewed and Submitted by: Siobhan Wright, Superintendent for Inviting and Inclusive Initiatives

Endorsed by: John De Faveri, Interim Director of Education

REPORT

York Catholic District School Board

Report To: Board of Trustees (Special Board)
From: Administration
Date: June 11, 2024
Report: SAP S/4HANA ERP Upgrade (Private Cloud)

EXECUTIVE SUMMARY:

This report requests approval to upgrade the Board's ERP system (SAP) from its current version (ECC6) to the Private Cloud offering from SAP (S/4HANA).

BACKGROUND INFORMATION:

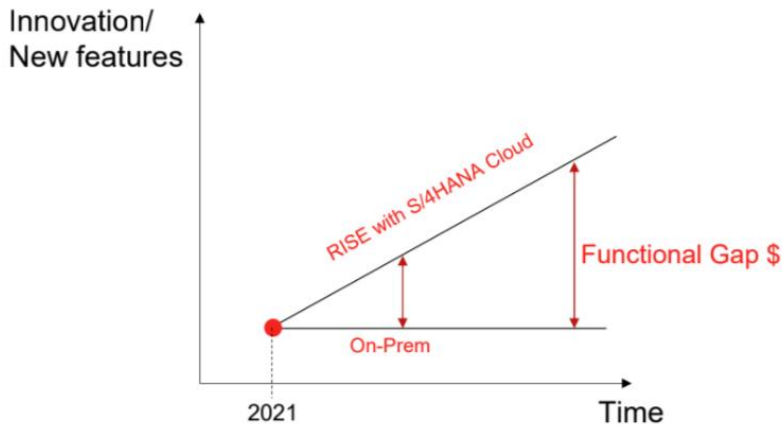
The YCDSB implemented SAP in 1999 in preparation for changes associated with Y2K.

Over the past 25 years, significant institutional knowledge has been developed by Board staff in the SAP ecosystem, which supports our Human Resources, Payroll and Finance Departments. Many systems, automations, and technical developments/integrations have been built with the SAP ERP as a core.

By selecting SAP, the Board continues to benefit from a significant discount as a public sector entity, receiving an approximate 75% discount on licensing costs. This has allowed the Board to take advantage of an ERP system with far greater value/opportunity/functionality/performance than the licensing dollars would suggest.

CURRENT STATUS AND PROPOSAL:

The current version of SAP that YCDSB licenses is called ECC6 and has been extended by SAP to an end-of-life date of December 31, 2027. 2/3 of SAP customers have already moved from ECC6 to S/4HANA. At the end-of-life date, support costs for the current version become significantly greater, and new functionality supported by SAP ceases to be created. In the past, the Board has underinvested in our ERP modernization, and we are not taking advantage of industry leading advanced features and functionality that would greatly improve staff efficiency.



Although 2027 is 3 years away, SAP has announced other end-of-life modules (Payroll and HR), that will take time and effort to execute, but it is necessary to migrate the Finance module to the cloud first.

The Board relies on annual updates from SAP for various reasons, including annual payroll year-end processes. Extending the Board's use of the current ERP system beyond its end-of-life is not recommended because we run the risk of not receiving security patches, or application fixes when the system fails. SAP is moving forward with a "cloud only" strategy, which means that remaining with SAP forces a move to the cloud for the Board's ERP. On SAP's Private Cloud, the Board will benefit from a simplified system landscape, maintenance through Software-as-a-service (SaaS), guaranteed up-to-date software and more frequent opportunity for upgrade, ensured operational resilience and high performance, and increased security and availability.

Working with SAP representatives, the team has already done some preliminary work on assessing the readiness level for a migration (a process developed and supported by SAP, referred to succinctly as the SAP Readiness Check). This analysis has helped SAP estimate our migration effort and provided us with an estimate on licensing costs.

The cost of migration/upgrade can be broken down into 4 categories

- (1) Change to annual licensing cost
- (2) Implementation Partner for migration
- (3) Project Manager for the duration of the project
- (4) Temporarily backfill key positions during the migration

SAP has confirmed that licensing costs will increase to \$1,088,484. This amount is representative of a discounted price, from an initial base of \$4.5M annually. The Board's current licensing for SAP is approximately \$400,000, representing an increase of \$688,000 annually.

It should be noted that this is not an equivalent comparison of costs/services because the YCDSB will no longer have to purchase the hardware replacement servers and SAN, perform maintenance and support of those servers, including power, network bandwidth, and storage requirements, as well as cooling and electricity costs of those servers.

