

TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING Public Session

AGENDA MAY 17, 2018

Barbara Poplawski, Chair
Trustee Ward 11

Maria Rizzo, Vice Chair
Trustee Ward 6

Ann Andrachuk
Trustee Ward 2

Patrizia Bottoni
Trustee Ward 4

Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Rhea Carlisle
Student Trustee

Jo-Ann Davis
Trustee Ward 9

Michael Del Grande
Trustee Ward 7

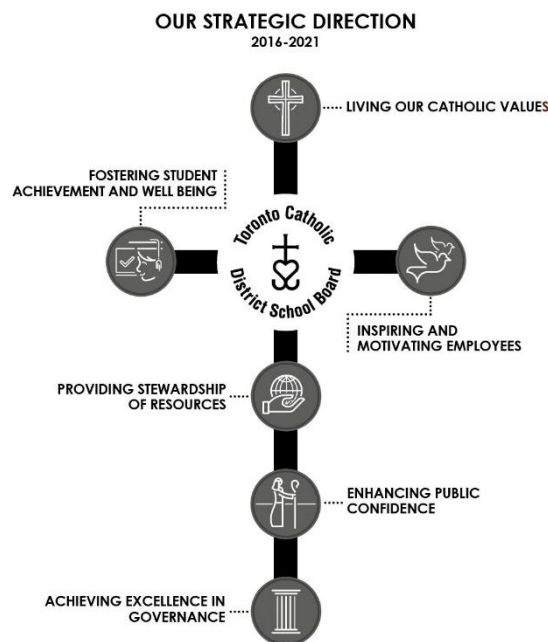
Angela Kennedy
Trustee Ward 11

Joseph Martino
Trustee Ward 1

Sal Piccininni
Trustee Ward 3

Garry Tanuan
Trustee Ward 8

Joel Ndongmi
Student Trustee



MISSION

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

VISION

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293

Assistant Recording Secretary: Sonia Tomaz, 416-222-8282 Ext. 2298

Rory McGuckin
Director of Education

Barbara Poplawski
Chair of the Board



**AGENDA
REGULAR MEETING
OF THE
TORONTO CATHOLIC DISTRICT SCHOOL BOARD
PUBLIC SESSION**

Barbara Poplawski, Chair

Maria Rizzo, Vice Chair

Thursday, May 17, 2018

7:00 P.M.

Pages

1. **Call to Order**
2. **Memorials and Opening Prayer**
3. **Singing of O Canada**
4. **Roll Call & Apologies**
5. **Approval of the Agenda**
6. **Reports from Private Session**
7. **Notices of Motions**
8. **Declarations of Interest**
9. **Approval and Signing of Minutes of the Previous Meetings**
 - 9.a **Special Board (Student Achievement) April 5, 2018**
 - 9.b **Special Board (Corporate Services) April 12, 2018**
 - 9.c **Regular Board April 19, 2018**

1 - 30

| | | |
|------------|--|-----------|
| 10. | Presentations | |
| 10.a | The Chair of the Board | 31 - 32 |
| 10.b | The Director of Education | 33 - 35 |
| 10.c | The Student Trustee(s) | 36 - 37 |
| 10.d | Angel Foundation for Learning, Marisa Celenza, Executive Director | |
| 11. | Delegations | |
| 12. | Consideration of Motions for which previous notice has been given | |
| 13. | Unfinished Business from Previous Meetings | |
| 14. | Matters recommended by Statutory Committees of the Board | |
| 14.a | Approved Minutes of Catholic Parent Involvement Committee Meeting Held February 12, 2018 | 38 - 48 |
| 14.b | Approved Minutes of Special Education Advisory Committee Meeting Held April 18, 2018 (To Be Distributed) | |
| 15. | Matters referred/deferred from Committees/Board | |
| 16. | Reports of Officials for the Information of the Board | |
| 16.a | Preliminary 2018-19 Budget Estimates (Volumes 1, 2, 3 - Includes Instructional) | 49 - 113 |
| 16.b | Preliminary 2018-19 Budget Estimates (Volumes 4, 5 - Includes Non-Instructional) | 114 - 148 |
| 16.c | 2018-2019 Budget Consultation Survey Results | 149 - 155 |
| 16.d | School Cash Suite Implementation Progress Report | 156 - 162 |
| 16.e | School Bus Issue at a Toronto Catholic District School Board School (To be distributed) | |
| 17. | Reports of Officials Requiring Action of the Board of Trustees | |

| | | |
|------|--|-----------|
| 17.a | Proclamation of June as Filipino Heritage Month | 163 - 172 |
| 17.b | Establishment of the Ad Hoc Director Performance Appraisal Committee | 173 - 175 |
| 17.c | Appointment of a Trustee to the Audit Committee | 176 - 177 |
| 17.d | Report of Governance and Policy Committee: Update to the School Events Communications and Invitee Protocol Policy (S.02) | 178 - 183 |
| 17.e | Report of Governance and Policy Committee: Review of the Performance Appraisal: Director of Education Policy (H.C.06) | 184 - 203 |
| 17.f | Report of Governance and Policy Committee: Update to the Logo Use Policy (T.16) | 204 - 233 |
| 17.g | Report of Governance and Policy Committee: Update to the Fair Practice in Hiring and Promotion Policy (H.M.40) | 234 - 243 |
| 17.h | Report of Governance and Policy Committee: Update to the Hand-Held (Mobile) Wireless Communication Device Policy (A.31) | 244 - 258 |
| 17.i | Report of Governance and Policy Committee: Update to the Indigenous Voluntary Self-Identification Policy (A.32) | 259 - 263 |
| 17.j | Liquor Waiver Request for St. Pius X Catholic School | 264 - 265 |
| 18. | Listing of Communications | |
| 19. | Inquiries and Miscellaneous | |
| 20. | Updating of Pending Items List | |
| 20.a | Master Pending List and Rolling Calendar | 266 - 267 |
| 20.b | Annual Calendar of Reports and Policy Metrics | 268 - 271 |
| 21. | Closing Prayer | |
| 22. | Adjournment | |

**MINUTES OF THE SPECIAL MEETING OF THE
TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

HELD THURSDAY, APRIL 5, 2018

STUDENT ACHIEVEMENT

PRESENT:

Trustees:

N. Crawford, Chair
A. Kennedy, Vice Chair
A. Andrachuk
F. D'Amico – by teleconference
J. A. Davis
M. Del Grande – by teleconference
B. Poplawski
M. Rizzo
G. Tanuan

Student Trustees:

R. Carlisle
J. Ndongmi

Staff:

R. McGuckin
D. Koenig
M. Puccetti
L. Noronha
A. Della Mora
V. Burzotta
M. Caccamo
S. Camacho
S. Campbell
F. Cifelli
N. D'Avella
C. Fernandes

K. Malcolm
G. Iuliano Marrello
J. Shanahan
J. Volek
J. Wujek
D. Yack
J. Yan

A. Robertson, Parliamentarian

S. Harris, Recording Secretary
C. Johnston, Acting Assistant Recording Secretary

4. Roll Call and Apologies

Apologies were extended on behalf of Trustees, Bottoni, Martino and Piccininni.

7. Declarations of Interest

Trustees Del Grande and Kennedy declared an interest in Item 15h) Removal of Masters Requirement for Principal and Vice-Principal Positions within Toronto Catholic District School Board as their family members are employees of this Board. Trustees Del Grande and Kennedy did not vote nor participate in the discussion regarding this item.

The items dealt with at the Student Achievement and Wellbeing, Catholic Education and Human Resources Committee Meeting in PUBLIC and PRIVATE Sessions were deemed presented.

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that all matters discussed in PUBLIC Session and PRIVATE Session regarding Delegation and Nominations be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Crawford
Davis
Del Grande
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

**(PRIVATE and PUBLIC Sessions Minutes Distributed Separately at
the April 5, 2018 Student Achievement and Wellbeing Catholic Education and
Human Resources Committee Meeting)**

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that the meeting resolve back into Student Achievement and Wellbeing, Catholic Education and Human Resources Committee PUBLIC Session, followed by DOUBLE PRIVATE Session.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Crawford
Davis
Del Grande
Poplawski

Rizzo
Tanuan

The Motion was declared

CARRIED

PRESENT (After DOUBLE PRIVATE Session):

Trustees:

N. Crawford, Chair
A. Kennedy, Vice Chair
A. Andrachuk
F. D'Amico – by teleconference
M. Del Grande – by teleconference
J. Martino
B. Poplawski
M. Rizzo
G. Tanuan

Staff:

R. McGuckin

S. Harris, Recording Secretary

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that the matter dealt with in DOUBLE PRIVATE Session regarding an Executive Personnel matter be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Del Grande
Kennedy
Martino
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

**(DOUBLE PRIVATE Session Minutes Distributed Separately at
the April 5, 2018 Student Achievement and Wellbeing Catholic Education and
Human Resources Committee Meeting)**

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that the meeting
resolve back into Student Achievement and Wellbeing, Catholic Education and
Human Resources Committee.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Del Grande
Kennedy
Martino
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR

**MINUTES OF THE SPECIAL MEETING OF THE
TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

HELD THURSDAY, APRIL 12, 2018

Corporate Services

PRESENT:

Trustees: G. Tanuan, Acting Chair
A. Andrachuk
P. Bottoni
N. Crawford
M. Del Grande
A. Kennedy
B. Poplawski – by teleconference
M. Rizzo

Staff: R. McGuckin
D. Koenig
M. Puccetti
P. Matthews
L. Noronha
S. Camacho
P. De Cock
K. Malcolm
J. Shanahan
J. Volek
D. Yack
J. Yan

A. Robertson, Parliamentarian

S. Harris, Recording Secretary
C. Johnston, Acting Assistant Recording Secretary

4. Roll Call and Apologies

Apologies were received on behalf of Trustee Davis, as well as Student Trustees Carlisle and Ndongmi who were unable to attend the meeting.

7. Declaration of Interest

Trustee Kennedy left the horseshoe due to a Declaration of Interest in Items 16d) Budget 2018-2019 Grants for Student Needs Update and 16g) Financial Update as at February 28, 2018 as her family members are employees of this Board. Trustee Kennedy did not participate in the discussions nor vote on the items.

The Items dealt with at the Corporate Services, Strategic Planning and Property Committee Meeting PUBLIC and PRIVATE Sessions were deemed presented.

MOVED by Trustee Tanuan, seconded by Trustee Bottoni, that all matters discussed in PUBLIC and PRIVATE Sessions be approved.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Del Grande
Poplawski

Rizzo
Tanuan

The Motion was declared

CARRIED

**(PRIVATE and PUBLIC Session Minutes Distributed at the April 12, 2018
Corporate Services, Strategic Planning and Property Committee under
Confidential and Separate Cover Respectively)**

Trustee Andrachuk left the meeting at 10:13 pm.

Trustee Kennedy returned to the horseshoe at 10:14 pm.

MOVED by Trustee Crawford, seconded by Trustee Rizzo, that the meeting resolve back into Corporate Services, Strategic Planning and Property Committee meeting.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Bottoni
Crawford
Del Grande
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR

MINUTES OF THE REGULAR MEETING
OF THE
TORONTO CATHOLIC DISTRICT SCHOOL BOARD
HELD THURSDAY, APRIL 19, 2018
PUBLIC SESSION

PRESENT:

Trustees: M. Rizzo, Acting Chair
A. Andrachuk
N. Crawford
F. D'Amico
M. Del Grande
A. Kennedy
J. Martino
S. Piccininni
B. Poplawski
G. Tanuan

Student Trustee: J. Ndongmi

Staff: R. McGuckin
D. Koenig
A. Della Mora
M. Puccetti
P. Matthews
P. Aguiar
S. Camacho
N. D'Avella
P. De Cock
K. Malcolm
G. Iuliano Marrello
J. Shanahan
J. Wujek

J. Yan

S. Harris, Recording Secretary

C. Johnston, Acting Assistant Recording Secretary

A. Robertson, Parliamentarian

4. Roll Call and Apologies

Apologies were extended on behalf of Trustees Bottoni and Davis.

5. Approval of the Agenda

MOVED by Trustee Crawford, seconded by Trustee D'Amico, that the Agenda, as amended to include the Addendum, reorder Item 17a) Application of Gymnasium Addition Matrix –Phase 1 (All Wards) after Item 11a) Delegation Marianna Kaminska regarding Inquiry about Revision to the Priority Ranking for Elementary School Gymnasium Additions, add 19a) Inquiry from Trustee Kennedy regarding Ontario Cannabis Store Sites and 19b) Inquiry from Trustee Piccininni regarding Punctuality of PUBLIC Sessions and that April 18, 2018 in Item 14a) Approved Minutes of the Special Education Advisory Meeting be replaced with March 21, 2018, be approved.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Del Grande
Kennedy
Martino
Piccininni
Poplawski

Rizzo
Tanuan

The Motion was declared

CARRIED

6. Reports from Private Session

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that the matter dealt with in PRIVATE Session regarding Minutes of Settlement be approved.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Del Grande
Kennedy
Martino
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

8. Declarations of Interest

There were no Declarations of Interest.

9. Approval and Signing of Minutes of the Previous Meetings

MOVED by Trustee Andrachuk, seconded by Trustee Piccininni, that Item 9a) be adopted as follows:

9a) Special Board (Student Achievement) March 1, 2018 approved.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Del Grande
Kennedy
Martino
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Piccininni, that Items 9b) and 9c) be adopted as follows:

- 9b) Special Board (Corporate Services) March, 2018 approved.**
- &**
- 9c) Regular Board March 22, 2018 approved.**

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Del Grande
Kennedy
Martino
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

10. Presentations

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that Items 10a) and 10b) be adopted as follows:

- 10a) Monthly Report from the Chair of the Board received.**
- &**
- 10b) Monthly Report from the Director of Education received.**

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Del Grande
Kennedy
Martino
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee D'Amico, that Item 10c) be adopted as follows:

10c) Monthly Report from the Student Trustee(s) received..

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Del Grande
Kennedy
Martino
Piccininni

Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustee Ndongmi wished to be recorded as in favour.

Trustee D'Amico left the horseshoe at 7:46 pm.

MOVED by Trustee Andrachuk, seconded by Trustee Kennedy, that Item 10d) be adopted as follows

10d) Verbal Presentation by Annalisa Crudo-Perri, OAPCE President, regarding Parent Survey Findings received.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Rizzo, that the item be referred to staff.

Results of the Vote taken on the Amendment, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Del Grande
Kennedy
Martino
Piccininni
Poplawski
Rizzo

Tanuan

The Amendment was declared

CARRIED

Results of the Vote taken on the Motion, as amended, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Del Grande
Kennedy
Martino
Piccininni
Poplawski
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

Trustee Rizzo left the horseshoe at 8:01 pm.

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that Item 10e) be adopted as follows

10e) Share Life – Tim Lee Loy, Coordinator of Schools and Employee Campaigns received.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Del Grande
Kennedy
Martino
Piccininni
Poplawski
Tanuan

The Motion was declared

CARRIED

Trustee Rizzo returned to the horseshoe at 8:08 pm.

11. Delegations

MOVED by Trustee Andrachuk, seconded by Trustee Martino, that Item 11a) be adopted as follows:

- 11a) Marianna Kaminska regarding Inquiry About Revision to the Priority Ranking for Elementary School Gymnasium Additions** received and referred to staff to bring back a report.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk

Bottoni
Crawford
Del Grande
Kennedy
Martino
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

17. Reports of Officials Requiring Action of the Board of Trustees

MOVED by Trustee Andrachuk, seconded by Trustee Martino, that Item 17a) be adopted as follows:

1. That the Board approve proceeding with the four top-ranked schools for gymnasium additions as detailed in the Ministry of Education letter, to be funded from Proceeds of Disposition and savings from the childcare retrofits;
2. That the Board submit a request to the Ministry of Education for other gymnasium addition; and
3. That staff bring back an updated list of all Gymnasium projects.

Trustee Rizzo requested that the Question be split.

Results of the Vote taken on Part 1 of the Motion, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Del Grande
Kennedy
Martino
Poplawski
Rizzo
Tanuan

Part 1 of the Motion was declared

CARRIED

Results of the Vote taken on Part 2 of the Motion, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Del Grande
Kennedy
Martino
Poplawski
Rizzo
Tanuan

Part 2 of the Motion was declared

CARRIED

Results of the Vote taken on Part 3 of the Motion, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Del Grande
Kennedy
Martino
Poplawski
Tanuan

Rizzo

Part 3 of the Motion was declared

CARRIED

14. Matters Recommended by Statutory Committees of the Board

MOVED by Trustee Piccininni, seconded by Trustee Rizzo, that Item 14a) be adopted as follows:

14a) Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting held on March 21, 2018 received

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Tanuan, that the Board approve SEAC's recommendation that the

Superintendent of Special Education reach out to Student Trustees to strike a Special Education Sub-Committee so that student voices can be represented.

The Chair ruled against the Amendment.

Results of the Vote taken on the Motion, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Del Grande
Kennedy
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Piccininni left the horseshoe at 8:30 pm.

Trustee Piccininni returned to the horseshoe at 8:35 pm.

16. Reports of Officials for the Information of the Board of Trustees

MOVED by Trustee Crawford, seconded by Trustee Piccininni, that Item 16a) be adopted as follows:

16a) Multi-Year Strategic Plan – Annual Update received.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Del Grande
Kennedy
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

17. Reports of Officials Requiring Action of the Board of Trustees

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that Item 17b) be adopted as follows:

- 17b) Liquor Waiver Request for James Culnan Catholic School's Multicultural Potluck and Dance Event on May 25, 2018** that Regulation 6, of Appendix A of the Permits Policy B.R. 05 be waived in order to be able to serve alcohol at James Culnan Catholic School on Friday, May 25, 2018, for the Multicultural Potluck and Dance event.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Del Grande
Kennedy
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that Item 17c) be adopted as follows:

17c) Liquor Waiver Request for St. Cecelia Catholic School's Fun Fair Event on June 7, 2018 that Regulation 6, of Appendix A of the Permits Policy B.R. 05, be waived in order to be able to serve alcohol at St. Cecelia Catholic School on Thursday, June 7, 2018, for the Fun Fair event.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Del Grande
Kennedy
Piccininni

Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

19. Inquiries and Miscellaneous

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that Item 19a) be adopted as follows:

- 19a) From Trustee Kennedy regarding Ontario Cannabis Store Sites** received and referred to staff.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Del Grande
Kennedy
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Piccininni, seconded by Trustee Martino, that Item 19b) be adopted as follows:

19b) From Trustee Piccininni regarding Punctuality of Public Sessions received .

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Del Grande
Kennedy
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Rizzo, that the meeting resolve back into DOUBLE PRIVATE Session.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Del Grande
Kennedy
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

The meeting reconvened with Trustee Poplawski in the Chair.

Trustee D'Amico returned to the meeting.

PRESENT:

Trustees:

B. Poplawski, Chair
M. Rizzo, Vice-Chair
A. Andrachuk
P. Bottoni – by teleconference
N. Crawford
F. D'Amico
M. Del Grande
A. Kennedy
G. Tanuan

Staff: R. McGuckin

S. Harris, Recording Secretary

6. Reports from Private Session

MOVED by Trustee Rizzo, seconded by Trustee Andrachuk, that the Human Resources matters discussed in DOUBLE PRIVATE Session be approved.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
D'Amico
Del Grande
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

22. Adjournment

MOVED by Trustee Bottoni, seconded by Trustee Tanuan, that the meeting adjourn.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
D'Amico
Del Grande
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

The meeting adjourned at 11:20 pm.