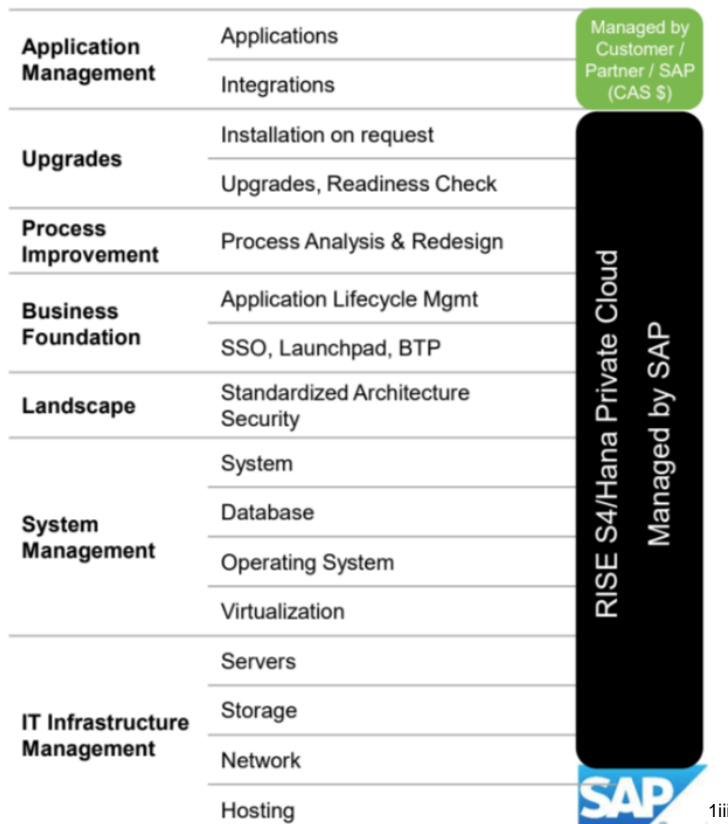


Fig. #2: Services managed by SAP when moving to the cloud

This also includes saving costs associated with security, such as:

- ✓ 24X7 security monitoring center
- ✓ 24X7 incident response
- ✓ Advanced forensics
- ✓ Vulnerability scanning
- ✓ Penetration testing
- ✓ Hacking simulations
- ✓ Security Orchestration Automation Response (SOAR)

We were able to estimate, with SAP's assistance, the cost of an implementation partner based on our implemented modules and some of our readiness details. The cost of an implementation partner is estimated at \$900,000 with a project duration of 6-9 months.

In addition, the Board would require the services of a Project Manager dedicated to this project and working across both functional/business and technical teams, and a backfill of key Finance positions. We estimate that this would be a one-time cost \$100,000 for a 1-year term engagement of a PM, and \$100,000 for the Finance backfill.

OPTIONS:

Option 1: Continue status quo with ECC6 for another year

Option 2: The Board funds the SAP S/4HANA ERP Upgrade.

SUMMARY:

This report recommends Option #2 above and that the Board continues licensing SAP with the migration to the Cloud (S/4HANA) for our ERP needs. Moving forward with SAP is also in line with other public sector K-12 organizations (TDSB and TCDSB) who invested in SAP pre-Y2K and are also undertaking similar migrations/upgrade projects.

Resource (\$ thousands)	2024/2025 School Year Q4, 2024 (Project Start)	2025/2026 School Year Q3, 2025 (Go Live)
License	\$250	\$688
Implementation Vendor (one-time cost of \$900k)	\$800	\$100
PM/Backfill (contract)	\$200	0
TOTAL	\$1,250	\$788

Recurring Annual Cost Increase = \$688,000

RECOMMENDATION:

THAT the Board approve \$1.25M for the SAP S/4HANA ERP Upgrade.

Prepared by: Shane LaBonte, Manager of Software Database and Web Applications and
Scott Morrow, Chief Information Officer
Reviewed and submitted by: Scott Morrow, Chief Information Officer
Endorsed by: John De Faveri, Interim Director of Education

Annex A: Annual On-Prem TCO

This total cost of ownership calculation represents costs that, over time, will no longer be incurred by the current on-premises SAP environment.

On-Prem	Year 1 Recurring (Y/N)
1 Server Maintenance, Support, and Outsourcing	10,000
2 Storage Maintenance, Support, and Outsourcing	10,000
3 Network Maintenance, Support, and Outsourcing	10,000
4 Hardware purchases (## year cycle)	46,000
5 Facilities	5,500
6 Infrastructure Software	22,000
7 Security Services	-
8 Disaster Recovery	42,000
9 Hyperscaler	-
10 Other	-
11 Hosting and support	-
Infrastructure	145,500
12 Systems & Security Management, Audits	15,000
13 Platform Administration (Runtime, Middleware, O/S, DB)	45,000
14 Infrastructure Operations (Virtualization, Servers, Storage, Networking) - COLO	58,000
15 Hardware Maintenance, 3rd party	8,000
16 Resources	-
Infrastructure Management	126,000
17 License	
18 Maintenance	400,000
Software	400,000
19 Basis SW Maintenance/Administration	100,000
20 Configuration Management	-
21 Internal Development/Customizations/Extensions/ABAP	-
22 Development/Customization/Extensions Management	-
23 Upgrades	-
24 Application Support	-
25 Help Desk	-
26 Integration Management	-
27 Business Analyst	-
28 Outsourced	-
Application Management	100,000
29 Implementation / Consulting	-
30 Project Management Team	-
31 SME Project Management - Part Time	-
32 Ongoing User Training (Inhouse and/ or Outsourced)	-
33 Other	-
Services, Project & Training	-
Total	\$ 771,500

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York Catholic District School Board

Report To: Board of Trustees (Special Board)
From: Administration
Date: June 11, 2024
Report: Infrastructure Requirements Report 2024

EXECUTIVE SUMMARY:

Key components of our network infrastructure will reach their end of life in 2025/2026. The necessary changes will require many resources, both human and financial. The Information Systems department has developed a five-year plan for replacing all important, and all critical devices, starting with Access Points (AP's), Firewalls, and Switches.