SECRETARY

CHAIR



Chair's Monthly Report April 23 to May 18, 2018

Following are highlights for the period of April 23 to May 18, 2018

April 26, 27 & 28

- Along with Trustees attended the OCSTA AGM and Conference in Kitchener

April 28

- Along with the Director attended the Project 5 Fundraiser for Attawapiskat at Alliance Banquet Hall

May 4

- Along with the Director had the pleasure of meeting the Portuguese Secretary of State, Luis Jose Carneiro, to celebrate International Day of Portuguese Language and Culture at St. Helen Catholic School

May 7

- Along with the Director, Trustees and Senior Staff had the pleasure of celebrating Student Achievement at the Annual Awards Night at the CEC

May 9

- Along with the Director attended and delivered greetings at the Year of School Celebration and Launch of the New Pastoral Plan at Montecassino Event Centre

May 10

- Attended and delivered greetings at the TCDSB Woodbine Festival of the Arts at Woodbine Centre

May 16

- Along with the Director attended and delivered greetings at the Asian Canadian Heritage Month Mass and Expose at St. Joseph Morrow Park Secondary School



Director's Monthly Report April 23 to May 18, 2018

Following are highlights for the period of April 23 to May 18, 2018

April 24

- Along with Senior staff and TCDSB Business Leaders attended the Leadership Strategy Event at Montecassio Event Centre

April 25

- Attended the NCC Steering Committee Meeting at the CEC
- Attended an evening Parenting Workshop at James Cardinal McGuigan Secondary School

April 26

- Visited the Principals Retreat for Areas 7 & 8

April 27

- Along with the Chair and Trustees attended the OCSTA AGM and Conference in Kitchener

April 28

- Attended mass and delivered greetings at D'Arcy McGee's 50th School Anniversary
- Along with the Chair attended the Project 5 Fundraiser for Attawapiskat at Alliance Banquet Hall

April 30

- Met with our Student Trustees to discuss their research project on Student Engagement

May 1

- Attended the Secondary Schools Department Heads Conference at Montecassino Event Centre

May 3

- Visited the Principal Retreat for Areas 1 & 2
- Had the pleasure to attend a Multicultural Day Celebration at St. Nicholas Catholic School
- Had the pleasure of meeting with the newly elected Student Trustee, Taylor Dallin, of Cardinal Carter Secondary School

May 4

- Along with the Chair had the pleasure of meeting the Portuguese Secretary of State, Luis Jose Carneiro, to celebrate International Day of Portuguese Language and Culture at St. Helen Catholic School

May 5

- Attended and delivered greetings at the CPIC OAPCE Parent Summit at the CEC

May 7

- Along with the Chair, Trustees and Senior Staff had the pleasure of celebrating Student Achievement at the Annual Awards Night at the CEC

May 9

- Along with the Chair attended and delivered greetings at the Year of School Celebration and Launch of the New Pastoral Plan at Montecassino Event Centre

May 10

- Along with the Chair delivered greetings at the Province Wide Mass for Catholic Education Week at the CEC
- Attended the TCDSB Woodbine Festival of the Arts at Woodbine Centre

May 11

- Had the pleasure of attending the Spoken Word Presentation at St. Robert Elementary School
- Attended the Annual Art Show at Mary Ward Secondary School

May 12

- Attended the Filipino Event at James Cardinal McGuigan Secondary School

May 15

- Delivered greetings at the Secondary School Vice Principal Association meeting at Fraser Norfinch

May 16

- Along with the Chair attended and delivered greetings at the Asian Canadian Heritage Month Mass and Expose at St. Joseph Morrow Park Secondary School

May 17

- Attended the Nigerian Family Orientation

May Student Trustee Board Report:

Ontario Student Trustees' Association (OSTA-AECO)



From May 24th to 27th, Student Trustees Rhea Carlisle and Joel Ndongmi and Student Trustee Elect, Taylor Dalin, will be attending the Annual General Meeting of the Ontario Student Trustees' Association (OSTA-AECO). The conference will be filled with tools for success for the Student Trustees to take back to the TCDSB student leaders as they enter their new terms.

CSLIT General Assembly

On May 29th, CSLIT will be holding the May General Assembly meeting. This will be the last GA of the year as June will hold the CSLIT BBQ. Students will have an opportunity to network with each other and sign up for various leadership events happening in the summer months.

Catholic Education Week

On May 8th, Student Trustee Rhea Carlisle led a group of CSLIT ambassadors to the Catholic Student Youth Day hosted in support by the Ontario Catholic School Trustees' Association. This was a day full of inspirational Catholic leaders and speakers from across the province.

On May 10th, Student Trustee Rhea Carlisle and CSLIT Faith Ambassador Chloe Panganiban hosted the TCDSB Provincial Mass and Peace Walk at the Catholic Education Centre. This event helped bring together students across the TCDSB in their faith and commitment to "Renewing the Promise".

Subcommittee Reviews:

As May is a transition month, the CSLIT Executive Applications for the 2017-2018 year will be released in the upcoming weeks. The current CSLIT Executive will be completing transition files to ease the incoming Executive members into their new roles and provide them with the details they need to complete their roles effectively in the upcoming year.

Social Justice:

This month, the Social Justice Committee and the Equity Committee will be focusing on organizing the "Break the Glass Gala", a student-led event dedicated to empowering young women to become leaders in their communities.

Social Affairs:

The Social Affairs Committee is presently planning for the annual CSLIT gala. The gala is a semi-formal networking gathering for student leaders throughout the board. The theme for this year's gala is "A Night in Paris" and will be held in June. The money accumulated from this event will go to the Angel Foundation for Learning and Sick Kid's Miracle Network.

Faith:

The importance of Catholic Education was a major focus this month as the board prepares for Catholic Education Week. CSLIT's Faith Ambassador alongside the Faith Subcommittee attended numerous events such as the Province Wide Mass for CEW's Catholic Youth Day and TCDSB's Board Wide Mass. Through service, CSLIT has been able to exercise their faith by volunteering at places such as the Good Shepherd Ministries.



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE
Minutes of a Meeting of the Toronto CPIC

Monday Feb 12, 2018

~ Catholic Education Centre ~

7:00 P.M.

| | | |
|--------------------------|------------------------------------|--------------------------------|
| Meeting Time & Location: | 7:00 PM to 10:00 PM | CEC – Catholic Teachers Centre |
| Chair: | Geoffrey Feldman | |
| Secretary (note-taker): | NTC Reporting & Transcription Inc. | |

| | | |
|--|--|--|
| Parent & Community Members Present (voting Members): | W1 – | W1 – Mark de Domenico 📞 |
| | W2 – Geoffrey Feldman – Chair | W2 – |
| | W3 – OPEN | W3 – OPEN |
| | W4 – Annalisa Crudo-Perri | W4 – Joe Fiorante – Treasurer |
| | W5 – Nilo Ang | W5 – |
| | W6 – | W6 – Gus Gikas |
| | W7 – Rosanna Del Grosso | W7 – Joyel Augustine 📞 |
| | W8 – Ruth Oliveros | W8 – Yvonne Yeung |
| | W9 – OPEN | W9 – OPEN |
| | W10 – Kana Muthiah | W10 – OPEN |
| | W11 – Ben Xavier 📞 | W11 – Desmond Alvares - Communications 📞 |
| | W12 – | W12 – John Del Grande – Vice Chair |
| | PMAL 1 – | PMAL 2 – |
| | PMAL 3 – | PMAL 4 – |
| | Com Rep 1 – Natalia Marriott 📞 | Com Rep 2 – David Rodriguez |
| | Com Rep 3 – Dennis Hastings | 📞 Telephone Symbol |
| Other Members In Attendance (ex officio and non-voting): | TCDSB Director of Education or Designate – Dan Koenig TCDSB Trustee Representative or Designate – Garry Tanuan TCDSB Parent Engagement & Toronto CPIC Liaison – Manuela Sequeira TCDSB Communications – TCDSB Staff Support: | |
| Apologies for Absence: | Alison Canning (W1), | |
| Absent: | Sandra Mastronardi (W2). Paul Matos (W6), Paulina Corpuz (W12), Karla Coto (PMAL1) | |

| | |
|----------------------------------|--|
| Guests and Public in Attendance: | Mary La Frambiose; Melinda No other guests present |
| Next Meeting: | Monday April 16, 2018 Location: CEC @ 7:00 PM |

| AGENDA ITEMS | DISCUSSION & DECISIONS |
|--|--|
| 1 Welcome, Call to Order, Roll Call, Declaration of Quorum and Prayer | The Chair welcomed everyone, called the meeting to order and led the roll call at 07:16 PM . After a determination of Members present, the Chair declared that as quorum was confirmed, the meeting was duly convened and legally constituted. Geoffrey Feldman led the opening prayer. |
| 2 Adoption of Proposed Agenda | After those present had an opportunity to read and review the proposed Agenda, and a call for additions and changes was made, the following motions were proposed: Motion 18/02-01 MOVED THAT the proposed Meeting Agenda, be amended. Mover: <i>D. Hastings CR3</i> Seconded: <i>K. Muthiah W10</i> Carried By Consent Motion 18/02-02 MOVED THAT the proposed Agenda, including additions and changes, be formally adopted as the Meeting Agenda. Mover: <i>D. Rodriguez CR2</i> Seconded: <i>N. Ang W5</i> Carried By Consent Motion # 18/02-03 MOVED THAT the Agenda be opened to add to New Business the |

APPROVED MONDAY APRIL 16, 2018 MOTION: 18/04-03



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE
Minutes of a Meeting of the Toronto CPIC

Monday Feb 12, 2018

~ Catholic Education Centre ~

7:00 P.M.

| AGENDA ITEMS | DISCUSSION & DECISIONS |
|---|---|
| | <p>referral to the Governance & Procedure Subcommittee to set a limit on the attendance of members by Telecommunication.</p> <p>Mover: K. Muthiah W10 Seconded: N. Ang W5</p> <p>Carried</p> |
| <p>3 Review, Approval & Confirmation of Minutes of Prior CPIC Meetings</p> | <p>The Minutes of the Meeting of Monday, November 20, 2017 were distributed. After those present had an opportunity to review the Minutes, the following was proposed:</p> <p>Motion 18/02-04 MOVED THAT the Minutes of the Meeting of November 20, 2017, with corrections and changes, be formally approved and confirmed as the official record of proceedings.</p> <p>Mover: D. Hastings CR3 Seconded: J. Fiorante W4</p> <p>Carried By Consent</p> <p>The Minutes of the Meeting of Monday, December 11, 2017 were distributed. After those present had an opportunity to review the Minutes, the following was proposed:</p> <p>Motion 18/02-05 MOVED THAT the Minutes of the Meeting of December 11, 2017, with corrections and changes, be formally approved and confirmed as the official record of proceedings.</p> <p>Mover: R. Oliveros W8 Seconded: A. Crudo-Perri W4</p> <p>Carried By Consent</p> <p>The Minutes of the Meeting of Monday, January 15, 2018 were distributed. After those present had an opportunity to review the Minutes, the following was proposed:</p> <p>Motion 18/02-06 MOVED THAT the Minutes of the Meeting of January 15, 2018, with corrections and changes, be formally approved and confirmed as the official record of proceedings.</p> <p>Mover: D. Rodriguez CR2 Seconded: R. Oliveros W8</p> <p>Carried By Consent</p> |
| <p>4 Report from the Chair</p> | <p>Vice-Chair presided over the Meeting.</p> <p>G. Feldman reported:</p> <ul style="list-style-type: none"> • Arranged and attended exec subcommittee meeting January 8, 2018 • Attended Screenagers at Senator O’Connor CSS - January 10, 2018 • Prepared and reviewed documents and reports <ul style="list-style-type: none"> ➢ Reviewed member enquiries and answered as necessary ➢ Prepared Draft Agenda for tonight’s meeting ➢ Drafted & Reviewed Meeting Minutes with Vice Chair assistance • Announced written resignation of Brooke Hunter from Parent Representative: Ward 9 position. • Review and discussion of Trustee Angela Kennedy written comments on the January Meeting: <ul style="list-style-type: none"> ➢ Change location to a room that is more formal with less distractions and has a better microphone system ➢ Try to encourage people to attend in person ➢ Chair and Vice Chair to meet with the staff parliamentarian and trustees to strategies to organize more effective meetings ➢ Amend the Constitution and the policies so that work can get done ➢ Keep going back to mandate to stay on track ➢ Prepare for meetings by talking to legal counsel re: what can happen with what ➢ Move things along keeping to a timed agenda |



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE

Minutes of a Meeting of the Toronto CPIC

Monday Feb 12, 2018

~ Catholic Education Centre ~

7:00 P.M.

| AGENDA ITEMS | DISCUSSION & DECISIONS |
|---|--|
| | <ul style="list-style-type: none"> Commitment was made under Motion #16/01-16 for an Adult table at the Lift Jesus Higher Rally to be held on Saturday March 3, 2018 from 9:00 am - 5:30 pm at the Toronto Conference Centre, in the amount of \$195.00 <p>Chair presided over the Meeting.</p> |
| <p>5 Report from the Trustee Representative or Designate</p> | <p>Trustee Tanuan reported.</p> <ul style="list-style-type: none"> Wished members a Happy Lunar New Year. Congratulated Annalisa Crudo-Perri on her appointment as the OAPCE Provincial President. Commented on the January meeting discussion on the CPIC conference as an example where common sense sometimes doesn't prevail. The Parliamentarian is here to help with the finer points of administration and protocol. The problem arose because the subcommittee Chair was not able to understand that once the committee votes, it is no longer up to the subcommittee to decide on the issue. This needs to be clearly understood by all members. This issue also spilled over to SEAC; and I was compelled to defend CPIC to SEAC members. The resignation of the W9 rep was addressed by the Chair, TCDSB Transportation requested that I encourage the members of this committee to disseminate the information in the Director's memo to all parents and guardians - It is important that we get parent input to the Ministry of Education. Digital signage for schools was discussed by the Board of Trustees. Members can review the report tabled at the February 8 Board of Trustees meeting. TCDSB Pastoral Plan. See the report tabled at February 1 Board of Trustee meeting - We Belong; We Believe; We Become. |
| <p>6 Report from the Director of Education or Designate</p> | <p>Associated Director Koenig reported.</p> <p>Superintendent Wujek absent - asked to defer to next month an item around visioning. Staff are involved in a Ministry roundtable about transportation; presenting tomorrow to the Director. The Pastoral plan - recommendation was made that the team present to CPIC & OAPCE at a future date.</p> |
| <p>7 Financial Report from the Treasurer</p> | <p>CPIC Treasurer reported.</p> <p>An overview of spending (attached as Appendix "A") as reported by the TCDSB for Jan 31, 2018 was provided and discussed by the members.</p> <p>Motion 18/02-07 MOVED THAT the Financial Report as presented be accepted. Mover: D. Rodriguez CR2 Secounded: N. Ang W5 Carried</p> |
| <p>8 Unfinished (Old) Business and Matters Arising Minutes of Prior Meetings</p> | <p><u>Unfinished Business/Items Deferred from Prior Meeting</u></p> <p><u>8.1 Follow up from FNE presentation:</u></p> <p>J Del Grande: Recommendation made to refer the FNE presentation to Board Staff to add them to the TCDSB list of approved Partners and to promote them as an option for student's involvement in a faith-based opportunity. No Motion was presented as Associate Director Koenig stated that this was already being undertaken by Staff.</p> |
| <p>9 Subcommittee Reports & Recommendations</p> | <p><u>STANDING (PERMANENT) SUBCOMMITTEES</u></p> <p><u>9.1 Budget & Priority Setting Subcommittee</u></p> <p>Recommendations:</p> <ol style="list-style-type: none"> OAPCE Toronto to be provided with a 15-minute presentation |

APPROVED MONDAY APRIL 16, 2018 MOTION: 18/04-03



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE
Minutes of a Meeting of the Toronto CPIC

Monday Feb 12, 2018

~ Catholic Education Centre ~

7:00 P.M.

Table with 2 columns: AGENDA ITEMS and DISCUSSION & DECISIONS. The DISCUSSION & DECISIONS column contains meeting minutes including motions, subcommittee reports, and screening information.



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE
Minutes of a Meeting of the Toronto CPIC

Monday Feb 12, 2018

~ Catholic Education Centre ~

7:00 P.M.

| AGENDA ITEMS | DISCUSSION & DECISIONS |
|---|---|
| | <p>Motion 18/02-13 Moved that the recommendation of the subcommittee that the maximum budget of \$15,000 subject to the fine-tuning by the subcommittee be accepted. Mover: Conference Subcommittee Secoded: Not Required Carried</p> <p>Motion 18/02-14 Moved that the subcommittee be entitled to continue refining and working within the approved budget, and CPIC executive will provide oversight re: questions and issues to ensure that stated goals and objectives are being met. Mover: D. Rodriguez CR3 Secoded: N. Ang W5 Carried</p> <p>Motion 18/02-15 Moved that the workshops presented today by the subcommittee be accepted by the Committee and that if any workshop cannot be included, the subcommittee will select an alternative workshop from the list of the 10 CPIC previously accepted topics. Mover: R. Oliveros W8 Secoded: N. Ang W5 Carried</p> <hr/> <p><u>SPECIAL (TEMPORARY / AD HOC) SUBCOMMITTEES</u></p> <p><u>9.5 Making Your Voices Heard</u> Asking for approval from this Committee, that at either the April or the May meeting that time is accommodated for a dedicated on-hour break out session(s). It has been difficult to facilitate a mutually convenient meeting time for the volunteer parents on this subcommittee to work on this action item. It is felt that this should be a product of all the members of the Committee. The intention is to have this item completed by June so that it could be implemented in the new school year. A structure will be proposed during these breakouts.</p> <p>Motion 18/02-16 Moved that during the April and May meeting time will be set aside a One-Hour Breakout session for this Committee to informally work on this action item. Mover: J. Del Grande W12 Secoded: A. Crudo-Perri W4 Carried</p> <p><u>9.6 Communications and Dissemination Planning Subcommittee</u> Deferred.</p> |
| 10 Reports from Parent Members: Ward Representatives | No Reports Presented |
| 11 New Business and Motions Arising Therefrom | <p><u>11.1 CSPC Chairs (Parents) finding OWA Exchange email difficult to use.</u></p> <p>It has been observed by members of this Committee that CSPC Chairs are having numerous challengers using the TCDSB assigned email accounts that demotivate them from communicating via this vehicle. It is a goal of this Committee is to encourage parent CSPC Chairs to utilize the TCDSB assigned eMail accounts. (See Formal Suggestion - Appendix "B")</p> <p>MOTION 18/02-17 Moved that this Committee recommends to the Board of Trustees and the Director of Education that a new process & IT protocol be developed to achieve the following:</p> <ol style="list-style-type: none"> 1. Consistent with the Toronto Catholic PIC recommendation Motion 17/11-16 made on November 20, 2017 and be acted on by staff every new school year and that the School Board send out via the school principal a personalized letter that informs & instructs the newly elected or returning CSPC chair about the existence, benefits and login information to the CSPC email account |



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE
Minutes of a Meeting of the Toronto CPIC

Monday Feb 12, 2018

~ Catholic Education Centre ~

7:00 P.M.

| AGENDA ITEMS | DISCUSSION & DECISIONS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-------------|-------------------|--------|--|--|------------|---------|----------|--------------------------------------|--------------|---------|------------|---|---------|----------|----------|------------------------------------|----------|----------|------------|--------------------------------------|-------------------------------|--------|----------|---------------------------------|------------|--------|---------|-----------------------|-----------|--------|----------|--------------|--|--|-------------------|
| | <p>2. In recognizing that CSPC chairs are not school board employees, they should not be subject to BYOD policies, the school board needs to provide straightforward instructions on the various means to access their CSPC email account and how to set it up as an additional mailbox on the parent's existing: email accounts (examples by way of ActiveSync, etc.), web service, and mobile connect methods and/or on how to forward or proxy, to their personal email.</p> <p>3. These instructions should be easily accessible using modern social media methodology like YouTube, Facebook, Video on Parent webpage, et al.</p> <p>Mover: J. Del Grande W12 Seconded: D. Hastings CR3</p> <p>Carried</p> <p><u>11.2 Faith in Our Child Event Funding</u></p> <p>With successes in Ward 8 and 11, the program will be expanded to W1, W5 and W10 (See Appendix "D").</p> <p>MOTION 18/02-18 Moved that this Committee continues its support of the FiOC program & fund the 2018 expansion to five Wards (W1, W5, W8, W10 & W11) for the total amount of \$4,950.00 as per this Budget.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr style="background-color: #4CAF50; color: white;"> <th colspan="2">Description</th> <th colspan="2">Budget</th> </tr> </thead> <tbody> <tr> <td>FiOC-LJH info sessions @ School CSPCs:</td> <td>10 Schools</td> <td>\$75.00</td> <td>\$750.00</td> </tr> <tr> <td>FiOC Educational Training Symposium:</td> <td>50 Attendees</td> <td>\$20.00</td> <td>\$1,000.00</td> </tr> <tr> <td>Transportation bus to/from FiOC events:</td> <td>3 Buses</td> <td>\$250.00</td> <td>\$750.00</td> </tr> <tr> <td>Faith in our Child symposium 2018:</td> <td>2 Events</td> <td>\$700.00</td> <td>\$1,400.00</td> </tr> <tr> <td>Theology of the Body Program Series:</td> <td>125 Printing Parent Resources</td> <td>\$4.00</td> <td>\$500.00</td> </tr> <tr> <td>Theology Speaker Transportation</td> <td>70 Mileage</td> <td>\$0.45</td> <td>\$31.50</td> </tr> <tr> <td>Theology Refreshments</td> <td>100 Lunch</td> <td>\$5.00</td> <td>\$500.00</td> </tr> <tr style="background-color: #4CAF50; color: white;"> <td colspan="2" style="text-align: center;">Total</td> <td></td> <td>\$4,931.50</td> </tr> </tbody> </table> <p>Mover: R. Oliveros W8 Seconded: N. Ang W5</p> <p>Carried</p> <p>MOTION 18/02-19 Moved that Motion #18/02-17 be amended to treat this request as five separate Request For Funds in the amount of \$1,000 each for Wards 1, 5, 6, 10 and 11 and that a parent engagement and involvement aspect be highlighted as part of the FiOC program.</p> <p>Mover: J. Del Grande W12 Seconded: N. Ang W5</p> <p>Carried as Amended</p> <p><u>11.3 Parents Engaged in Education - T. Pastore - Brochures and tip sheets</u></p> <p>Deferred</p> <p><u>11.4 Potential loss of the Parent Resource Centre/ St. Rene Goupil CS</u></p> <p>Deferred</p> <p><u>11.5 OAPCE-CPIC Partnership</u></p> <p>Deferred</p> <p><u>11.6 Microsoft Office Service System</u></p> <p>Deferred</p> <p><u>11.7 Protocol for Sitting on the Executive</u></p> <p>Staff suggested at the Inaugural Meeting that the positions on the CPIC Executive are reserved</p> | Description | | Budget | | FiOC-LJH info sessions @ School CSPCs: | 10 Schools | \$75.00 | \$750.00 | FiOC Educational Training Symposium: | 50 Attendees | \$20.00 | \$1,000.00 | Transportation bus to/from FiOC events: | 3 Buses | \$250.00 | \$750.00 | Faith in our Child symposium 2018: | 2 Events | \$700.00 | \$1,400.00 | Theology of the Body Program Series: | 125 Printing Parent Resources | \$4.00 | \$500.00 | Theology Speaker Transportation | 70 Mileage | \$0.45 | \$31.50 | Theology Refreshments | 100 Lunch | \$5.00 | \$500.00 | Total | | | \$4,931.50 |
| Description | | Budget | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FiOC-LJH info sessions @ School CSPCs: | 10 Schools | \$75.00 | \$750.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FiOC Educational Training Symposium: | 50 Attendees | \$20.00 | \$1,000.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Transportation bus to/from FiOC events: | 3 Buses | \$250.00 | \$750.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Faith in our Child symposium 2018: | 2 Events | \$700.00 | \$1,400.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Theology of the Body Program Series: | 125 Printing Parent Resources | \$4.00 | \$500.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Theology Speaker Transportation | 70 Mileage | \$0.45 | \$31.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Theology Refreshments | 100 Lunch | \$5.00 | \$500.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | | | \$4,931.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE
Minutes of a Meeting of the Toronto CPIC

Monday Feb 12, 2018

~ Catholic Education Centre ~

7:00 P.M.

| AGENDA ITEMS | DISCUSSION & DECISIONS |
|--|---|
| | <p>for Parent Members and that Community Representatives cannot be on this subcommittee. A member would like to have this ruling clarified as this rule cannot be found within the Constitution of the O'Reg 612/00.</p> <p>MOTION 18/02-20 Moved that this matter be referred to the Governance and Procedure subcommittee.</p> <p>Mover: D. Hastings CR3 Seconded: K. Muthiah W10 Carried: Vote: For (7); Against (2); Abstain (1)</p> |
| <p>12 Announcements & Date, Time & Location of Next Meeting</p> | <p>The formal meetings to be held in the CPIC FY 2018/18 are on:</p> <p><i>Inaugural Meeting Monday October 15, 2017</i> Meeting #1 - Monday, November 20, 2017 <i>Meeting #2 Monday, December 11, 2017</i> <i>Meeting #3 Monday, January 15, 2018</i> <i>Meeting #4 Monday, February 12, 2018</i> <i>Meeting #5 Monday, April 16, 2018</i> <i>Meeting #6 Monday, May 14, 2018</i> <i>Meeting #7 Monday, June 18, 2018</i> <i>Meeting #8 Monday, September 17, 2018</i></p> <p>The formal meetings to be held in the CPIC FY 2018/19 will be on: <u>Elections 2018:</u> Elections for Even Wards Tuesday Oct 2, 2018 By-Elections for Odd Wards Wednesday Oct 3, 2018 2018/19 Inaugural Meeting Monday Oct 15, 2018 2018/19 Meeting 1 Monday Nov 19, 2018 2018/19 Meeting 2 Monday Dec 10, 2018</p> <p>There will be subcommittee and Executive meetings as needed.</p> <p align="center">All at the: Catholic Education Centre, 80 Sheppard Avenue East. Room to be announced.</p> |
| <p>13 Adjournment</p> | <p>Motion # 18/02-21 MOVED THAT the meeting stand adjourned.</p> <p>Mover: R. Oliveros W8 Seconded: D. Hastings CR3 Carried</p> <p>The Chair declared the meeting adjourned and Members rose at 10:16 PM</p> |

Respectfully submitted to the Members of Toronto CPIC,


Geoffrey Feldman, Chair

By resolution of the assembly (18/04-03) on
Monday, April 16, 2018



**TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE
Minutes of a Meeting of the Toronto CPIC**

Monday Feb 12, 2018

~ Catholic Education Centre ~

7:00 P.M.

APPENDIX "A" – Financial Report

| CPIC Grant & Expenditure Summary | CPIC 2017-18 | PRO GRANT 2017-18 |
|---|---------------------|--------------------------|
| As at January 31, 2018 | FR 1394 | FR 1417 |
| APPROVED FUNDING | 20,106.00 | 10,000.00 |
| CARRYOVER FROM PREVIOUS YEAR | 46,133.49 | 5,724.51 |
| TOTAL FUNDING | 66,239.49 | 15,724.51 |
| EXPENSES: | | |
| Childcare & Supplies | 1,137.42 | 711.70 |
| Election-Parent Recruitment Expenses | | |
| Media Advertising | | |
| Transcriptions | | |
| Mileage | 529.83 | |
| Parent Resources | | |
| Printing & Supplies | 40.36 | |
| Promotional Materials | 1,737.49 | |
| Refreshments - Events | 1,075.15 | |
| Refreshments - Meeting | 879.44 | |
| Speaker Expenses | 2,109.38 | |
| Telecommunication | 1,373.98 | |
| Translation Services | | |
| TTC Tokens - Buses | | |
| TOTAL EXPENDITURES | 8,883.05 | 711.70 |
| Balance | 57,356.44 | 15,012.81 |



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE
Minutes of a Meeting of the Toronto CPIC

Monday Feb 12, 2018

~ Catholic Education Centre ~

7:00 P.M.

Appendix "B"
CPIC Formal Suggestions

WHEREAS: The School Board needs an effective channel to communicate to Catholic School Parent Councils (CSPC)

AND WHEREAS: Every school parent council has as assigned email account.

AND WHEREAS: Email records provide part of the corporate memory of a CSPC.

AND WHEREAS: Communications should look & appear official when being sent out to parent members and when parent members communicate with the Board on behalf of a CSPC.

AND WHEREAS: The School Board has struggled to get full adoption of the Board's email system by CSPC's.

AND WHEREAS: The steps and processes to get email setup for use beyond webmail (OWA) is confusing and complex to many parents

AND WHEREAS: There has been identified gaps in the communication, purpose, benefits and setup of email accounts for Parent Council Chairs.

MOTION 18/02-17 BE IT RESOLVED THAT:

The Toronto Catholic Parent Involvement Committee (Toronto-Catholic PIC) recommend to the Board of Trustees and the Director of Education that:

A new process & IT protocol be developed to achieve the following:

- 1. Consistent with the Toronto Catholic PIC recommendation Motion 17/11-16 made on November 20, 2017 and to be acted on by staff every new school year and, the School Board send out via the school principal a personalized letter that informs & instructs the newly elected or returning CSPC chair about the existence, benefits and login information to the CSPC email account**
- 2. In recognizing that CSPC chairs are not school board employees, they should not be subject to BYOD policies, the school board needs to provide straightforward instructions on the various means to access their CSPC email account and how to set it up as an additional mailbox on the parent's existing: email accounts (examples by way of ActiveSync, etc.), web service, and mobile connect methods and/or on how to forward or proxy, to their personal email.**
- 3. These instructions should be easily accessible using modern social media methodology like YouTube, Facebook, Video on Parent webpage, et al.**



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE

Minutes of a Meeting of the Toronto CPIC

Monday Feb 12, 2018

~ Catholic Education Centre ~

7:00 P.M.

Appendix "C"

CPIC-OAPCE 2017-18 Summit – Conference Subcommittee Report

PRO-GRANT - DESCRIPTION OF PROJECT

The Parent Engagement Through Technology Project, initiated by the Parent Involvement Committee of Toronto Catholic District School Board will organize a conference for parents that focuses on parent engagement strategies. Keynote speakers and skill-building workshops will be based on topics identified by parents including supporting your children in mathematics, literacy, and internet safety. The workshops will be shared more broadly with parents in the school board through the development of webinars

PRO-GRANT - SCOPE OF PROJECT

- Organize a conference for parents that focuses on parent engagement strategies for supporting their children in mathematics, literacy, and internet safety.
- Share workshops with parents in the school board through the development of webinars.
- Evaluate the Project and its results.
- Share the products, research, and/or videos that were created using the PRO Grant funding with the ministry.

Proposed Agenda – May 5, 2018

9:00 – 9:30 Registration/Breakfast
 9:30 - 10:30 Keynote Speaker Paul Davis (Social Networking Safety)
 10:30 - 11:00 Resource Fair
 11:00 – 12:00 First Round of Workshops
 12:00 – 1:00 Lunch & Resource Fair
 1:00 - 2:00 Second Round of Workshops

Six Workshops Proposed

Special Education *Cristina Fernandes
 What is Parent Engagement *Annalisa & Geoffrey
 21st Century Learning *TCDSB 21c Dept.
 Positive Parenting (3 P's) *Presenter
 Jump Math *Presenter
 Internet Safety *Telus

| Description | Amount | Comments |
|---|-----------------|---------------------------------------|
| Keynote Speaker | | |
| Paul Davis | \$1,000 | |
| Parent Workshops | | |
| Jump Math | \$500 | |
| Triple P | \$??? | |
| Telus | | |
| Spec Ed | | |
| 21st Century Learning | | |
| Parent Engagement | | |
| Kid Workshops | | |
| • 2 ECE | \$400 | |
| • Scientists in the School | \$160 | |
| Food (200 people) | | |
| • Signature | \$3,800 | Includes set up/take down/clean |
| • The Saffron Menu 1 | \$4,290 | No set up |
| • The Saffron Menu 2 | \$4,070 | No set up |
| • The Saffron Menu 3 | \$4,170 | No set up |
| • Pickle Barrel | \$4,796 | No set up |
| • (Filipino) | | Includes set up/take down/clean |
| Webinar | | |
| • 2 videographers, from 8 am to 4:30 pm, video recorded and editing in HD | \$1,500 | |
| Promotion | | |
| USB drives with Parent Information pre-load (200 pieces) | | |
| • New Kensington 2 GB | \$1,430 | \$1380 plus \$50 set up for screening |
| • SVS Marketing | \$1,800 | \$1730 plus \$70 set up for screening |
| • Ultimate Sports Gear 1GB | \$2,624 | |
| Minimum Total | \$13,214 | |
| Maximum Total | \$14,210 | |



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE
Minutes of a Meeting of the Toronto CPIC

Monday Feb 12, 2018

~ Catholic Education Centre ~

7:00 P.M.

Appendix "D"

Faith In Our Child ("FIOC") Event Expansion

Faith in Our Child (FIOC) began in 2015 by a group of Toronto Catholic DSB stakeholders. The first conference, "It Takes a Village..." in April 2016 drew 180 participants from Ward 8. Now with the successes in Ward 8 & 11 the FIOC volunteers will expand the program to W1, W5, & W10 and they are again seeking Toronto Catholic PIC Funding.

FIOC aligns with the TCDSB multi-year plan "Together With One Voice" that brings together, strengthens and stresses the importance in Education for the student Well-being and Academic Achievement of the Family, Parish and School working as one.

All the FIOC Events are Archdiocese Approved & Supported. The parent volunteer organizers are from CPIC and CSPC who are supported in this effort by Faith Based Organizations which include Knights of Columbus; Catholic Women's League, Couples For Christ, Federation of North American Explorers, Lift Jesus Higher, et.al.

The goal is to give faith witness of how we are helped by God's grace to build and share faith with the children and families entrusted to us in our roles as parish priest, teacher, and parent. The event will feature student presentations of speeches and essays which highlight the faith development of our children and youth. Through this integration of faith development, the child learns the importance of education and academic achievement goals.

"Guiding Your Child Through the Sexual Minefield = What to say & how to say through Toddler to Teen". Which is based upon "Theology of the Body" program. This is run by parents for parents and will be integrated in the FIOC program. Attendees explore the answers to the following sample questions:

- Is there a real purpose to life and if so, what is it?
- What does it mean that we were created in the image of God?
- What does the marital union of a man and woman say to us about God & his plan for our lives?
- What is the purpose of the married and celibate vocations?
- What exactly is "Love"?
- Is it truly possible to be pure of heart?

BE IT RESOLVED THAT:

The Toronto Catholic Parent Involvement Committee (Toronto-Catholic PIC) continues its support and fund the 2018 expansion of the FIOC program in the amount of \$4,950 as per the following Budget:

| Description | | | Budget | |
|---|-----|---------------------------|----------|-------------------|
| FioC-LJH info sessions @ School CSPCs: | 10 | Schools | \$75.00 | \$750.00 |
| FIOC Educational Training Symposium: | 50 | Attendees | \$20.00 | \$1,000.00 |
| Transportation bus to/from FIOC events: | 3 | Buses | \$250.00 | \$750.00 |
| Faith in our Child symposium 2018: | 2 | Events | \$700.00 | \$1,400.00 |
| Theology of the Body Program Series: | 125 | Printing Parent Resources | \$4.00 | \$500.00 |
| Theology Speaker Transportation | 70 | Mileage | \$0.45 | \$31.50 |
| Theology Refreshments | 100 | Lunch | \$5.00 | \$500.00 |
| Total | | | | \$4,931.50 |



REPORT TO

REGULAR BOARD

**PRELIMINARY 2018-19 BUDGET ESTIMATES
(VOLUMES 1, 2, 3 – INCLUDES INSTRUCTIONAL)**

“Rejoice always, pray continually, give thanks in all circumstances; for this is God’s will for you in Christ Jesus”

1 Thessalonians 5:16-18

| Created, Draft | First Tabling | Review |
|----------------|---------------|--------|
| May 8, 2018 | May 17, 2018 | |

P. De Cock, Comptroller of Business Services & Finance

RECOMMENDATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

TBD
Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

As per the requirements set out in the Education Act, TCDSB's budget estimates are balanced. The preliminary 2018-19 budget expenditure and revenue estimates appearing in Volumes I to V of the Budget Book are balanced; based on consensus enrolment and staffing projections, and calculated Grants for Student Needs (GSNs) and Other Program funding projections.

Two budget related reports have been submitted to allow Trustees with conflicts of interest on instructional related funding the opportunity to participate in non-instructional and reserve funding related discussions. Volumes I to III focus on both the overall budget as well as instructional related expenditures, while Volume IV focuses on non-instructional expenditures and Volume V on financial sustainability.

The first volume appearing in the 2018-19 Budget Book provides an overall contextual summary. The Volume is meant to provide trustees, parents and other stakeholders a snapshot of TCDSB's profile as a large, urban, diverse and Catholic school board. Enrolment data refers to the number of students projected to attend TCDSB schools in 2018-19, and is the key driver for revenue and expenditure calculations. Enrolment projections show an increase of 397 elementary students and 10 Secondary students for the 2018-19 school year. The total student population is expected to be 91,215

The overall Grants for Student Needs are projected to increase. TCDSB is projected to derive 92.8% of its operational revenues from the Provincial Grants for Student Needs (GSNs). The remaining funds are received in the form of Education Programs - Other (EPOs) and other government agencies. Total funding is expected to increase by approximately \$20M. 2018-19 Revenue projections are as follows:

| <i>Panel</i> | <i>2017-18</i> <i>(\$B)</i> | <i>2018-19</i> <i>(\$B)</i> | <i>Change</i> <i>(\$B)</i> |
|--------------|--------------------------------|--------------------------------|-------------------------------|
| GSNs | 1.04 | 1.06 | 0.02 |
| EPOs | 0.08 | 0.08 | 0.00 |
| Total | 1.12 | 1.14 | 0.02 |

The projected enrolment and estimated GSNs provide the capacity to determine the TCDSB’s instructional and support service levels. The Education Act and its regulations concerning class sizes and required instructional minutes, consequently, prescribes TCDSB’s service levels. The projected expenditures in the Instructional expenditure category are estimated in the table below:

| <i>Instructional Expenditure Categories</i> | <i>2017-18 (\$M)</i> | <i>2018-19 (\$M)</i> | <i>Change (\$M)</i> |
|---|----------------------|----------------------|---------------------|
| Classroom Teachers | 619.2 | 631.6 | 12.4 |
| Professionals & Paraprofessionals | 51.4 | 53.8 | 2.3 |
| In School Administration | 67.4 | 68.7 | 1.2 |
| Textbooks & School Computers | 35.0 | 35.9 | 0.9 |
| Education Assistants | 53.7 | 54.4 | 0.7 |
| Continuing Education | 23.6 | 23.8 | 0.2 |
| Resource Teachers | 5.4 | 5.5 | 0.1 |
| Occasional Teachers | 29.3 | 29.4 | 0.1 |
| Early Childhood Educators | 27.3 | 27.2 | (0.1) |
| Staff Development | 3.2 | 2.9 | (0.3) |
| Total | 915.5 | 933.2 | 17.7 |

The 2018-19 Budget Estimates includes additional investments in Instructional Expenditure Categories. The 2018-19 GSN announcement considered service level increases to both **non-discretionary** and **discretionary** areas of the Instructional expenditure budget. “Non-discretionary” investments are considered to be investments largely related to enrolment growth, restricted funding from the Province or required through arbitration settlements. “Discretionary” investments are generally those using remaining unrestricted GSN funding. In total, staff are recommending an increase of complement of 94.9 Full Time Equivalent (FTE) staff inclusive of new Elementary Teachers, Elementary Guidance Teachers, Secondary Teachers, Special Education Teachers, Special Education Professionals, and Vice-Principals.