BACKGROUND INFORMATION:

Having an up-to-date network infrastructure is crucial for York Catholic District School Board (YCDSB) to ensure smooth and efficient communication and operations. An updated network infrastructure ensures reliable internet access, telephone connectivity, access to school safety systems and supports student success and staff productivity. It enables the use of modern educational tools and resources, facilitates remote learning, and enhances collaboration and communication among students, teachers, parents and staff. Keeping the network infrastructure up to date is essential for maintaining the security and integrity of the system, protecting sensitive data, and preventing cyber threats. Our AP's, and School Firewalls will come to the end of their life in school year 2025/2026.

Wireless Access Points

Wireless AP's have a limited lifespan, and ours will reach their expiry date in 2025/2026. On July 30th, 2026, 3773 AP's will stop working because the manufacturer will no longer support the hardware model. As a result, all wireless communication, including using Chromebooks will be interrupted. Additionally, staff and students who bring their own devices (BYOD) and depend on wireless connectivity will also face network issues. YCDSB needs to upgrade its network infrastructure to prevent these problems and ensure smooth and effective communication and operations. Innovative technologies make the wireless environment more reliable and consistent for everyone at YCDSB.

By upgrading to the latest innovations in AP technology, schools will gain many functional advantages, including higher speeds, lower latency and most importantly network security. It will provide higher performance, and staff and students will immediately notice the improvements. Another crucial advantage of choosing the newest technology is that the hardware will last a minimum of 6 years. We would only need to update the licenses for the units beyond the initial subscription contract.

Firewall

A firewall is a security system that checks and regulates incoming and outgoing network traffic based on predefined security rules. It creates a barrier between a trusted internal network and an untrusted external network, usually the Internet. Firewalls are essential hardware/software devices that protect our staff and students from harmful areas on the internet. The internet is a valuable teaching tool, but it also has its dangers, and therefore we require several layers of security including a firewall to block these harmful areas. With direction from the ministry, we set up 103 firewalls (one physical server in each school) in 2019. In June 2021, we renewed the software license portion for our current environment for another 5 years, which will end in July 2026. The server (hardware portion) reached the end of support in 2023 and therefore we must buy new server hardware and licenses or else we have no firewall and will be exposing YCDSB to cyber threats.

These improvements will make the digital learning environment safer, more reliable, and more efficient for the whole school board. The following are new and innovative features:

- Zero Trust Principles: Verify all users and devices all the time; reduce the risk of internal threats and make the network infrastructure secure and resilient.
- Automated Threat Intelligence Sharing: Update the firewalls with the latest threat information and detect and respond to threats quickly.
- Advanced Threat Protection: Defend against complex cyber threats like **ransomware** and zero-day attacks and keep a secure digital learning environment.
- Encrypted Traffic Security without Privacy Compromise: Check encrypted data securely and protect the privacy of students and staff while also blocking hidden threats.
- Control Over Application Use: Monitor and manage how educational applications are used, and make sure they follow digital policies and work well on the network.
- Enhanced User Identity Protection: Only allow students and staff who have permission to access sensitive educational resources and prevent identity theft.

Network Switches

A network switch is a device that connects multiple devices such as desktops, phones, and AP's within a local area network (LAN), enabling them to communicate with each other. Without a network switch, there would be no connectivity. For example, your wireless device connects to an access point, which then connects to a switch. Without a switch, AP's would not provide any connectivity. The most recent comprehensive update to all switches in YCDSB was in 1999. Since then, a break-fix solution has been used, meaning that if a switch broke, it resulted in a service interruption until it was replaced. While this method has been effective, it is becoming increasingly difficult to support. We have switches that are over 20 years old, which are no longer supported and expired over 10 years ago. Without crucial updates and security patches, this poses a risk to our environment. We currently have 1200 switches in all of the YCDSB organization.

New switches ensure that all communication in our school's functions at the appropriate 1GB speeds. Currently, our outdated switches limit our AP's and end points (Chromebooks, Laptops and Desktops) to 100MB connection speeds and creates a bottleneck.

OPTIONS:

Option 1: Approve funding for year 1 of the 5-year school infrastructure replacement plan. This includes replacing all outdated components of our school's networking infrastructure, including AP's, Firewalls, Switches, Uninterruptible Power Supplies, and supporting software. This option ensures a modern, secure, scalable network to meet the demanding needs of our students and staff.