(Please note that three additional FTEs for Non-Instructional are also recommended through the second report concerning budget on this same agenda.)

In addition to investments from the GSNs, the 2018-19 budget estimates recommends one-time Strategic Instructional Expenditure investments from the

Accumulated Surplus for Computer and Telephony Technology in the amount of \$1.4M.

The cumulative staff time required to prepare this report was 200 hours.

B. PURPOSE

1. This report has been prepared for the Board of Trustees in order to receive the Introduction Volume I and approve in principle the 2018-19 Budget Estimates for Revenues (Volume II) and Instructional Expenditure Categories (Volume III), appearing in the attached 2018-19 Budget Book.
2. The Board of Trustees' final approval for the 2018-19 Budget Estimates for Revenues and Instructional Expenditures as outlined in the Volumes II-III in the Budget Book will be sought at the Corporate Service Meeting scheduled for June 6th 2018.

C. BACKGROUND

1. ***Total GSN funding for the TCDSB is increasing.*** The overall 2018-19 GSNs are increasing (refer to Volume II). The increased GSN amounts sets out the key provincial policy and funding changes supported by these regulations, such as investments in Special Education Supports, Mental Health Resources and a continuing reduction to class sizes to name just a few initiatives. It also sets out the funding measures intended to help boards keep up with inflationary costs and provincial discussion table labour agreements, salary and benefits increases.
2. ***GSN updates are necessary to match funding with ongoing cost pressures from growth and inflation.*** The 2018-19 GSNs also reflect funding for increased enrolment, ongoing investments to meet prior year's labour agreements, and regular updates to the GSNs, informed by recent Ministry consultation engagement sessions.
3. ***EPO and Other funding amounts are declining.*** Other revenues, i.e. Education Programs - Other (EPO) and Tuition Fees are declining compared to 2017-18. The decline is primarily due to a reduced projection of international Visa student tuition fees.
4. ***New Investments in the education sector will increase TCDSB's service and support levels.*** The TCDSB was in a Multi-Year Recovery Plan (MYRP) for the last few years and difficult decisions reduced service levels across all functional areas of the Board. As a result, the 2018-19 GSN projections, has

created an opportunity to reinvest in TCDSB’s instructional expenditure areas (refer to Volume III) and recommend a balanced budget. These investment recommendations are provided at a high level for “Non-Discretionary” investments and more specifically for “Discretionary” investments below. Further details can be found in Volume III of the Budget Book.

| <i>Non-Discretionary GSN Investments in Instructional Expenditures</i> | <i>FTE</i> | <i>(\$M)</i> |
|---|-------------------|---------------------|
| Special Education Teachers | 34.4 | 3.4 |
| Elementary Teachers | 33.5 | 3.3 |
| Special Education – Other Professionals | 12.0 | 0.8 |
| Principals and Vice-Principals | 4.0 | 0.7 |
| Secondary Teachers | 1.0 | 0.1 |
| Total | 84.9 | 8.3 |

| <i>Discretionary GSN Investments in Instructional Expenditures</i> | <i>FTE</i> | <i>(\$M)</i> |
|---|-------------------|---------------------|
| Elementary Guidance Teachers | 8.0 | 0.6 |
| SHSM / Student Success Resource Teacher Leads | 2.0 | 0.2 |
| Total | 10.0 | 0.8 |

| <i>Total Non-Discretionary and Discretionary GSN Investments</i> | <i>FTE</i> | <i>(\$M)</i> |
|---|-------------------|---------------------|
| Grand Total | 94.9 | 9.1 |

- Staff are also recommending that a strategic investment of \$1.4M be made out of the Accumulated Surplus to support Computer and Telephony technology. Staff believe this is achievable given the surplus and still fiscally prudent, while responding to some urgent technology upgrade needs. Volume V provides context for how this fits in with the Reserve Strategy.

| <i>Discretionary Surplus Investments in Instructional Expenditures</i> | <i>(\$M)</i> |
|---|---------------------|
| Increase Investment in Computer & Telephony Technology | 1.4 |

D. STAFF RECOMMENDATION

1. That the Board of Trustees approve in principle a balanced budget with a base budget increase in the Instructional Category by \$17.7M, inclusive of 94.9 new FTEs, as further detailed in Volume III of the Budget Book.
2. That the Board of Trustees approve in principle for inclusion into the Instructional Expenditure Category budget a strategic one-time investment from Accumulated Surpluses of \$1.4M for Computer and Telephony Technology, as further detailed in Volume III of the Budget Book.
3. That staff present a balanced budget, with the Instructional Category Expenditures appearing in Volume III of the Budget Book reflecting any amendments necessary as a result of community budget consultations to the Board of Trustees at the Corporate Services meeting scheduled for June 6th 2018.

Toronto Catholic District School Board

2018 – 2019 Budget Estimates



May 17, 2018

***Draft – Until approved by
Board of Trustees (Expected
June 6, 2018)***



Board of Trustees

Catholic school trustees are the critical link between communities and school boards. Catholic ratepayers in City of Toronto elect 12 English Language Trustees to the Toronto Catholic District School Board during each municipal election. The Chair of the Board and the Vice-Chair are elected at the Inaugural meeting of the Board, and serve for one year.

Working together, a school trustee is responsible, as a member of the Board:

- *To govern and set policy.*
- *To govern for the provision of curriculum, facilities, human and financial resources.*
- *To advocate for the needs of their communities.*
- *As a constituency representative, to explain the policies and decisions of the TCDSB to residents.*

Trustees are available to help taxpayers, parents and others



Trustee Joseph Martino
Ward 1: Etobicoke



Trustee Ann Andrachuk
Ward 2: Etobicoke



Trustee Sal Piccininni
Ward 3: North York



Trustee Patrizia Bottoni
Ward 4: North York



Trustee Maria Rizzo
Ward 5: North York



Trustee Frank D'Amico, CD
Ward 6: York



Trustee Michael Del Grande
Ward 7: Scarborough/North York



Trustee Garry Tanuan
Ward 8: Scarborough



Trustee Jo-Ann Davis
Ward 9: Toronto



Trustee Barbara Poplawski
Ward 10: Toronto



Trustee Angela Kennedy
Ward 11: East York/Toronto



Trustee Nancy Crawford
Ward 12: Scarborough



Trustee Rhea Carlisle
Student Trustee: All TCDSB Schools



Trustee Joel Ndongmi
Student Trustee: All TCDSB Schools

TABLE OF CONTENTS

| | | |
|---|-------------|-----------|
| Executive Summary | Page | 4 |
| Volume I: | | |
| The TCDSB Context | Page | 10 |
| Book Introduction | | 11 |
| Our Students | | 12 |
| Our Staff | | 13 |
| Transportation | | 14 |
| How We Develop the Budget | | 15 |
| Linking the Budget to the Multi-Year Strategic Plan | | 17 |
| Volume II: | | |
| TCDSB Operating Revenues | Page | 20 |
| Grants for Student Needs Overview | | 21 |
| TCDSB Revenue Overview | | 24 |
| Appendix 2A: Description of GSN Funding | | 27 |
| Volume III: | | |
| Instructional Related Operating Expenditures | Page | 37 |
| Expenditure Overview | | 38 |
| Expenditure Variance Analysis | | 40 |
| Highlights of New Investments | | 41 |
| Appendix 3A: One-time Strategic Investments | | 44 |
| Appendix 3B: Detailed Budget Sheets | | 45 |
| Volume IV: | | |
| Non-Instructional Related Operating Expenditures | Page | 60 |
| Expenditure Overview | | 61 |
| Expenditure Variance Analysis | | 62 |
| Appendix 4A: One-time Strategic Investments | | 66 |
| Appendix 4B: Detailed Budget Sheets | | 67 |
| Volume V: | | |
| Financial Sustainability | Page | 81 |
| Reserve Strategy | | 83 |
| Strategy for In-Year Surpluses | | 85 |
| Appendix 5A: List of Reserves | | 89 |

EXECUTIVE SUMMARY

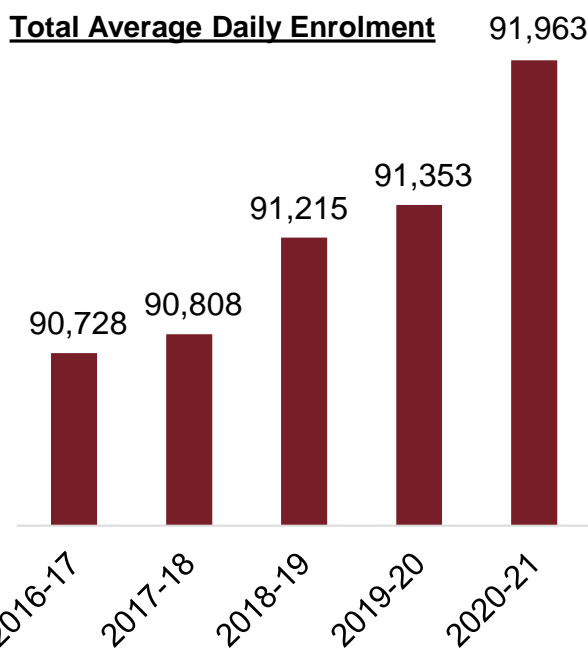
Balancing fiscal responsibility with service to our students

The Toronto Catholic District School Board's (TCDSB) budget process is largely about balancing the ongoing cost pressures associated with operating a large urban school board, and ensuring that students receive the best possible environment to encourage achievement and well-being through the lens of Catholic Faith.

TCDSB has made difficult decisions over the last few fiscal years to reduce staffing service levels in order to solve an ongoing deficit issue within the Board's previous budgets. This plan was called the "Multi-Year Recovery Plan" and has been achieved two years earlier than expected.



The 2018-19 Operating Budget Estimates focus on some new investments, while remaining conscious of fiscal restraint and planning for the future.



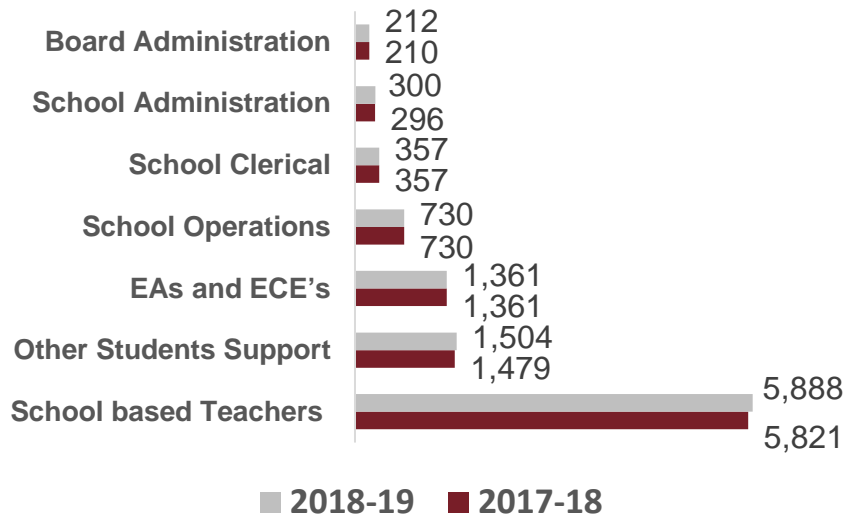
Our students and staff are at the centre of the budget

The primary cost drivers of TCDSB's budget are student enrolment and the related staffing levels required in the classroom. TCDSB is a growing board. 407 students are expected to be added in the 2018-19 school year. The Board will continue to grow in the foreseeable future.

As a result, staffing levels are also expected to grow. TCDSB currently has 10,255 Full Time Equivalent (FTE) positions

working at its 195 schools, Board Office and other administrative facilities. 2018-19 will see an additional 97.9 new FTEs added to the complement to address growth and increase service levels in specific areas. 97% of this year's budget increase is directly related to student and classroom related increases.

Staffing Full Time Equivalents (FTEs)



Linking the budget to the Multi-Year Strategic Plan

The Multi-Year Strategic Plan (MYSP) provides the overarching directions and principles that should drive the budget process. Students are always the Board's primary focus and are represented in all six strategic directions found within the MYSP. TCDSB is committed to offering programs and services, which challenge all students to achieve their personal best. TCDSB also strives to make efficient, effective, and innovative use of resources, based on sound planning, and the best available information. Inherent in the budget process is the allocation of available resources to address student needs.



This budget process includes some preliminary work on linking the budget to the MYSP. Staff attempted to allocate various portions of the budget to each of the six strategic directions to provide a conceptual level view of how the budget delivers on the MYSP. It is expected that future budgets will contain even more detail on these allocations and will start to create a reciprocal relationship or "feedback loop" between these two strategic discussions.



Operating revenues are estimated to balance with operating expenditures

Based on legislation, school boards are not permitted to plan for in-year deficits in their budget setting process, with very few exceptions. TCDSB has followed some fiscally prudent approaches over the last several years to balance its budget. Given the announcements by the Ministry of Education on additional funding, the 2018-19 budget has provided an opportunity to make several new investments while maintaining a balanced budget.

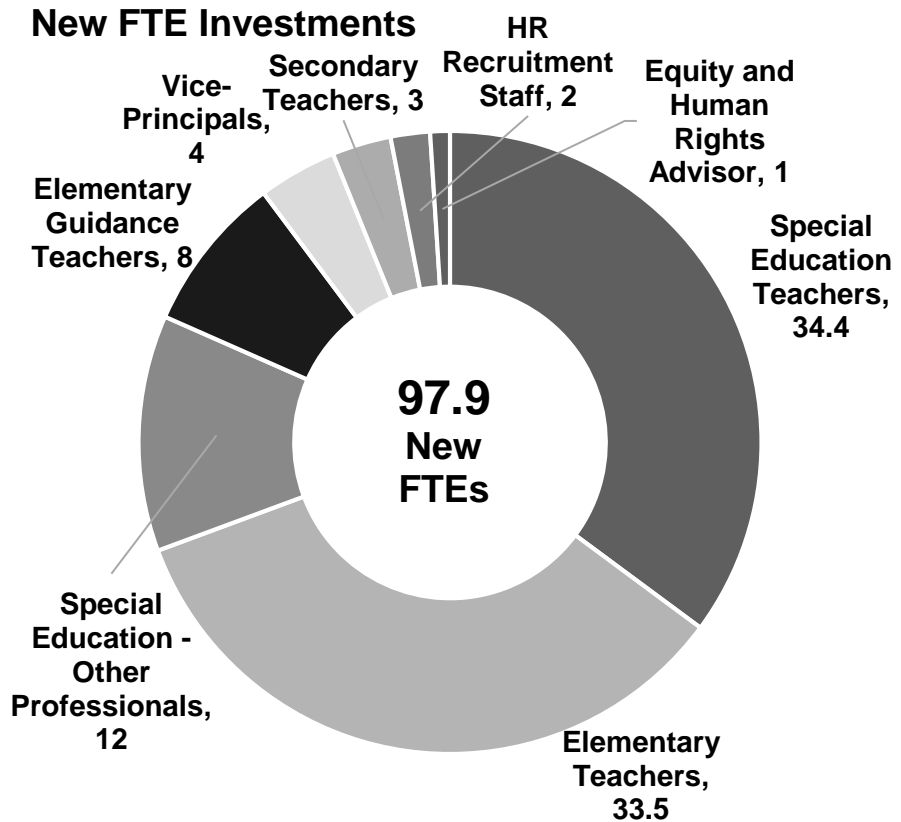
| (\$M) | 2017-18 | 2018-19 |
|------------------------------|------------------|------------------|
| Operating Revenues | \$1,120.3 | \$1,140.8 |
| Less: Operating Expenditures | <u>\$1,120.2</u> | <u>\$1,140.7</u> |
| Operating Surplus | \$0.1 | \$0.1 |

Several factors such as restrictions on funding eligibility, arbitration decisions with labour unions and new legislative requirements have caused pressures that have constrained TCDSB on how much new funding can be allocated to discretionary type investments. Despite these challenges, the TCDSB is planning for a notional surplus of \$0.1M in the 2018-19 fiscal year.

New investments in the system are recommended to bolster service levels

The 2018-19 budget contains several new investments ranging from classroom teachers to special education workers to an Equity and Human Rights advisor, that will help the board continue to provide high service levels to its students. The majority of these investments are based on restricted funding and arbitration decisions, but nevertheless are seen as critical and

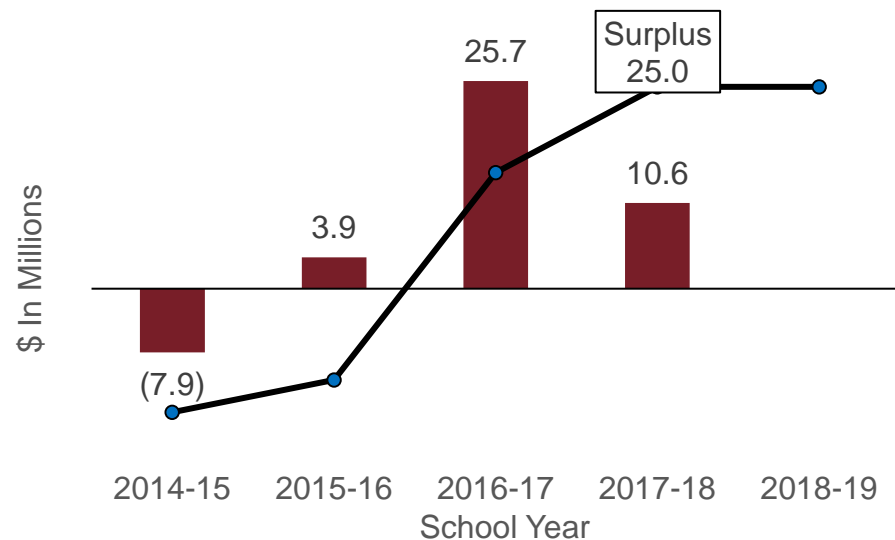
positive new resources in a board that has had to reduce staffing in several areas to balance its fiscal position over the last few years.