Option 2: Approve funding for year 1 of the 5-year school infrastructure replacement plan for only critical components. This option recognizes the Board's current financial posture and attempts to minimize the effects on the overall operating budget while maintaining a functional stable and secure network. This option would force the continued ad-hoc method of switch replacement upon hardware failure and has a risk of multiple service interruptions due to aging switches, but it creates a balanced approach to our most critical systems.

SUMMARY:

We recommend that the Board approve option # 2 above, and funds year 1 of the 5-year school information technology infrastructure replacement plan, so that all **critical** AP's and Firewalls are replaced, and the schools can continue to operate with updated secure infrastructure.

To effectively replace the necessary infrastructure and make the most of the current licenses, we recommend buying the required hardware over the two-year period of 2024-2025 and 2025-2026. On July 1, 2026, we will purchase all the licenses for the hardware and activate all the new devices by July 30th, 2026. This approach will allow us to maximize the use of our existing licenses and start afresh with a new 3-year license. By spreading out the financial requirements over multiple years, we can avoid the burden of having to manage it all in a single year.

This approach also aligns with our ability to use internal resources implementing the new infrastructure, rather than relying on a costly 3rd party AP installer.

(\$ millions)	2024/2025	2025/2026	2026/2027	2027/2028	2028/2029	Total
Total	\$3.9	\$4.8	\$3.2	\$1.7	\$2.1	\$15.7
Total Urgent	\$1.9	\$3.1	\$0.6	\$0.9	\$1.6	\$8.1

RECOMMENDATION:

THAT the Board approve \$1.9M for Technology Infrastructure.

Prepared by: Carmine Peracchia, Infrastructure Manager and Scott Morrow, Chief Information Officer

Reviewed and Submitted by: Scott Morrow, Chief Information Officer

Endorsed by: John De Faveri, Interim Director of Education

REPORT

York Catholic District School Board

Report To: Board of Trustees (Special Board)

From: Administration

Date: June 11, 2024

Report: Funding Request for Centralized Distribution of Technology

EXECUTIVE SUMMARY:

This report proposes a \$500,000 investment (future years TBD) to address critical technology needs in schools, enhance technology management efficiency and ensure continuity of educational excellence across the Board. Schools have significantly invested in Chromebooks for the 2023-24 school year, resulting an inventory of 27k Chromebooks (19K at ES and 8k at SS). Administration will work with principals to ensure schools meet the minimum Chromebook-to-student ratio, as developed within the Technology Committee. For schools unable to meet this ratio independently, the funding will provide supplemental support through discretionary funds. Additionally, funds will be deployed for devices for itinerant teacher, classroom teacher, and vice principals, ensuring students and staff have access to up-to-date and reliable technology.

BACKGROUND INFORMATION:

In today's rapidly evolving educational environment, access to technology is essential for teaching and learning. Our current decentralized approach to technology distribution is inefficient, costly, and unsustainable. Our Chromebook fleet, the backbone of our digital learning tools, should be managed on an evergreen basis to prevent simultaneous expiration of a significant portion of the inventory; by way of example, between September and December 2023, the Board decommissioned approx. 11k Chromebooks (approx. 30% of the original fleet) that are no longer supported by Google. Additionally, nearly 9k devices will reach the end of their lifecycle within a short period in 2027.

Given that none of the existing Chromebooks expire until 2027, we have time to plan and budget for future high dollar investments within the same school-year, and to ensure ongoing annual investments smooth out the expiry dates.

Based on curriculum needs, the Technology Committee, endorsed by our senior team, recommends a minimum device-to-student ratio of 1:2 for Grade 3-8 students. The average ratio across the elementary panel is 1 Chromebook to every 1.1 students, with 31 schools having a 1:1 ratio or lower and 53 schools having a ratio between 1-2:1, so the vast majority of schools are significantly better off than the recommended ratio. Secondary schools will continue to manage Chromebook levels based on local needs due to varying levels of Bring Your Own Device (BYOD) adoption at the schools.

Itinerant teachers were provided with a C740 Chromebook in 2016 through a one-time funding initiative, but these devices have since been decommissioned and have not been replaced. Teachers lack dedicated devices, relying instead on classroom devices or student Chromebook from Chromebook carts. Vice principals, who currently only have desktops, need reliable laptops for their administrative and supervisory roles.

CURRENT STATUS:

Our current fleet of laptops and Chromebooks includes devices up to eight years old. As these devices age, they become more prone to hardware failures and performance issues, negatively impacting the learning experience. Decommissioning outdated devices and replacing them with new models will:

- Ensure reliability and security compliance
- Maintain compatibility with new software advancements
- Provide cost savings on repairs
- Enhance the learning experience with improved features and support for a wider range of educational activities

With the recent decommissioning of Chromebooks, particularly for itinerant teachers, staff, and therefore students, are struggling without reliable devices. Schools also face challenges in ensuring equitable access to technology. To address this, the senior team decided to adopt a centralized distribution model, given the underlying principle that the Board's employees should be technology-equipped on a standardized and equitable manner.

FAIR ALLOCATION:

To align with the goal in Multi-Year Strategic Plan (MYSP) for a more equitable allocation and distribution of resources for schools that serve primarily low-income communities, we are developing a process for distributing technology resources based on:

- Material resource indicators
- Regular audits to assess the technology needs of each school
- Input from school Superintendents to ensure area needs are met

This process will guide the allocation of student and staff devices and other school technology such as Chromebooks, Laptops, iPads and interactive whiteboards. Administration will ensure priority schools are adequately resourced with Chromebooks.

DEVICES FOR TEACHER and VP DEVICES:

The estimated cost of providing necessary devices to itinerant teacher, classroom teacher and vice principals is approximately \$1.1 million to \$1.5 million. Similar to the Chromebook evergreen process, the investment should be smoother over a number of years.

RECOMMENDATION:

To sustainably manage and finance our classroom technological needs, we propose creating a Central Technology Fund (CTF). The CTF will be funded annually through a reallocation of 5% of both Panels' GSB, along with an additional annual investment of \$500,000. The funding will be used to setup and distribute technology through a centralized distribution center. This fund will systematically replace aging Chromebooks and other devices in phases, aligning with our evergreen plan and maintaining a steady refresh cycle. This investment is essential for maintaining our commitment to educational excellence and preparing our schools for future technological advancements.

Prepared by: Alanna Peracchia, Project Manager – Info System and Jesua Tsai, Manager – Financial Reporting and School Finance
Reviewed and Submitted by: Scott Morrow, Chief Information Officer and Calum McNeil, Chief Financial Officer
Endorsed by: John De Faveri, Interim Director of Education

REPORT

REPORT TO: Special Board of Trustees
FROM: Administration
DATE: June 11, 2024
SUBJECT: Budget Considerations - Transportation Review Committee

Executive Summary:

The purpose of this report is to present to the Board of Trustees a summary of policy changes considered by the Transportation Review Committee (TRC). Given the current budget constraints and costs associated with the possible changes, the Committee deferred the decision of 4 possible changes (Category B) to be discussed with the Board as a whole in the context of budget discussions.

Background:

The TRC was an ad hoc Committee of the Board established to provide a forum to discuss possible policy changes to Policy 203 Student Transportation Services, in response to changes in the Province's Transportation Funding Model.

At the April 16, 2024 TRC meeting the Committee received a report that identified a number of policy changes grouped into three categories:

- **Category A** - Policy changes which do not require Joint Board Consortium consideration, and have little to no service impact. These policy changes largely pertain to adjusted wording to reflect changes since the last revision and issues regarding operationalizing the existing policy. These are typical changes which are often considered in any review of policies and as such are being recommended to be forwarded to the June 4, Policy Review Committee meeting for consideration.
- **Category B** - Policy changes which do not require Joint Board Consortium consideration, however may have a noticeable service or budget impact. Given the cost implications, these potential policy considerations are proposed to be included in the budget development process for the Board's consideration.
- **Category C** - Policy changes which do require Joint Board Consortium consideration, and have budget and service impacts. The YRDSB's review of possible policy changes has not advanced to the same point as the YCDSB. And therefore, the policies in category C, may be considered at a later date.

The balance of this report pertains to the Category B possible policy changes. Attached in Appendix A is a summary of the category "B" policy references.

Transportation Review Committee Policy Proposals:

Transportation Investment/ Savings 8: Caregiver Address

The York Catholic District School Board (YCDSB) Policy 203 - Student Transportation Services outlines eligibility requirements for board-provided transportation. Parameter 3.2 states:

A student's residence address is used to determine their home school and eligibility for board-provided transportation.

- *A caregiver's address may be used (to determine collector points) only if it is used consistently and is also within the eligible transportation zone for the home school.*

The current policy language allows for a caregiver's address to be used as an alternate address, only when the initial home address is eligible for transportation to the same school. Therefore, there are a number of situations where students at the same caregiver may not be eligible for transportation due to their residence address.

The transportation software utilized by STSYR cannot differentiate between resident address and caregiver address as the first test, therefore although a student may not be eligible based on our existing policy, if the parent utilizes the *Find Your Bus Stop* functionality of the system, they will be provided school bus information.

The York Region District School Board (YRDSB) allows a pupil's home or caregiver's address to determine school bus eligibility if either address is used consistently, is within the school boundary, and is within the eligible transportation zone.

The requested change is to modify the policy language to permit elementary students whose home address and caregiver address are within the same boundary, and the caregiver address qualifies for transportation, however the home address may not.

Analysis:

Student Transportation Services of York Region (STSYR) staff have assessed the financial impact if parameter 3.2 were to be revised as follows:

A student's residence address is used to determine their home school. An elementary student's residence address, or a caregiver's address, is used to determine eligibility for board-provided transportation only if used consistently and both addresses are within the boundary of the home school. (i.e., Elementary Students only, does not apply to TCH19 students).