Planning for the future requires a strategy to reserve funding

As the TCDSB emerges from the deficit and the MYRP, it has become especially important to consider how the Board treats accumulated deficits, surpluses and plans for future strategic investments. The Education Act

In-Year and Accumulated Surpluses / (Deficits)



allows boards to create reserves for specific intended purposes. As long as



these reserved funds are uncommitted then they still contribute towards the Board's accumulated surplus.

At the end of the 2017-18 fiscal year, the TCDSB is expected to have an accumulated surplus of \$25.0M. \$10.5M is related to moving employees and retirees to new Provincially mandated benefit trusts. This surplus amount has not yet been confirmed by the Province. This leaves \$14.5M available to be reserved for specific purposes.

In recent history TCDSB has made some fiscally prudent decisions to begin informally reserving funding. This year's budget process recommends formalizing this approach. For instance, a motion was passed in the 2017-18 budget year that 1% of the accumulated surplus be set aside as a contingency to address potential in-year deficits in future years. This budget process recommends setting this aside in a "Operating Contingency Reserve". Once the potential benefit surpluses materialize then this amount would also be added to this reserve to work towards a contingency that is equivalent to 2% of the TCDSB's operating budget.

The reserve strategy has four primary action components for this year:

1. Consolidate some existing reserves into newly formed strategic reserves.

| 2018-19 New Consolidated Reserves (\$M) | |
|--|---------------|
| I.T. Infrastructure Reserve | \$2.18 |
| Admin Facility Reserve | \$1.20 |
| Total | \$3.38 |

| 2018-19 One-Time Strategic Investments (\$M) | |
|--|---------------|
| IT Hardware Replacements | \$1.40 |
| HR Recruitment Initiatives | \$0.12 |
| School Board Cooperative Inc. Services | \$0.22 |
| Total | \$1.74 |

2. Identify one-time strategic investments for 2018-19 to be funded by the accumulated surplus.

3. Apportion the remaining available accumulated surplus in to new strategic reserves.

| 2018-19 New Strategic Reserves (\$M) | |
|--------------------------------------|----------------|
| Operating Contingency Reserve | \$11.20 |
| IT Strategic Systems Reserve | \$1.50 |
| Total | \$12.70 |

| % Allocation of In-Year Surpluses to Strategic Reserves | |
|---|-------------|
| Operating Contingency Reserve (To Max of 2% Contingency) | 50% |
| IT Strategic Systems Reserve | 40% |
| Admin Facility Reserve | 5% |
| Student Equity Strategic Reserve | 5% |
| Total | 100% |

4. Formulate a strategy to apportion in-year surpluses or fund in-year deficits at year end.

Toronto Catholic District School Board

Volume I: The TCDSB Context



This book provides both an overview and details of the proposed 2018-19 Budget Estimates

As Toronto Catholic District School Board (TCDSB) grows, so does its method of communicating a large and complex budget. The format of this book is the first step in creating a format that can be used by trustees, parents, staff, students and other stakeholders to understand and navigate the budget.



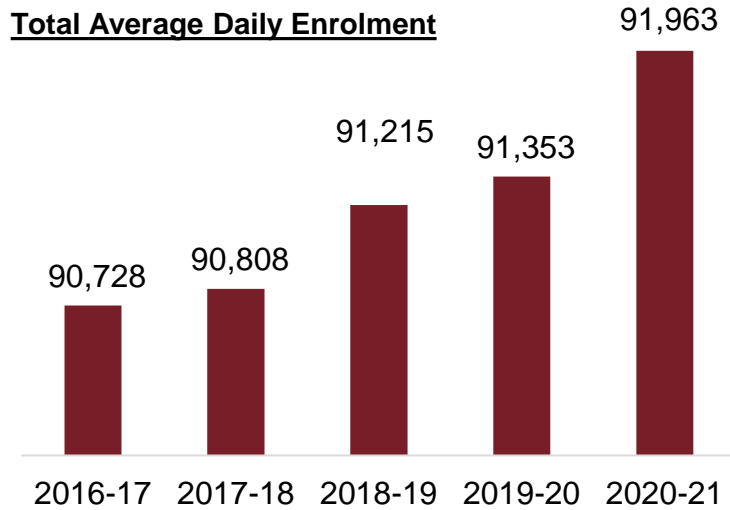
This changed format is still in the early stages of its evolution and will likely improve as we move to future budget cycles.

The book starts in this Volume by providing some context on the TCDSB in terms of its students, staff, transportation issues and the budget process. It then provides an overview of

revenue sources and how the TCDSB is funded in Volume II. Volumes III and IV provide an overview and details of expenditures and new investments in Instructional and Non-Instructional activities in the organization, respectively. Finally, Volume V provides context on Financial Sustainability and recommends a Reserve Strategy to consider as we move forward.

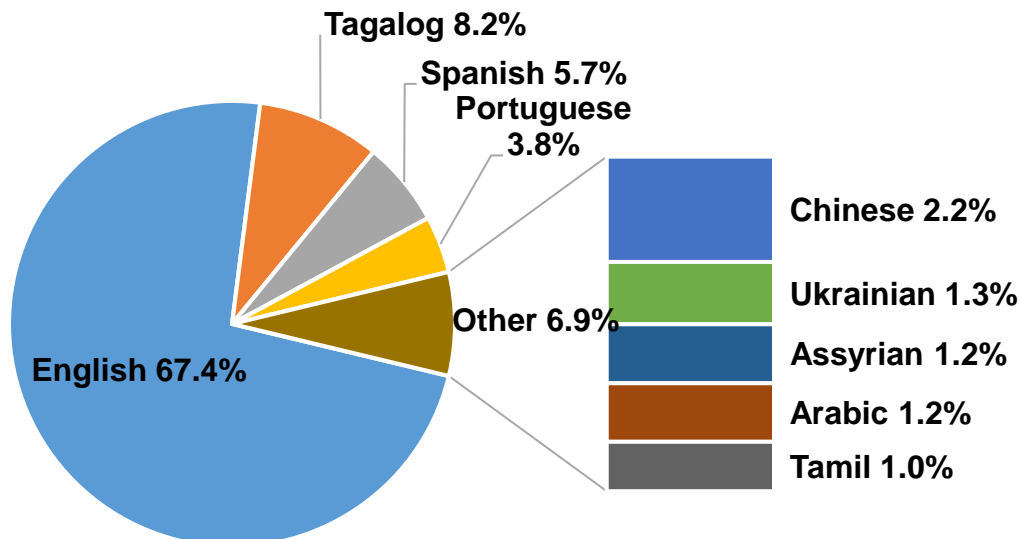
Our Students are the most valuable part of this organization

Our student enrolment is what drives the organization and consequently also the budget process. With a student population of 90,808 in 165 Elementary Schools and 31 Secondary Schools, the TCDSB is one of the five largest Boards in Ontario (including Catholic and Public).



The TCDSB thrives in a large urban environment in Canada's largest City.

Student Population by Language Spoken 2017-18

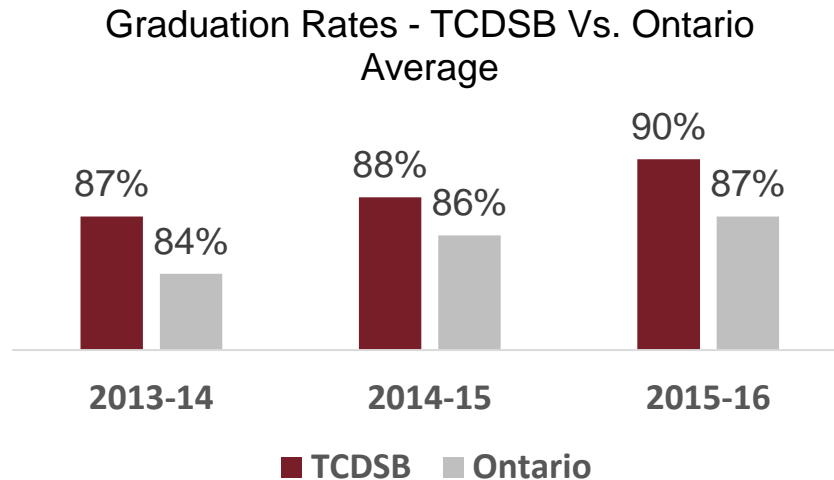


It is a diverse population and TCDSB serves the catholic population by embracing this diversity. The chart below describes the



demographics through the lens of languages spoken. The information contains groups that are above 1% of the Population.

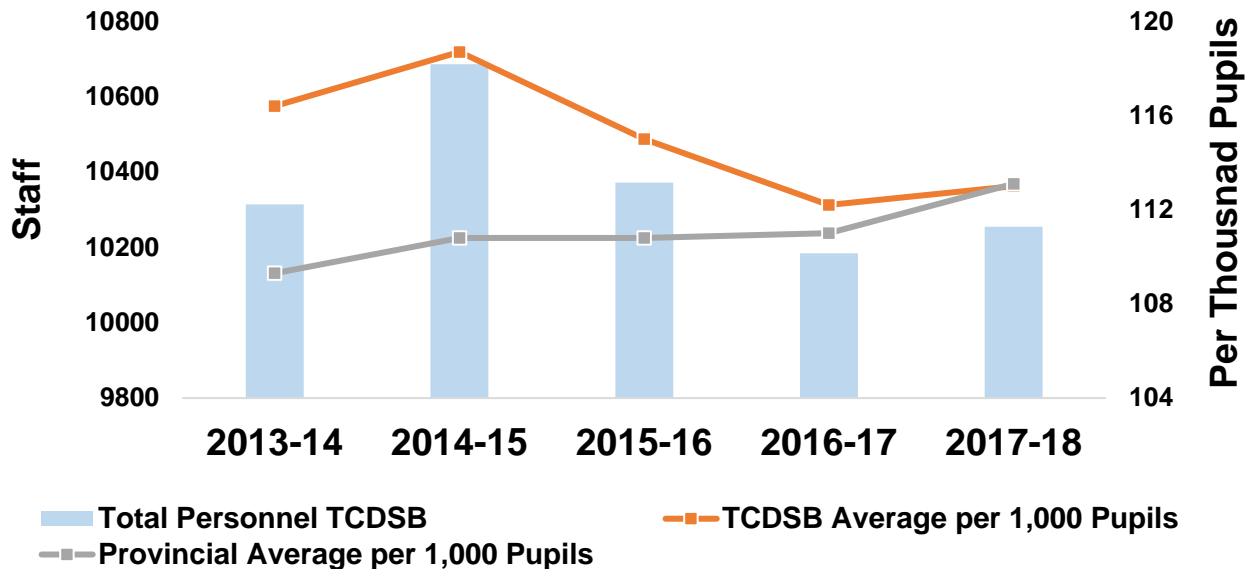
Our students are achievers and our system is built to graduate educated, Catholic and contributing members of society. Our graduation rates have consistently trended higher than that of provincial averages over the last few years.



Our Staff provide the necessary human resources to fulfill our mandate as Catholic educators

TCDSB has a total of 10,255 FTE positions as of the 2017-18 school year. A little more than 50% of this staff is comprised of school based teachers, while another 30% make up Education Assistants, Early Childhood Educators and other Student Support staff. Another 18% of staff is for School Administration (Principals and Vice-Principals), school clerical staff, school operations, while the remaining 2% is for Board Administration. Over the last 5 years, the TCDSB has reduced its staffing levels to meet financial pressures it faced in terms of matching staffing expenditures to the funds received by the Province. As can be seen by the chart below, the TCDSB has moved to a point where overall service levels from a staffing point of view are matching those of provincial averages, while remaining fiscally sustainable. Certain specific areas such as School Administration, School Operations and Board Administration are below the provincial average, while other classroom based areas are still trending above the provincial average.

5 year Trend of Total Personnel (FTE) TCDSB

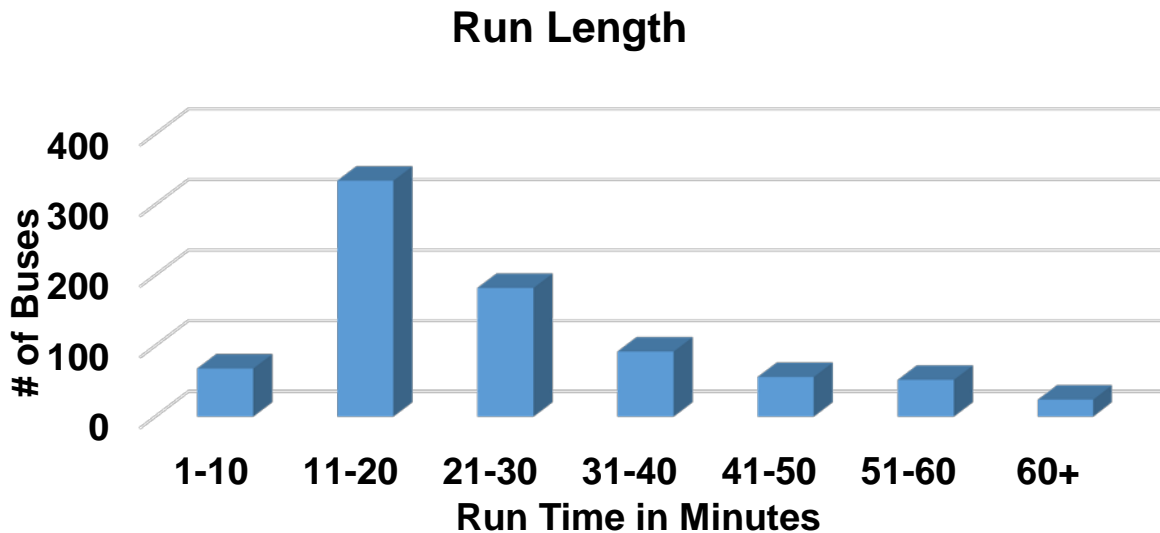


Transportation is one of the largest non-staffing related expenses for the Board

The Toronto Student Transportation Group (TSTG) is a consortium between the Toronto Public Board and the Toronto Catholic Board. It services a large and dynamic student population within the City of Toronto. A majority of funding dollars are directed towards the student transportation services for students with special needs. Unique needs, geography, and modified program hours are just some of the factors impacting the delivery of transportation services for special needs students.

For large capacity buses the routing methodology that provides the most cost effective solution given the geography and student density is the coupling of runs. This means that bus runs will service one school community and then proceed out again to service another school community. This maximizes the use of the bus while improving the level of service for students.



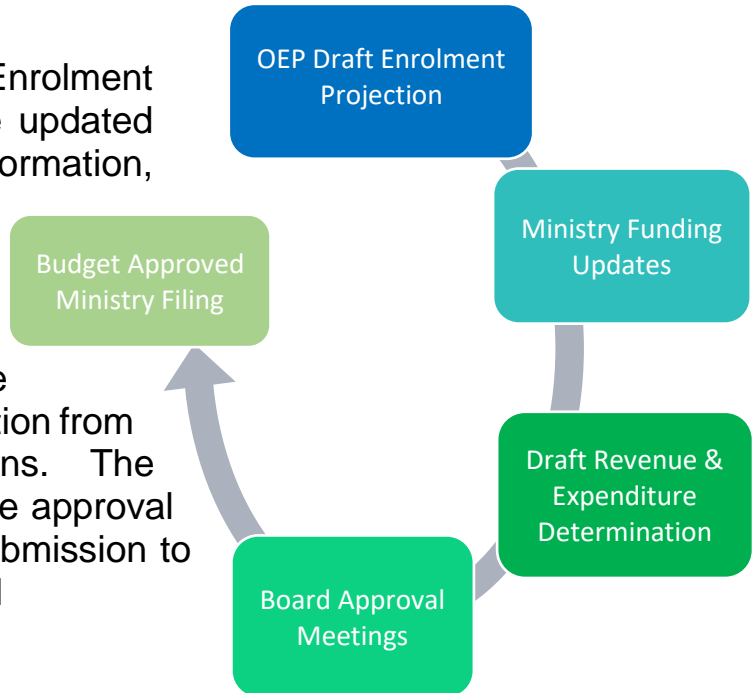


Technology in the school bus industry has been expanding rapidly in the last few years. Additional communication tools will be launched to provide schools and parents better access to the buses that are servicing their schools. School bus delay notifications will no longer be isolated to e-mail but expanded to include text messages, RSS feeds, and applications to better communicate delays and service announcements to our school communities and families.

Creating a budget is an iterative and consultative process

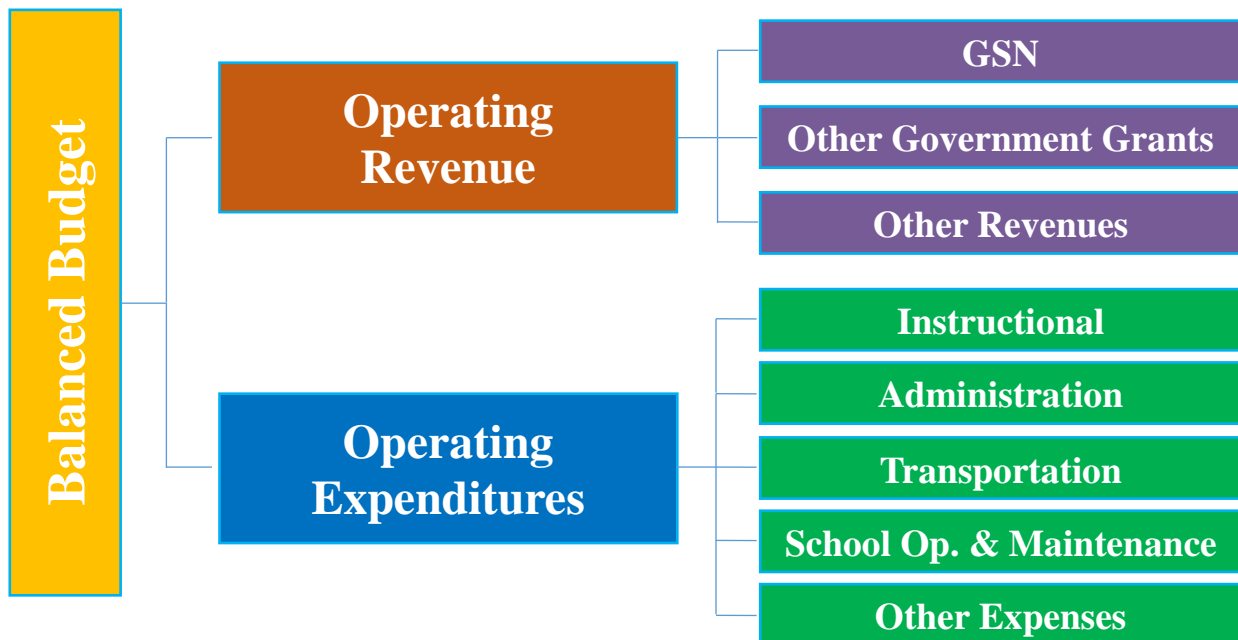
School boards are required to submit the 2018-2019 Estimates (budget) forms to the Ministry by June 30, 2018. The 2018-19 Budget includes Operating Budget sections that have been prepared on a modified cash basis, which is consistent with prior years. However, school boards are required to prepare their budgets in accordance with Public Sector Accounting Board (PSAB) standards.

Based upon the draft Official Enrolment Projections (OEP) along with the updated Ministry of Education funding information, budget staff build draft revenue and expenditures for the deliberations of the Board and consultation with the public. Through several meetings, the Board of Trustees receive information from board staff and public deputations. The end-result of these meetings is the approval of the budget by the Board for submission to the Ministry of Education. The goal is for the Board to have a transparent and accountable



budget to stakeholders which ties into the goals of Multi-Year Strategic Plan and Ministry guidelines.