As of February 2024, 32 YCDSB students fall within this category who are not eligible for board-provided transportation based on their resident address. However, these students have a caregiver's address that is located in the eligible transportation zone of

their home school. If parameter 3.2 were revised and these students were deemed eligible for transportation the cost to the YCDSB would be \$23,746¹.

Note:

1. This cost estimate is based on the average cost per pupil multiplied by the number of students. This cost is subject to change based on the number of students who have an alternate address in the future. Also, a change in the parameter could result in further contingent costs, due to changes in behaviour.
2. This proposal has been modified from its original form as presented to TRC to clarify that the modification is not intended to apply to secondary students or elementary students attending a school on a TCH19.

Transportation Investment/ Savings 9: Walking Distance to Collector Points

Policy 203 parameter 3.11 identifies standard walking distances to school bus collector points (bus stops) at 400 metres for elementary students and 600 metres for secondary students. Walking distances are measured by STS using the most direct walking route (which may include approved walkways) from the edge of a student's residence to the collector point.

The Ministry of Education's Transportation Simulation utilizes a walk distance of 800m for Elementary and 1600m (1.6km) for Secondary.

Administration had suggested a proposal to amend the Elementary and Secondary distances, to more closely align with the Ministry's simulation distances and to improve route efficiency by reducing the number of overall collector points (bus stops).

Analysis

The specific suggestion for Secondary students is moving the maximum walk-to-stop distance from 600m to 1000m. The 1000m distance aligns with the distance-to-stop criteria in the "Transit Served" definition. Cost savings are anticipated if the walk-to-stop distance increases. These savings will come from reduced run times and fuel consumption. Shorter, more direct routes would decrease student ride times, enable more efficient run-tiering by STSYR staff, and potentially reduce the number of vehicles needed for student transportation.

The specific financial savings are difficult to predict, however STSYR did review current stop information and have identified potential savings of \$500,000 to \$1,150,000 annually* based on the percentage of stops reduced as outlined below.

Table 1: Cost Reduction Estimates if the secondary panel walk-to-stop distance changes from 600m to 1000m.

Stop Reduction	Est. # of Stops	Est. Total Dist. (KM)	Est. Total Time (M)	Est. Total Cost (\$)	Est. Total Savings (\$)
10%	2219	5745.33	11161.8	\$ 5,160,978.22	\$ 573,442.03
15%	2096	5426.14	10541.7	\$ 4,874,257.21	\$ 860,163.04
20%	1973	5106.96	9921.6	\$ 4,587,536.20	\$ 1,146,884.05

In the absence of any policy change, some efficiencies are expected over the next couple of years as STSYR reviews and removes stops to align more closely with the current policy parameter for secondary of 600m.

At this time Administration does not recommend proceeding with this change without further analysis and public input in response to the proposal.

*Note: Cost estimates are a high-level approximation of potential savings.

Transportation Investment/ Savings 10: FI Secondary Transportation

Transportation for optional programs is determined by the Board of Trustees through the budgeting process. Secondary FI students qualify for board-provided transportation under the following policy parameters:

1. FI students who reside within the regular track boundary of the French Immersion School they attend are eligible for transportation as per 3.1iii.
2. FI students who reside outside the regular track boundary of the French Immersion School they attend, in non-transit served (see definition 5.11) area, are eligible for transportation as per the French Immersion Service Area Maps. In all cases Non-Transportation Zones apply.

Policy 203 3.1 Eligibility for transportation to and/or from a student's designated home school is a function of the distance from their residence to their home school and grade level as follows:

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

Policy Definition: Transit Served Student

A student who:

- *Can access public transit to and from school;*

- *Lives within 1 kilometer of a public transit stop;*
- *Spends 75 minutes or less traveling to or from school; and,*
- *Requires three vehicles or less traveling to or from school.*

Analysis

As of February 15, 2024, 161 pupils are eligible for board-provided transportation based on the existing policy. A change to the eligibility criteria from the existing parameters to an alignment with the parameters in section 3.1 of the transportation policy would result in 437 secondary FI students eligible for transportation. The estimated cost increase for the YCDSB would be approximately \$400,000*. Additional units and drivers would be required to service the increased number of students, given the driver shortage this may impact existing service delivery.

It should be noted that a change to Board eligibility parameters to support French Immersion will not increase funding, as that funding has already been maximized, therefore, if the Board intends to stay within funding parameters, other services will need to be reduced to make up this funding gap.

* Note: Costing was calculated using the average transportation cost per eligible FI pupil multiplied by the increase in the number of students who would be newly eligible for transportation based on student counts as of February 2024.

Given the current funding and financial situation at the Board a policy change is not supported at this time.

Transportation Investment/ Savings 11: “Transit Served” Definition

Policy 203 parameter 5.11 provides a definition of “Transit Served” student. This definition is used throughout the policy to determine the eligibility of secondary students with respect to board-provided bussing.

Definition 5.11 defines a Transit Served student as a student who:

- Can access public transit to and from school;
- Lives within 1km (1000m) of a public transit stop;
- Spends 75 minutes or less traveling to or from school; and
- Requires three vehicles or less traveling to or from school.

Policy 203 recognizes the availability of public transit as an alternative means of students accessing secondary schools. As an alternative, many of the key parameters such as ride time, and distance to stop are not consistent with the board-provided service. Given Public Transit Services is an adequate alternative, Administration investigated the implications of having the parameters more similarly represent those parameters for board-provided bus service, in terms of distance and ride.

Analysis

The following table illustrates the financial implication of possible changes to the parameters within the “Transit Served” definition and the corresponding cost. The options as identified all result in additional students being eligible for board-provided transportation at a cost from \$41,000 to over \$1.2m.

Table 2: Transit Served parameters and estimated cost.

Scenario	Distance to a Transit Stop (KM)	Time Travelling to / from School (MINS)*	# of Vehicles to / from School	Approximate # of YC Students "Transit-Served"	Estimated Cost Increase to the YCDSB
Current Policy 203 Definition	1	75	3 or less	2325	\$ -
Option 1	0.8	75	3 or less	1420	\$ 797,476.95
Option 2	0.6	75	3 or less	1095	\$ 1,083,863.70
Option 3	1	60	3 or less	2278	\$ 41,415.93
Option 4	1	75	2 or less	1787	\$ 474,080.22
Option 5	0.6	60	2 or less	882	\$ 1,271,557.17

Given the current funding and financial situation at the Board a policy change is not supported at this time.

Summary:

Over the course of the year, the Transportation Review Committee met on a number of occasions to discuss various policy amendments in response to the provincial transportation funding change, and comments from the greater school community.

The Category B policy suggestions have been outlined in this report to seek feedback from the Board as a whole.

Preliminary estimates on funding vs budget indicated the 2024/25 transportation budget will exceed provincial funding. STSYR continues to improve the system implementing efficiencies which will help align costs with the available funding. It should be noted that a change to Board eligibility parameters to support any one of these proposed amendments will not increase funding, as that funding has already been maximized, therefore, if the Board intends to stay within funding parameters, other services will need to be reduced to make up this funding gap. **Walking distance to Collector Points** is the only proposed change with the potential of saving costs.

At this point, Administration supports a change to the parameter 3.2. This change would apply to only those students where the elementary student's address and caregiver's address is within the same school boundary. This change should be considered a housekeeping issue. The anticipated cost is approximately \$24,000 and is expected to be offset by efficiencies gained in the review of secondary bus stop locations and increasing the number of stops closer to the maximum walk distance of 600m.

Recommendation:

THAT Parameter 3.2 be referred to the Policy Review Committee for an amendment to the existing policy to permit either the residents address or caregiver's address, to be used in determining elementary student bussing eligibility.

Prepared and Submitted by: Tom Pechkovsky, Coordinating Manager of Planning and Operations
 Endorsed by: John De Faveri, Interim Director of Education and
 Jennifer Sarna, Associate Director of Education

Appendix 1: Policy 203 - Potential Policy Changes.				
Parameter	Existing	Proposal	Description	Category
3.iv	iv) Grades 9 to 12 – <ul style="list-style-type: none"> A secondary student whose residence is more than 4.8 kilometres from their home secondary school is eligible for Board-provided transportation. A secondary student whose residence is more than 3.2 kilometres from their home secondary school, who's home address is not transit served, is eligible for Board-provided transportation. 	3	iv) Grades 9 to 12 – A secondary student whose residence is more than 4.8 kilometres from their home secondary school is eligible for Board-provided transportation. <ul style="list-style-type: none"> A secondary student whose residence is more than 3.2 kilometres from their home secondary school, who's home address is not transit served, is eligible for Board-provided transportation. 	B
3.1	A student's primary residence address is used to determine their designated or home school and eligibility for transportation	4	A student's primary residence address is used to determine their designated or home school. and eligibility for transportation. A student's residence address, or a caregiver's address, is used to determine eligibility for Board-provided transportation only if used consistently and is also within the eligible transportation zone for the school of attendance.	B
3.1.1	A caregiver's address may be used (home school and eligibility to determine collector point) only if it is used consistently and is also within the eligible transportation zone for the home school.	5	A caregiver's address may be used (home school and eligibility to determine collector point) only if it is used consistently and is also within the eligible transportation zone for the home school.	B
3.6.4.2.2	Secondary French Immersion Students "who reside outside the regular track boundary of the French Immersion School they attend, in non-transit served (see definition 5.11) area, are eligible for transportation as per the French Immersion Service Area Maps. In all cases Non-Transportation Zones apply."	8	Secondary French Immersion Students "who reside outside within the regular track french immersion boundary of the French Immersion School they attend, in non-transit served (see definition 5.11) area, are eligible for transportation as per the French Immersion Service Area Maps. In all cases Non-Transportation Zones apply. " are subject to parameter 3iv (Policy 203).	B
3.11	Walking distances to school bus collector points (bus stops) are targeted at 400 metres for elementary students and 600 metres for secondary students. Walking distances are measured by STS using the most direct walking route (which may include approved walkways) from the edge of a student's residence to the closest collector point.	9	Walking distances to school bus collector points (bus stops) are targeted at 400 metres for elementary students and 600 1000 metres for secondary students. Walking distances are measured by STS using the most direct walking route (which may include approved walkways) from the edge of a student's residence to the closest collector point.	B
5.11	Transit Served Student: a student who:	10	<ul style="list-style-type: none"> Can access public transit to and from school; Lives within 1000 meters 1 kilometer of a public transit stop; (Note to draft YRDSB is at 1200m). Spends 60 75 minutes or less travelling to or from school; and, Requires no more than three vehicles or less travelling to or from school. 	B