The basic breakdown of the TCDSB budget is depicted in the illustration below, however a considerable amount of detail and complexity lies beneath each of the boxes represented by the revenues and expenditures.



Boards are required by the Education Act to submit a balanced budget to the Ministry of Education. This means that the following simple equation must be met (with few exceptions):

| | | |
|--------------------------|----------|-------------------------------|
| Operating Revenue | = | Operating Expenditures |
|--------------------------|----------|-------------------------------|

Preliminary linkages have been identified to illustrate how the budget delivers on the Multi-Year Strategic Plan (MYSP)

The following section provides a brief overview of the linkages that staff have identified between the budget and the MYSP. This should only be considered as preliminary in nature and more work will be completed in future budget cycles to deepen the understanding of these linkages. The figures below are provided as one way of viewing the budget. They are not for approval purposes, but rather for informational purposes. Subsequent sections of this book provide budget figures for approval in a more functional format. *Please note that all expenses are rounded to the nearest \$0.1M, therefore some expenses noted as \$0.1M may be lower.*



LIVING OUR CATHOLIC VALUES

To understand and apply Catholic Teachings to all that we do

| | |
|--|----------------------|
| 1. Chaplaincy | \$2.5M |
| 2. Religious Program Materials & Resources | \$1.5M |
| 3. Religious Retreats | <u>\$0.1M</u> |
| | <u>\$4.1M</u> |

It should be noted that “Living Our Catholic Values” figure has been derived by including “direct” expenses. TCDSBs “indirect” expenses, which include hundreds of millions of dollars of teaching and support staff costs, truly reflect an overall investment in our Catholic system and “Living Our Catholic Values”.





FOSTERING STUDENT ACHIEVEMENT AND WELL-BEING

To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations

| | |
|---|------------------------|
| 1. Instructional Day School Staff & Supplies | \$760.7M |
| 2. Student Support Services | \$68.5M |
| 3. Special Education Programs & Services | \$4.3M |
| 4. Safe School Team | \$0.2M |
| 5. Student Transportation Services | \$35.7M |
| 6. Student Nutrition Program – Angel Foundation | \$0.1M |
| 7. Student Pediculosis Program | \$0.1M |
| | <u>\$869.6M</u> |



ENHANCING PUBLIC CONFIDENCE

To create enhanced, regular communication with all stakeholders

| | |
|--------------------------|----------------------|
| 1. Executive Offices | \$5.1M |
| 2. Communications Office | \$0.6M |
| | <u>\$5.7M</u> |



PROVIDING STEWARDSHIP OF RESOURCES

To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources

| | |
|--------------------------------------|------------------------|
| 1. Business Administration | \$4.8M |
| 2. Corporate Services | \$1.1M |
| 3. Facility & Planning Services | \$1.7M |
| 4. Computer & Information Technology | \$23.5M |
| 5. School Operations & Maintenance | <u>\$98.1M</u> |
| | <u>\$129.2M</u> |



ACHIEVING EXCELLENCE IN GOVERNANCE

To lead and model best practices in Board governance

| | |
|--------------------------------|----------------------|
| 1. Trustees & Trustee Services | \$0.9M |
| 2. Parliamentarian Services | <u>\$0.1M</u> |
| | <u>\$1.0M</u> |



INSPIRING AND MOTIVATING EMPLOYEES

To create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration

| | |
|-----------------|----------------------|
| Human Resources | <u>\$6.3M</u> |
|-----------------|----------------------|

Toronto Catholic District School Board

Volume II: Operating Revenue



School Board Operating Revenues come from three major sources

| Grants for Student Needs (GSNs) <i>Provincial Source</i> | Education Programs - Other (EPOs) <i>Provincial Source</i> | Other Revenues <i>Various Sources</i> |
|--|---|---|
| <ul style="list-style-type: none"> • Classrooms • Schools • Locally managed system • Specific Priorities | <ul style="list-style-type: none"> • Time limited • Specific • Enveloped • Uncertain and unpredictable • Not always incorporated in to the operating budget as a result of the above | <ul style="list-style-type: none"> • Adult education fees • VISA or non-resident tuition • Interest revenue • Daycare • Fundraising by schools |

Grants for Student Needs (GSN) funding is primarily driven by student enrolment

The majority of operating funding received by TCDSB comes from the annual GSN. The GSN is a collection of grants, which supports funding for the classroom, school leadership and operations, specific student-related priorities and local management by school boards. The key determinant for these grants is enrolment. The measure of enrolment used for funding purposes is the average daily enrolment (ADE) of pupils. Boards report the full-time equivalent of pupils enrolled for each school year as of October 31st and March 31st, the two '**count dates**' during a school board's fiscal year. The calculation of ADE is based on an average of the full-

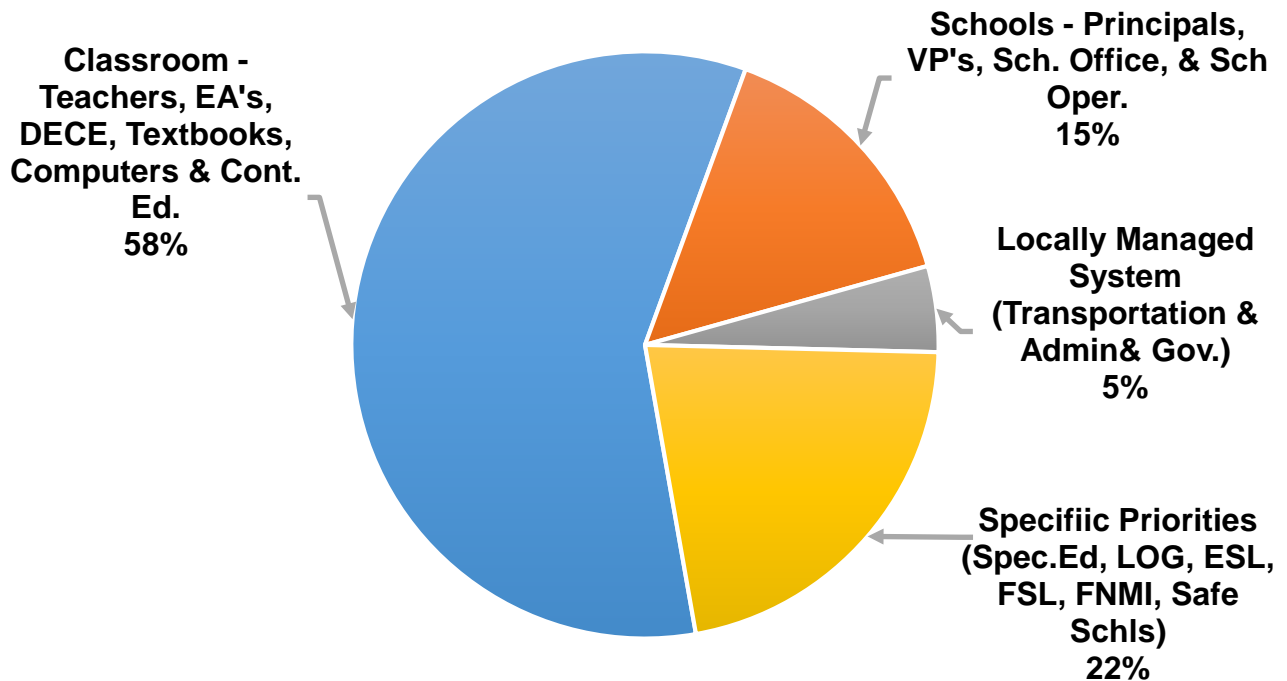


time equivalent pupils reported on the two count dates. The GSN is a collection of grants by grouping grants under the following headings:

| | | | |
|--|---|--|---|
| <p>Funding for classrooms focuses on providing classroom resources.</p> | <p>Funding for schools provides the resources to ensure schools have the leadership they need and are clean and well-maintained facilities for learning.</p> | <p>Funding a locally managed system aims to ensure board leadership carries out focused activities to support alignment of resources.</p> | <p>Funding for specific priorities speaks mainly to the Achieving Excellence goal of closing gaps by, for example, meeting special education needs and improving language proficiency.</p> |
|--|---|--|---|

The Following Chart Breaks the GSN in the four areas described above Funding for Classrooms (Foundation & Continuing Ed.), Funding for Schools (Principals, VP's, Sch. Office & School Operations), locally managed systems (Transportation & Administration & Governance), and Specific Priorities (English as Secondary Language (ESL), French as Secondary Language (FSL), Learning Opportunities Grant (LOG), First Nations, Métis, and Inuit (FNMI), Safe Schools).

2018-19 Operating Allocation Percentages by 4 Major Categories



The ministry recognizes that conditions vary widely across Ontario and the funding formula cannot take every situation into account. So local school boards have flexibility in how they use funding, within the overall accountability framework. Appendix 2A provides a description of the specific grants under each of the headings above as well as the expected increase for TCDSB in the 2018-19 school year.

The following Chart summarizes the Grants for Student Needs (GSN's), EPO's and Other revenues estimated to be received in 2018-19 with a comparison to the 2017-18 Revised Estimates. An increase of \$23M in GSN's is estimated with an estimated decrease in EPO and Other revenues of (\$2.4M) for a net increase in operating revenues of \$20.6M.

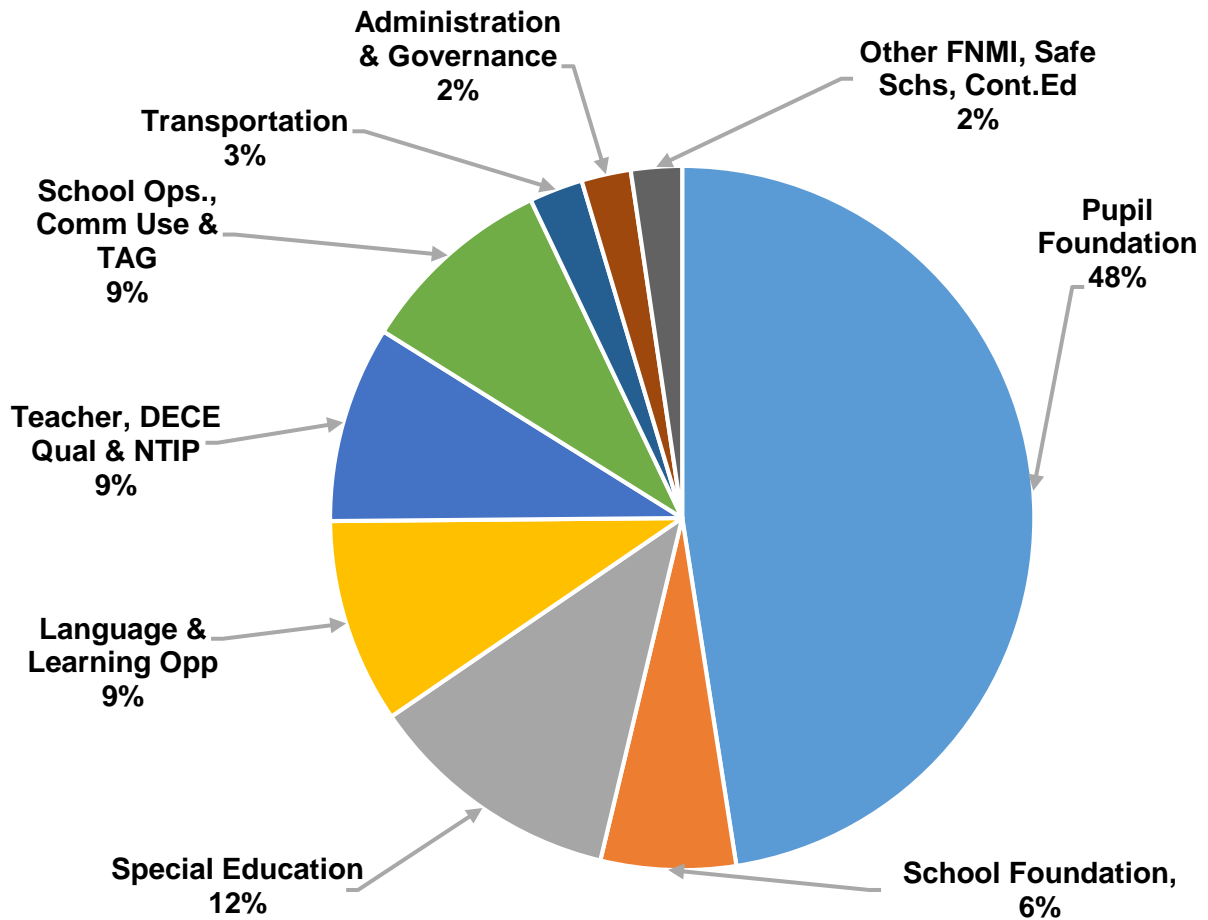
TCDSB 2018/19 Operating Grants & Other Revenues Estimates (000's)

| Revenues | 2017/18 Budget Revised Estimates | 2018/19 Budget Estimates | Variance Incr./.(Decr.) |
|--|--|-----------------------------|----------------------------|
| Pupil & School Foundation | 554,097 | 568,710 | 14,613 |
| Special Education | 119,949 | 124,132 | 4,183 |
| Language | 37,418 | 39,588 | 2,170 |
| Learning Opportunity | 59,070 | 59,882 | 812 |
| Continuing Education and Summer School | 16,667 | 17,408 | 741 |
| Teacher Qualification and Experience/NTIP | 99,997 | 95,456 | (4,541) |
| Transportation | 24,963 | 26,066 | 1,102 |
| Administration and Governance | 22,761 | 24,019 | 1,257 |
| School Operations | 88,130 | 90,334 | 2,204 |
| Community Use of Schools | 1,262 | 1,253 | (9) |
| Declining Enrolment Adjustment | 95 | 24 | (71) |
| Temporary Accommodation | 3,674 | 4,056 | 382 |
| First Nation, Métis and Inuit Education | 4,415 | 4,590 | 175 |
| Safe Schools | 2,817 | 2,820 | 2 |
| Total Operating Grants | 1,035,316 | 1,058,336 | 23,020 |
| Grants Anticipated due to New Contracts | 0 | 0 | 0 |
| Other Grants & Other Revenues | 84,910 | 82,505 | (2,406) |
| Total Operating Grants and Other Revenues | 1,120,227 | 1,140,841 | 20,614 |

**Numbers may not add due to rounding.*

The following chart provides a percentage breakdown of the grant allocations proposed for the 2018-19 budget.

2018-19 GRANT ALLOCATIONS (\$1,058.3 MILLIONS)



VOLUME II - APPENDICES

APPENDIX 2A**DESCRIPTION OF GSN FUNDING:****Pupil Foundation Grant (Increase by \$13.1M)**

For 2018-19, funding through the Pupil Foundation Grant is projected to be \$503.1M for TCDSB.

The largest single element of the GSN TCDSB receives, provides funding for the salaries of classroom teachers, early childhood educators for full-day kindergarten, educational assistants, and other teaching staff such as teacher librarians and guidance counsellors. It also funds textbooks, classroom supplies and classroom computers.

In 2018-19, additional funding is being provided through this grant for more teachers to help grade 7 and 8 students make successful academic transitions and engage in career and pathways planning.

The grant is calculated on a per-pupil basis. There are four different per-pupil amounts at the elementary level, depending on the grade in which a student is enrolled – kindergarten, primary (grades 1 to 3), junior (grades 4 to 6), intermediate (grades 7 to 8) – and for (grades 9 to 12) secondary students. Funding for (grades 4 to 8) class size of 24.96 were \$1.9M; Enrolment increases, 1.5% Salary increase and Benefits decrease of 0.167% or \$9.8M.

For classroom teachers, the per-pupil amounts reflect benchmark salaries and benefits, class size requirements and preparation time. For other staff, the per-pupil amount is based on salaries and benefits and staffing levels.

Qualifications and Experience Grant (Decreased by \$4.5M)

This grant provides additional support for classroom staff who have qualifications and experience above those provided for through the Pupil Foundation Grant.



- The **Teacher Qualifications and Experience** allocation provides funding to boards with teachers who, because of their qualifications and experience, have average salaries different from the benchmark level used in the Pupil Foundation Grant. (Hiring 78.9 FTE new teachers combined with retirements reduced this grant by (\$4.5M) as new teachers are typically paid less than their more experienced counterparts)
- The **Early Childhood Educators Qualifications and Experience** allocation is provided for boards with early childhood educators who, because of their qualifications and experience have average salaries different from the benchmark. (ECE Q&E increased by \$0.4M)
- The **Benefits Trusts** allocation provides the incremental funding required to support the transition of benefit plans for staff to the Employee Life and Health Trusts. (Increase of \$1.9M which will flow to the Trust Funds)
- The other allocations under this grant include historical adjustments to the funding of non-teaching salary costs and funding for programs to mentor and train new teachers (NTIP decrease by \$0.07M). The 2017-18 0.5% for centrally negotiated PD of \$4.4M was removed in 2018-19 as it was a one-time amount)

Continuing education and other programs (Increase by \$0.7M)

This grant supports a range of programs aimed at adult learners and day school students, including secondary students who have completed more than 34 credits and wish to continue their studies. The grant is projected to total \$17.4M in 2018-19 for TCDSB:

- The adult day school allocation supports day school programming for students who are at least 21 years of age as of December 31 of the current school year.



- The high-credit day school allocation is for day school programming for secondary students who have completed more than 34 credits and wish to continue their studies at the continuing education funding rate.
- The summer school allocation supports programming offered during the summer for day school pupils. (Increase of \$0.5M due to more student accessing summer school and e-Learning courses)
- The continuing education allocation supports a variety of programs delivered inside and outside the classroom (for example, through correspondence, self-study or e-learning), including credit courses for the purpose of e-learning a secondary school graduation diploma. (\$0.07M increase in projected students taking Night, Saturday & e-learning credit courses through Continuing Education)
- The other allocations of this grant support the teaching of international and indigenous languages at the elementary level and assessments of mature students' prior learning. (1.5% Salary increase and Benefits decrease of \$0.3M)

FUNDING FOR SCHOOLS:

School Foundation Grant (Increase by \$1.5M)

This grant provides funding for principals, vice-principals and office support staff, as well as administrative supplies. The total School Foundation Grant for TCDSB is projected to be \$65.6M in 2018-19. It is divided into an elementary school and a secondary school portion. This grant includes measures which:

- Recognize a school's size as well as its remoteness and whether it is operating in a minority language context; and
- Provide greater funding overall for principals in combined elementary and secondary schools (subject to minimum enrolment limits),



and in elementary or secondary schools with multi-buildings subject to minimum enrolment limits. (Increase of \$0.5M due to multiple campuses and plus \$0.5M due to 1.5% Salary and Benefits 0.167% decrease)

School Operations Grant

This grant supports the costs of operating, maintaining and repairing school facilities. Under the formula, funding is adjusted for boards that have older schools with unique design features such as wide hallways, large shop spaces, and auditorium spaces. TCDSB is projected to receive \$95.6M in school operation, community use of schools and temporary accommodations grants.

- The **school operations** allocation, which addresses operating costs such as heating, lighting, maintenance and cleaning of schools, consists of several components. The largest component is based on a benchmark operating cost associated with a standard floor area for each elementary and secondary pupil. (2% Utility increase of \$0.8M; plus Enrolment increase of \$0.5M and a 1.5% Salary and 0.167% Gratuity decrease of \$0.8M)

FUNDING FOR A LOCALLY MANAGED SYSTEM:

School Board Administration and Governance Grant **(Increase by \$1.3M)**

This grant provides funding for board administration and governance costs, including those related to board-based staff and board offices and facilities. In 2018-19, TCDSB is projected to receive \$24.1M.