Appendix 1: Policy 203 - Potential Policy Changes.

Parameter	Existing	Budget Proposal	Description	Category
3.iv	iv) Grades 9 to 12 – • A secondary student whose residence is more than 4.8 kilometres from their home secondary school is eligible for Board-provided transportation. • A secondary student whose residence is more than 3.2 kilometres from their home secondary school, who's home address is not transit served, is eligible for Board-provided transportation.	8	"iv) Grades 9 to 12 – • A secondary student whose residence is more than 4.8 kilometres from their home secondary school is eligible for Board-provided transportation. • A secondary student whose residence is more than 3.2 kilometres from their home secondary school, who's home address is not transit served, is eligible for Board-provided transportation.	B
3.1	A student's primary residence address is used to determine their designated or home school and eligibility for transportation	8	A student's primary residence address is used to determine their designated or home school. and eligibility for transportation. A student's residence address, or a caregiver's address, is used to determine eligibility for Board-provided transportation only if used consistently and is also within the eligible transportation zone for the school of attendance.	B
3.1.1	A caregiver's address may be used (home school and eligibility to determine collector point) only if it is used consistently and is also within the eligible transportation zone for the home school.	8	A caregiver's address may be used (home school and eligibility to determine collector point) only if it is used consistently and is also within the eligible transportation zone for the home school.	B
3.11	Walking distances to school bus collector points (bus stops) are targeted at 400 metres for elementary students and 600 metres for secondary students. Walking distances are measured by STS using the most direct walking route (which may include approved walkways) from the edge of a student's residence to the closest collector point.	9	Walking distances to school bus collector points (bus stops) are targeted at 400 metres for elementary students and 600-1000 metres for secondary students. Walking distances are measured by STS using the most direct walking route (which may include approved walkways) from the edge of a student's residence to the closest collector point.	B
3.6.4.2.2	Secondary French Immersion Students "who reside outside the regular track boundary of the French Immersion School they attend, in non-transit served (see definition 5.11) area, are eligible for transportation as per the French Immersion Service Area Maps. In all cases Non-Transportation Zones apply."	10	Secondary French Immersion Students "who reside outside within the regular track french immersion boundary of the French Immersion School they attend, in non-transit served (see definition 5.11) area, are eligible for transportation as per the French Immersion Service Area Maps. In all cases Non-Transportation Zones apply. " are subject to parameter 3iv (Policy 203).	B
5.11	Transit Served Student: a student who:	11	<ul style="list-style-type: none"> • Can access public transit to and from school; • Lives within 1000 meters1 kilometer of a public transit stop; (Note to draft YRDSB is at 1200m). • Spends 60 75-minutes or less travelling to or from school; and, • Requires no more than three vehicles or less travelling to or from school. 	B



York Catholic District School Board

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

NOTICE OF MOTION

June 11, 2024

Sacred Heart of Jesus

- Whereas** Catholicity is one of the seven Core Values in the York Catholic District School Board's (YCDSB) Multi-Year Strategic Plan;
- Whereas** YCDSB has recognized that many students feel marginalized and bullied;
- Whereas** the devotion to the Sacred Heart of Jesus welcomes everyone, and promotes compassion and inclusivity within a caring community;
- Whereas** the Catholic Church has declared and dedicated June to the Sacred Heart of Jesus;
- Whereas** a donor has come forward to fund all costs involved in licensing, framing and displaying the Sacred Heart of Jesus in each of our schools;
- Whereas** the Board is grateful for this donation and the Director, through the Religion Department, will operationalize this initiative with every effort made to display the image in every school within the Board no later than Thanksgiving 2024, including a formal launch at the September 24, 2024 Regular Board Meeting.

LET IT BE RESOLVED

THAT the YCDSB proclaims that the month of June be dedicated to the Sacred Heart of Jesus within all YCDSB elementary and secondary schools, with the Solemnity of the Sacred Heart of Jesus celebrated each year on the second Friday after the Solemnity of Corpus Christi as determined by the Roman Catholic Liturgical calendar.

Respectfully submitted,

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

Reference No. 2024:21:0611:AS