- The board administration funding model, developed in consultation with school boards, provides funding for board-level leadership, staff and related supplies and services. The model recognizes ten core functions that all boards, regardless of size, must perform. At the same time, it recognizes that enrolment is an important driver of higher administrative expenses. This new model replaces a way of



allocating funding that relied more heavily on the size of boards' enrolment. (1.5% Salary increase and -0.167% Benefits decrease results in an overall increase of \$0.2M)

- New for 2018-19, the program leadership allocation provides funding to support six lead positions that were previously funded through other allocations within the GSN as well as funding outside of the GSN. (Increase of \$1M as 7 Program Leadership FTE move into board admin from other GSN and EPO Grants)
- The other allocations of this grant include funding for trustee compensation, parent engagement, consolidation accounting, internal audit, supports to improve school boards' information management, and the transformation of learning and teaching in the physical and virtual environment.
- Following Ministry consultations with the education sector, the GSN provides base funding for trustees honoraria increased by \$400 for a new base limit of \$6,300. Further updates to this grant component are expected in the future.

Student Transportation Grant (Increase by \$1.1M)

This grant provides school boards with funding to transport students to and from school. It is projected to be \$26.1M in 2018-19 for TCDSB:

- The enrolment adjustment is made available only for school boards with increasing enrolment, and is based on the percentage increase in enrolment.
- The cost update adjustment factor, which recognizes the increasing costs of providing transportation services, is 4% for 2018-19. The calculation applies the adjustment factor to each board's 2017-18 transportation grant. (Increase of \$1M)
- The fuel escalator and de-escalator provides for funding increases or decreases by comparing the actual price of diesel fuel for southern school boards and northern school boards to a benchmark price.

- Details on the other allocations within this grant, which cover transportation to provincial or demonstration schools, school bus rider safety training (Increase \$0.08M).

Declining Enrolment Adjustment (\$0.07M)

Much of a school board's revenue is determined by enrolment. When enrolment goes down, funding also declines. School boards can adjust their costs downward as well, but this may take more than one year. The declining enrolment adjustment recognizes this need for extra time. The grant, is projected to be \$0.02M in 2018-19.

FUNDING FOR A SPECIFIC PRIORITY:

Learning Opportunities Grant (Increase by \$0.8M)

The Learning Opportunities Grant (LOG) provides funding to help students who are at greater risk of lower academic achievement. TCDSB is projected to receive a total \$59.9M in 2018-19.

- The **demographic allocation**, which represents the largest share of LOG funding, is based on social and economic indicators that signal a higher risk of academic difficulty for students. The indicators are low household income, low parental education, one-parent households, and recent arrival to Canada. This allocation is distributed to boards based on the ranking of each of their schools on these measures, and a weighting of the measures themselves. Boards can use this funding for initiatives such as breakfast programs, homework clubs, reading recovery and independent supports. (Increase of \$0.5M in demographic allocation, 1.5% increase for Salaries and a decrease of 0.167% for Benefits)
- The **Local Priorities Fund** addresses a range of local priorities and needs. This may include more special education staffing to support children in need, "at-risk" students and adult education.

- The **student achievement envelope** comprises six discrete allocations. These allocations, which directly support programs introduced over the past decade to improve student achievement, include the following:
 - **Literacy and Math outside the school day**, which funds remedial courses or classes for students who are at risk of not meeting the curriculum standards for literacy or math and/or the requirements of the Grade 10 literacy test. (Increase of \$0.05M for Grade 6 students)
 - **Student Success, Grade 7 to 12**, which funds a range of resources and activities to improve student engagement in secondary schools. (Moved PLA Amounts of (\$0.7M) to Board Administration)

Grade 7 and 8 Student Success Literacy and Numeracy teachers, which recognizes the need to help students in earlier grades so they are better prepared for the transition to secondary school and beyond.

- **Ontario Focused Intervention Partnership Tutoring**, which helps boards set up and/or expand tutoring programs for students who are not achieving the provincial standard in reading, writing, or math.

The **Specialist High Skills Major** program, which allows students to customize their secondary school experience and build on their strengths and interests by focusing on a specific economic sector.

- The **Outdoor Education** program, which provides elementary and secondary students with learning experiences in the outdoors. There is flexibility in how boards may use the individual allocations, as long as the total funding is spent on the programs within the envelope. Any unspent funding must be used on the programs within the envelope in a future school year. (Increase for 1.5% Salary and (0.167%) Benefits decrease)

- The other allocations of this grant provide funding for teacher-librarians and/or library technicians.

Special Education Grant

This grant provides boards with funding for programs, services, and/or equipment for students with special education needs. Boards may use the grant only for special education, and must set aside any unspent funding to use for special education in a future school year. There is flexibility in how they may use some of the individual allocations within the grant, as long as the funds are spent on special education. The grant, which is projected to total about \$124.1M in 2018-19 for TCDSB, is made up of six allocations:

- The **Special Education Per Pupil Amount (SEPPA)** provides every board with foundational funding toward the cost of special education supports.
- Recognizing the variation across boards in the share of students with special education needs, the nature of the needs, and boards' ability to meet them, the **Differentiated Special Education Needs Amount (DSENA)** aims to better align the allocation with boards' needs and resources. In 2018-19, a new multi-disciplinary supports amount is being added as new component to DSENA, which will support increased special education programs and services.
- Under the **Special Equipment Amount (SEA)**, each board receives a base amount plus a per-pupil amount, which together may be used to buy computers, software and other equipment for students with special education needs in line with funding guidelines. In addition, boards may submit claims to recover the costs, less a deductible, of other equipment recommended by a qualified professional for a student with specific special education needs.
- The **other** allocations of the grant are the **Special Incidence Portion (SIP)** for students who require two or more full-time staff to address their health and safety needs and those of others at their school. In addition, there is funding to provide instruction in a care, treatment, custody or



correctional facility, and an amount to support board-level expertise in applied behavioral analysis.

Language Grant (\$2.2M)

This grant provides funding to meet school boards' costs for language instruction. It includes five allocations, and projected to total \$39.6 million in the 2018-19 school year for TCDSB:

- **English as a Second Language / English Literacy Development** funding is provided to English-language school boards to support students who need extra help developing proficiency in English. It consists of a recent immigrant component to supports students who are eligible based on their country of birth and who have been in Canada four years or less, and a diversity in English-language learner's component that reflects an estimate of the number of children in a board whose language spoken most often at home is neither English nor French. (Increase of \$0.5M for the DELL plus \$0.3M for 1.5% Salary & Benefits plus \$1.1M for new students estimated to arrive from a non-English speaking country)
- **French as a Second Language** funding, available only to English-language boards, supports the costs of French instruction. It provides a per-pupil amount for each student. (Increase in enrolment for French \$0.01M plus \$0.1M for Salary & Benefits)

Indigenous Education Grant (\$0.2M)

The Indigenous Education Grant, supports programs designed for Indigenous learning. It is made up of four allocations, and is projected to total \$4.6M in 2018-19 for TCDSB as detailed below:

- The **Indigenous Languages** allocation supports elementary and secondary Indigenous Language programs. At the elementary level, funding is based on the number of pupils enrolled in the Indigenous Language program and the average daily minutes of instruction. At the secondary level, funding is provided for each Grade 9 to 12 pupil enrolled



in a credit course.

- The **Indigenous Studies** allocation supports secondary credit courses in Indigenous Studies, providing a per-pupil amount for Grade 9 to 12 students. (\$0.2M increase in enrolment and 1.5% Salary & Benefits)
- The **Per-Pupil Amount** allocation supports Indigenous students, and reflects the estimated percentage of Indigenous students in a board's schools, based on census data. Some of these funds may be used to support a dedicated Indigenous Education Lead in each school board.
- The **Board Action Plan's** allocation supports the implementation of programs and initiatives aligned with the 16 strategies and actions identified in the Ontario First Nation, Métis, and Inuit Framework Implementation Plan.

Safe and Accepting Schools Supplement (Increase by \$2,000)

This funding supports the Safe Schools Strategy and provides targeted support to secondary schools in priority urban neighbourhoods. The grant, made up of two allocations, is projected to total \$49.1M in 2018-19:

- The **Safe and Accepting Schools** allocation includes two components. One supports non-teaching staff such as social workers, child and youth workers, psychologists, and attendance counsellors who work to prevent and mitigate risks to the school environment. The other supports programs for long-term suspended and expelled students, and prevention and intervention resources. Both components provide a per-pupil amount and also reflect a board's demographic characteristics and dispersion distance. (Enrolment increase of \$2,000)
- The **Urban and Priority High Schools** allocation helps boards respond to challenges in select secondary schools, e.g. lack of access to community resources, poverty, conflict with the law, academic achievement issues or a combination of these factors.



Toronto Catholic District School Board

Volume III: Instructional Related Expenditures

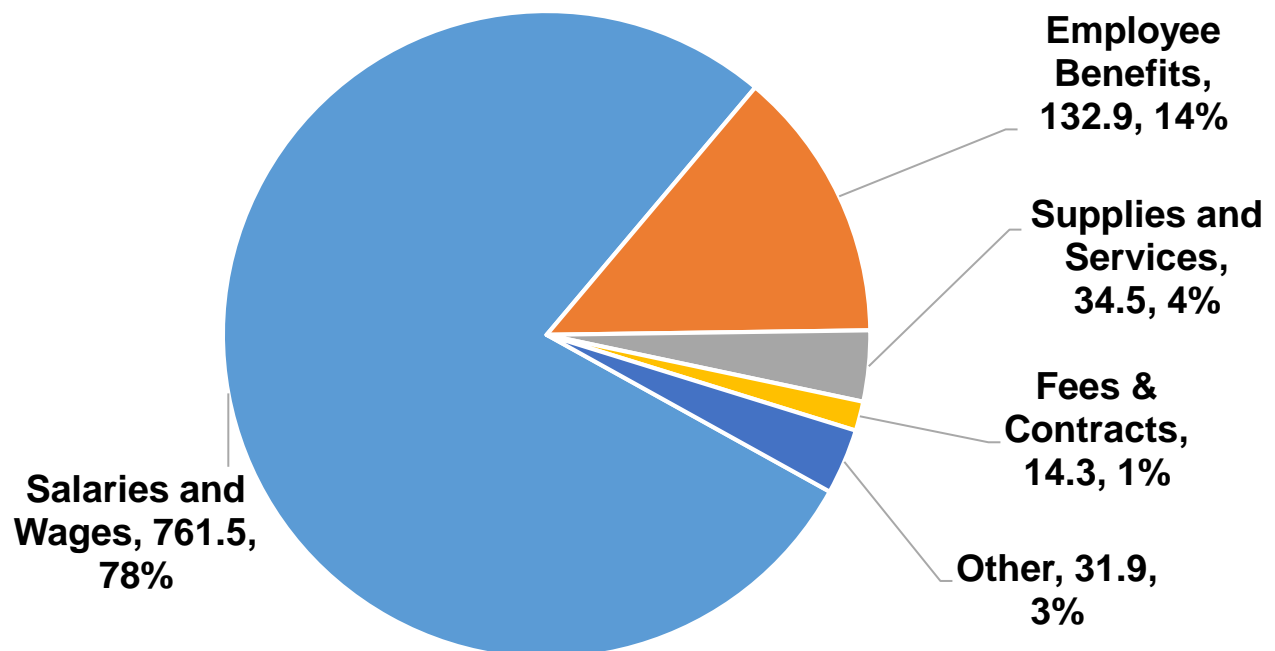


Instructional Related Operating Expenditures are mostly wages and benefits for teaching staff

Instructional operating expenditures are comprised mostly of wages and benefits for teachers, special education workers, other support staff and school administration. The remainder of the expenditures are also directly classroom related and include school based supplies as well as technology in the classroom.

The following chart provides an overview of instructional-related expenditures by functional category. Appendix 3B provides a detailed breakdown of the entire instructional-related budget.

2018-19 INSTRUCTIONAL EXPENDITURES BY CLASSIFICATION (\$M)



The largest increases are proposed for classroom teachers and special education professionals

The chart below provides a comparison between the 2017-18 budget and the 2018-19 budget estimates by category. On the following page is a brief analysis of each line item (referenced by line #) explaining the differences between each year's budget. As noted, the overwhelming increases originate from classroom teachers and special education investments.

Classroom Expenditures Increases / (Decreases) (\$000)

| | Instructional Related Expenditure Categories | 2017/18 Budget Revised Estimates | Net Change Increase / (Decrease) | 2018/19 Budget Estimates |
|-----------|--|---|---|---------------------------------|
| 1 | Classroom Teachers | 619,161 | 12,425 | 631,586 |
| 2 | Occasional Teachers | 29,253 | 111 | 29,365 |
| 3 | Education Assistants | 53,673 | 686 | 54,359 |
| 4 | Designated Early Childhood Educators | 27,328 | (103) | 27,224 |
| 5 | Professional & Para-professionals | 51,427 | 2,340 | 53,767 |
| 6 | Textbooks & Classroom Supplies | 25,147 | 717 | 25,864 |
| 7 | Computers | 9,866 | 151 | 10,017 |
| 8 | Staff Development | 3,202 | (270) | 2,932 |
| 9 | In School Administration | 67,431 | 1,249 | 68,680 |
| 10 | Teacher Consultants & Coordinators | 5,414 | 132 | 5,546 |
| 11 | Continuing Education (incl. International Language./Summer Schools.) | 23,581 | 247 | 23,828 |
| 12 | Other Non-Operating | 42,729 | (828) | 41,901 |
| | Total Instructional | 958,212 | 16,857 | 975,069 |



Instructional Related Expenditures Variance Analysis

- 1 Classroom Teacher costs have increased due to funded changes in salary and benefits of \$4.3M; new positions have been added to the classroom based on enrolment growth as well as new funding announcements.
- 2 The Occasional Teachers' salary and benefit costs have increased.
- 3 Education Assistants costs have increased by \$0.7M mainly due to an increase in funding for salary and benefits costs.
- 4 Designated Early Childhood Educators costs have decreased by \$0.1M mainly due to pay-out of the professional development costs.
- 5 Professionals and Para-professionals have increased by \$2.3M mainly due to funding increases for salary, and benefit costs of \$1.3M, and additional staff based on funding announcements have been added to this group.
- 6 Textbook and Classroom Supplies have increased by \$0.7M due to French Immersion Support for new classes and an increase in technology related expenses.
- 7 Increase in computer leasing costs.
- 8 Decrease in New Teacher Induction Program (NTIP) funding.
- 9 In School Administration costs have increased due to the addition of 4 Vice-principals and Principal professional development coverage for a total cost of \$0.6M. Salary, and benefits and professional development costs have increased by \$0.6M.
- 10 Teacher Consultants and Coordinators increased by \$0.1M due to salary and benefit increases.
- 11 Continuing Education increased by \$0.2M due to salary and benefit increases.
- 12 Other Operating costs have decreased due to a reduction in funding for other Education Program projects of \$0.8M.

Highlights of the New Investments include the following:

More teachers for careers and pathways planning. \$0.8M or 8 FTE for Guidance Teachers to provide additional support for Grade 7 and 8 students engaged in career and pathways planning that will prepare them for success in high school.

Increasing investment in Mental Health Workers. \$0.35M has been added in the budget process, to fund approximately 1 Chief of Mental Health and 6 Mental Health positions. Four of these mental health leads will be funded by converting four contract positions to permanent positions. These mental health workers will support students in secondary schools who have mental health concerns through continued and expanded mental health awareness.

More funding to address Special Education Assessment waitlists. The TCDSB is investing in four permanent FTE's for Multi-Disciplinary Teams by converting four contract positions to permanent staffing to provide schools with permanent staffing to address current waitlists for special education assessments.

Additional funding for students with Special Education needs. \$3.4M in funding, has been allocated to fund Special Education teachers allocated through the Special Education Grant, which will support increased special education programs and services. This amount includes the addition of 34.4 Teachers.

The following tables provide detail of the new FTEs being recommended for inclusion in the 2018-19 budget. It provides the FTEs in terms of “Non-Discretionary” additions (based on restricted funding, legislative changes and arbitration settlements), and “Discretionary” additions (due to GSN flexibility).

Non-Discretionary GSN Investments in Instructional Expenditures

| Program | FTE | (\$M) |
|---|-------------|---------------|
| Special Education Teachers | 34.4 | 3.40 |
| Grades 4-8 Teachers | 18.5 | 1.80 |
| Health and Safety Elementary Teachers | 7.0 | 0.70 |
| Elementary Teachers Increase due to enrollment | 6.0 | 0.60 |
| Multi-Disciplinary Teams (Conversion of 4 FTE contract positions) | 4.0 | 0.40 |
| Increase of Vice-Principals | 4.0 | 0.50 |
| Health and Safety Secondary Teachers | 3.0 | 0.30 |
| Full Day Kindergarten (FDK) Teachers | 2.0 | 0.20 |
| Chief of Mental Health - EPO Funding | 1.0 | 0.15 |
| Mental Health Staff - EPO Funding | 2.0 | 0.20 |
| Mental Health Staff (Conversion of 4 FTE contract positions) | 4.0 | - |
| Increase in Autism Services | 1.0 | 0.10 |
| Secondary Teacher Reductions due to Enrolment | (2.0) | (0.20) |
| Increase Principal coverage for Professional Development | - | 0.20 |
| Total | 84.9 | \$8.35 |

Discretionary GSN Investments in Instructional Expenditures

| Program | FTE | (\$M) |
|---|-------------|--------------|
| Elementary Guidance Teachers | 8.0 | 0.6 |
| SHSM / Student Success Resource Teacher Leads | 2.0 | 0.2 |
| Total | 10.0 | \$0.8 |

An additional one-time strategic investment of \$1.4M is also proposed to be made out of Accumulated Surplus to support Computer and Telephony technology. Staff believe this is achievable given the accumulated surplus amount, and still remain fiscally prudent, while responding to some urgent technology upgrade needs. Volume V provides the context for how this fits in with the proposed Reserve Strategy. Appendix 3A provides some more detail on this investment.

VOLUME III - APPENDICES



Appendix 3A

| 2018-19 One-time Strategic Investments | |
|---|--------------|
| Investment Description | \$M |
| Information Technology Replacements Funds will be used to make point in time investments in IT hardware for the Board, such as school computers, printers, networking and other similar needs. | 1.4 |
| Total | \$1.4 |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

CLASSROOM INSTRUCTION

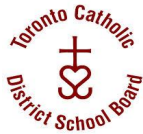
| Expenditures | 2016/17 Actuals | 2017/2018 Revised Estimates | 2018/2019 Estimates | Difference | |
|---|-----------------------|-----------------------------|-----------------------|----------------------|-------------|
| | | | | \$ | % |
| Instructional Day School | \$ 710,157,620 | \$ 747,792,694 | \$ 760,845,698 | \$ 13,053,005 | 1.7% |
| School Office | 65,532,026 | 67,229,668 | 68,478,617 | \$ 1,248,949 | 1.9% |
| Student Support Services | 40,479,158 | 43,183,984 | 44,722,416 | \$ 1,538,432 | 3.6% |
| Curriculum & Accountability | 5,259,022 | 6,290,173 | 6,773,174 | \$ 483,000 | 7.7% |
| Staff Development | 1,026,109 | 1,390,183 | 1,120,427 | \$ (269,756) | -19.4% |
| Student Success | 2,679,460 | 2,966,242 | 2,836,861 | \$ (129,381) | -4.4% |
| Special Education Departments | 2,249,431 | 4,248,164 | 4,276,289 | \$ 28,125 | 0.7% |
| Safe School Team | 88,115 | 201,500 | 201,500 | \$ - | 0.0% |
| Continuing Education | 23,347,568 | 23,580,991 | 23,827,952 | \$ 246,961 | 1.0% |
| Computer Services & Information Technology | 15,325,001 | 21,969,885 | 23,520,691 | \$ 1,550,805 | 7.1% |
| Other Non-Operating Expenditures | | 42,728,918 | 41,901,155 | \$ (827,763) | -1.9% |
| Budgets Transferred from Administration & Governance to Classroom Instruction | | (3,370,491) | (3,435,884) | | |
| TOTAL | \$ 866,143,510 | \$ 958,211,911 | \$ 975,068,896 | \$ 16,856,985 | 1.8% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Instructional Day School

| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|---|--------------------|---------------------------|---------------------|-------------------|-------------|
| | | | | \$ | % |
| CLASSROOM TEACHERS - ELEMENTARY | | | | | |
| Classroom Teachers - Salaries | \$ 328,172,348 | \$ 337,537,172 | \$ 348,224,667 | \$ 10,687,495 | 3.2% |
| Classroom Teachers - Benefits | 45,694,517 | 52,664,713 | 51,482,686 | \$ (1,182,027) | -2.2% |
| Librarian Teachers & Technicians - Salaries | 2,443,945 | 4,385,797 | 4,240,485 | \$ (145,312) | -3.3% |
| Librarian Teachers & Technicians - Benefits | 653,491 | 1,146,864 | 1,105,201 | \$ (41,664) | -3.6% |
| Guidance Teachers - Salaries | 1,175,406 | 1,062,071 | 1,806,580 | \$ 744,509 | 70.1% |
| Guidance Teachers - Benefits | 99,010 | 166,958 | 267,915 | \$ 100,957 | 60.5% |
| Mileage Provision | 367,902 | 405,000 | 405,000 | \$ - | 0.0% |
| CLASSROOM TEACHERS - SECONDARY | | | | | |
| Classroom Teachers - Salaries | 179,147,452 | 183,022,471 | 185,977,061 | \$ 2,954,590 | 1.6% |
| Classroom Teachers - Benefits | 23,608,896 | 28,129,771 | 27,251,450 | \$ (878,321) | -3.1% |
| Librarian Teachers - Salaries | 2,592,656 | 2,450,024 | 2,512,721 | \$ 62,697 | 2.6% |
| Librarian Teachers - Benefits | 508,694 | 385,144 | 372,637 | \$ (12,507) | -3.2% |
| Guidance Teachers - Salaries | 7,734,798 | 6,567,300 | 6,735,361 | \$ 168,061 | 2.6% |
| Guidance Teachers - Benefits | 669,679 | 1,032,379 | 998,854 | \$ (33,525) | -3.2% |
| Mileage Provision | 205,803 | 205,000 | 205,000 | \$ - | 0.0% |
| TOTAL CLASSROOM TEACHERS | 593,074,597 | 619,160,664 | 631,585,618 | 12,424,953 | 2.0% |
| OCCASIONAL TEACHERS | | | | | |
| Elementary - Salaries | 17,217,267 | 15,876,286 | 17,085,493 | \$ 1,209,207 | 7.6% |
| Elementary - Benefits | 1,790,221 | 4,023,565 | 3,791,502 | \$ (232,063) | -5.8% |
| Secondary - Salaries | 7,093,754 | 7,335,474 | 6,823,998 | \$ (511,476) | -7.0% |
| Secondary - Benefits | 720,144 | 2,018,118 | 1,663,940 | \$ (354,178) | -17.5% |
| TOTAL OCCASIONAL TEACHERS | 26,821,386 | 29,253,443 | 29,364,933 | 111,490 | 0.4% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Instructional Day School

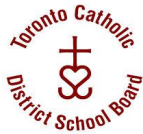
| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|--|-------------------|---------------------------|---------------------|------------------|--------------|
| | | | | \$ | % |
| EDUCATIONAL ASSISTANTS | | | | | |
| Elementary - Salaries | 28,964,893 | 28,199,876 | 29,469,991 | \$ 1,270,115 | 4.5% |
| Elementary - Benefits | 9,103,006 | 9,896,754 | 10,143,571 | \$ 246,817 | 2.5% |
| Secondary - Salaries | 11,954,272 | 11,530,347 | 10,969,811 | \$ (560,536) | -4.9% |
| Secondary - Benefits | 3,482,163 | 4,046,356 | 3,775,809 | \$ (270,547) | -6.7% |
| TOTAL EDUCATIONAL ASSISTANTS | 53,504,334 | 53,673,332 | 54,359,182 | 685,849 | 1.3% |
| DESIGNATED EARLY CHILDHOOD EDUCATORS | | | | | |
| Elementary - Salaries | 16,864,695 | 21,028,339 | 21,245,579 | \$ 217,240 | 1.0% |
| Elementary - Benefits | 4,962,547 | 6,299,211 | 5,978,506 | \$ (320,705) | -5.1% |
| TOTAL DESIGNATED EARLY CHILDHOOD EDUCATORS | 21,827,242 | 27,327,550 | 27,224,085 | (103,465) | -0.4% |
| TEXTBOOKS & CLASSROOM SUPPLIES | | | | | |
| Elementary School Block Allocation | 3,889,655 | 4,848,426 | 4,883,495 | \$ 35,069 | 0.7% |
| Secondary School Block Allocation | 3,423,581 | 3,568,060 | 3,572,046 | \$ 3,986 | 0.1% |
| Secondary High Cost Course Allocation | 337,900 | 337,900 | 337,900 | \$ - | 0.0% |
| International Bacculaureate Programme - Michael Power & St. Joseph's | 75,000 | 75,000 | 75,000 | \$ - | 0.0% |
| International Bacculaureate Programme - Pope John Paul II | 58,943 | 58,943 | 58,943 | \$ - | 0.0% |
| International Bacculaureate Programme - St Mary CSS | 50,000 | 50,000 | 50,000 | \$ - | 0.0% |
| International Bacculaureate Programme - TBD | - | 100,000 | 100,000 | \$ - | 0.0% |
| French Immersion - Support | 20,000 | 115,000 | 121,600 | \$ 6,600 | 5.7% |
| Religious Program Resources | 509,610 | 1,500,000 | 1,500,000 | \$ - | 0.0% |
| Regional Arts Programs | - | 40,000 | 40,000 | \$ - | 0.0% |
| Alternative Program & Placement for Limited Expulsion (A.P.P.L.E.) | 11,460 | 18,000 | 18,000 | \$ - | 0.0% |
| Arrowsmith Programme (4 Sites Licenses and Supplies) | 28,760 | 46,920 | 46,920 | \$ - | 0.0% |
| Outdoor Education | 764,973 | 765,148 | 768,980 | \$ 3,832 | 0.5% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Instructional Day School

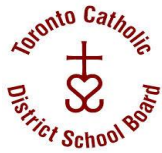
| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|--|-----------------------|---------------------------|-----------------------|-------------------|--------------|
| | | | | \$ | % |
| Classroom Needs Provision | 57,210 | 100,000 | 100,000 | \$ - | 0.0% |
| Invest 100k in each of the next 5 years in Elementary Music | 100,000 | 152,000 | 152,000 | \$ - | 0.0% |
| Superintendents Special Project Funds | 21,398 | 26,950 | 26,950 | \$ - | 0.0% |
| School Nutrition Programs - Angel Foundation for Learning | - | 100,000 | 100,000 | \$ - | 0.0% |
| Student Council | 16,000 | 16,000 | 16,000 | \$ - | 0.0% |
| Elementary CSLIT Student Leadership Fund | 6,017 | 10,000 | 10,000 | \$ - | 0.0% |
| International Languages & Other Programs Learning Resources | - | 93,000 | 93,000 | \$ - | 0.0% |
| School Projects | 713 | 50,000 | 50,000 | \$ - | 0.0% |
| Mini Olympics | 20,000 | 20,000 | 20,000 | \$ - | 0.0% |
| Pediculosis Program | 48,604 | 45,000 | 45,000 | \$ - | 0.0% |
| Religious Retreats & Chaplains | 49,914 | 50,000 | 50,000 | \$ - | 0.0% |
| Urban & Priority High School Grants - Msgr. Fraser | 465,613 | 397,798 | 285,857 | \$ (111,941) | -28.1% |
| Urban & Priority High School Grants - J.C. McGuigan CSS | 276,670 | 285,857 | 296,003 | \$ 10,145 | 3.5% |
| Urban & Priority High School Grants - St. Patrick's CSS | 262,000 | 266,696 | 266,696 | \$ - | 0.0% |
| Urban & Priority High School Grants - Father Henry Carr | - | 200,000 | 271,085 | \$ 71,085 | 35.5% |
| Commission, Health Insurance and School Budget Transfer for VISA Student | 3,753,575 | 4,008,953 | 4,008,953 | \$ - | 0.0% |
| FNMI - Native Studies & Aboriginal Amount | 682,465 | 1,032,052 | 947,453 | \$ (84,599) | -8.2% |
| TOTAL TEXTBOOKS & CLASSROOM SUPPLIES | 14,930,061 | 18,377,704 | 18,311,881 | (65,823) | -0.4% |
| TOTAL | \$ 710,157,620 | \$ 747,792,694 | \$ 760,845,698 | 13,053,005 | 1.7% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

School Office

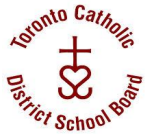
| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|--|----------------------|---------------------------|----------------------|---------------------|-------------|
| | | | | \$ | % |
| ELEMENTARY | | | | | |
| Elementary Principal Salaries | \$ 20,476,960 | \$ 20,966,304 | \$ 21,394,896 | \$ 428,592 | 2.0% |
| Elementary Principal Benefits | 2,517,141 | 2,687,339 | 2,802,547 | \$ 115,208 | 4.3% |
| Elementary Vice Principal Salaries | 4,915,982 | 5,084,550 | 5,684,801 | \$ 600,251 | 11.8% |
| Elementary Vice Principal Benefits | 604,026 | 636,454 | 727,655 | \$ 91,200 | 14.3% |
| Elementary Professional Development Provision | 37,316 | 95,960 | 433,070 | \$ 337,111 | 351.3% |
| SECONDARY | | | | | |
| Secondary Principal Salaries | 4,417,369 | 4,625,914 | 4,515,858 | \$ (110,056) | -2.4% |
| Secondary Principal Benefits | 643,002 | 579,045 | 578,030 | \$ (1,015) | -0.2% |
| Secondary Vice Principal Salaries | 6,308,880 | 6,472,248 | 6,383,253 | \$ (88,994) | -1.4% |
| Secondary Vice Principal Benefits | 841,800 | 810,158 | 817,056 | \$ 6,898 | 0.9% |
| Secondary Professional Development Provision | 2,921 | 40,965 | 105,230 | \$ 64,264 | 156.9% |
| SECRETARIES | | | | | |
| School Secretary Salaries | 17,468,230 | 16,387,510 | 16,537,461 | \$ 149,951 | 0.9% |
| School Secretary Benefits | 5,115,720 | 5,569,757 | 5,643,811 | \$ 74,054 | 1.3% |
| Supply Secretary Costs | 920,870 | 1,239,129 | 1,239,129 | \$ - | 0.0% |
| OFFICE EXPENSES | | | | | |
| Principals & Vice Principal Expenses | 25,796 | 36,770 | 37,320 | \$ 550 | 1.5% |
| Principals & Vice Principal Mileage Expenses | 67,021 | 130,000 | 130,000 | \$ - | 0.0% |
| School Office Supplies allocation | 97,951 | 100,000 | 100,000 | \$ - | 0.0% |
| School Office Furniture, Equipment and Computers | 239,811 | 575,800 | 90,000 | \$ (485,800) | -84.4% |
| Orientation Centre, Program Ads | 25,000 | 40,000 | 40,000 | \$ - | 0.0% |
| Course Reimbursement | - | 20,000 | 20,000 | \$ - | 0.0% |
| School Telephones | 806,230 | 1,131,765 | 1,198,500 | \$ 66,735 | 5.9% |
| TOTAL | \$ 65,532,026 | \$ 67,229,668 | \$ 68,478,617 | \$ 1,248,949 | 1.9% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Student Support Services

| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|--|----------------------|---------------------------------|------------------------|---------------------|-------------|
| | | | | \$ | % |
| Student Support Salaries | \$ 5,958,295 | \$ 6,502,259 | \$ 6,025,579 | \$ (476,680) | -7.3% |
| Student Support Benefits | 1,532,939 | 1,819,924 | 1,752,415 | \$ (67,509) | -3.7% |
| Child Youth Worker Salaries | 8,710,946 | 8,726,344 | 9,170,467 | \$ 444,123 | 5.1% |
| Child Youth Worker Benefits | 2,625,179 | 2,445,211 | 2,673,696 | \$ 228,485 | 9.3% |
| Psychologist Salary | 4,620,681 | 4,566,771 | 5,057,825 | \$ 491,054 | 10.8% |
| Psychologist Benefits | 1,150,546 | 1,279,656 | 1,500,136 | \$ 220,481 | 17.2% |
| Social Worker Salaries | 5,148,483 | 5,310,763 | 5,736,572 | \$ 425,808 | 8.0% |
| Social Worker Benefits | 1,215,862 | 1,488,130 | 1,672,526 | \$ 184,396 | 12.4% |
| Speech & Language Salaries | 3,621,813 | 3,670,912 | 3,741,856 | \$ 70,944 | 1.9% |
| Speech & Language Benefits | 886,315 | 1,028,627 | 1,090,957 | \$ 62,330 | 6.1% |
| Elementary Lunchtime Student Supervisors | 1,130,950 | 1,364,569 | 1,364,569 | \$ - | 0.0% |
| Translators & Interpreter Services | 69,179 | 100,000 | 100,000 | \$ - | 0.0% |
| EAP Costing - Shepell | - | 486,000 | 650,000 | \$ 164,000 | 33.7% |
| Ontario Focused Intervention Partnership (OFIP) Tutoring | 312,162 | 374,268 | 376,154 | \$ 1,886 | 0.5% |
| School Effectiveness Framework | 194,651 | 285,313 | - | \$ (285,313) | -100.0% |
| Car Allowance | 32,928 | 37,044 | 32,928 | \$ (4,116) | -11.1% |
| Student Information Services Supplies | 56,185 | 60,000 | 60,000 | \$ - | 0.0% |
| Mileage & Cellular Phone Provision | 428,035 | 793,528 | 814,096 | \$ 20,568 | 2.6% |
| Specialist High Skills Major (SHSM) | 454,433 | 523,583 | 514,829 | \$ (8,754) | -1.7% |
| TDSB Vision Services | 341,452 | 424,852 | 424,852 | \$ - | 0.0% |
| Secondary Student Supervisors | 1,636,154 | 1,629,967 | 1,696,537 | \$ 66,570 | 4.1% |
| Contracted Child Support Workers | 285,712 | 200,000 | 200,000 | \$ - | 0.0% |
| MISA - Managing Information for Student Achievement | 66,256 | 66,263 | 66,421 | \$ 158 | 0.2% |
| | | | | | |
| TOTAL | \$ 40,479,158 | \$ 43,183,984 | \$ 44,722,416 | \$ 1,538,432 | 3.6% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Curriculum & Accountability

| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|---|---------------------|---------------------------|---------------------|-------------------|-------------|
| | | | | \$ | % |
| Coordinators & Resource Teachers Salaries | \$ 3,932,986 | \$ 4,592,974 | \$ 4,955,822 | \$ 362,849 | 7.9% |
| Coordinators & Resource Teachers Benefits | 652,512 | 758,640 | 828,792 | 70,152 | 9.2% |
| Mobile Phone Provision | 6,117 | 4,365 | 4,365 | - | 0.0% |
| Mileage Expenses | - | 10,000 | 10,000 | - | 0.0% |
| Supplies & Resources | | | | | |
| Religion | 32,951 | 56,485 | 56,485 | - | 0.0% |
| Physical Education | 104,976 | 122,384 | 122,384 | - | 0.0% |
| Dramatic Arts | 18,469 | 20,540 | 20,540 | - | 0.0% |
| Social Studies | - | 16,261 | 16,261 | - | 0.0% |
| Math | 15,887 | 28,242 | 28,242 | - | 0.0% |
| Language Arts | 22,917 | 64,187 | 64,187 | - | 0.0% |
| Music | 65,479 | 80,448 | 80,448 | - | 0.0% |
| French | 38,356 | 39,368 | 39,368 | - | 0.0% |
| Visual Arts | 27,671 | 32,521 | 32,521 | - | 0.0% |
| Co-operative Education | 57,286 | 12,837 | 62,837 | 50,000 | 389.5% |
| Science & Family Studies | 13,368 | 65,043 | 65,043 | - | 0.0% |
| Technological Studies | 8,246 | 8,558 | 8,558 | - | 0.0% |
| Business Studies | 947 | 6,746 | 6,746 | - | 0.0% |
| Curriculum & Accountability | 114,566 | 126,663 | 126,663 | - | 0.0% |
| Library | 3,015 | 38,512 | 38,512 | - | 0.0% |
| Media Services | - | 17,117 | 17,117 | - | 0.0% |
| Research | 135,019 | 145,491 | 145,491 | - | 0.0% |
| Guidance | 7,522 | 34,233 | 34,233 | - | 0.0% |
| English as a Second Language | 731 | 8,558 | 8,558 | - | 0.0% |
| TOTAL | \$ 5,259,022 | \$ 6,290,173 | \$ 6,773,174 | \$ 483,000 | 7.7% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Staff Development

| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|--|---------------------|---------------------------|---------------------|---------------------|----------------|
| | | | | \$ | % |
| Occasional Teacher Salaries & Benefits | \$ 99,437 | \$ 300,000 | \$ 300,000 | \$ - | 0.0% |
| New Teacher Induction Program (NTIP) | 632,231 | 846,606 | 576,850 | (269,756) | -31.9% |
| Professional Development Expenditures | 294,441 | 243,577 | 243,577 | - | 0.0% |
| TOTAL | \$ 1,026,109 | \$ 1,390,183 | \$ 1,120,427 | \$ (269,756) | -19.40% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Student Success

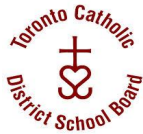
| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|---|-----------------|---------------------------|---------------------|------------|--------|
| | | | | \$ | % |
| Literacy | | | | | |
| Resource Materials | \$ 38,893 | \$ 40,000 | \$ 40,000 | \$ - | 0.0% |
| Meeting Expenses | 7,638 | 59,000 | 59,000 | - | 0.0% |
| Professional Development - Occasional Teachers | 255,343 | 225,000 | 225,000 | - | 0.0% |
| Professional Development - Student Success Learning Network | 264,749 | 170,000 | 170,000 | - | 0.0% |
| Ontario Secondary School Literacy Test - 200 Days | 17,160 | 30,000 | 30,000 | - | 0.0% |
| Conferences (Reading for the Love of it) | 10,131 | 35,000 | 35,000 | - | 0.0% |
| Numeracy | | | | | |
| Resource Materials | 17,281 | 95,000 | 95,000 | - | 0.0% |
| Meeting Expenses | 11,313 | 40,000 | 40,000 | - | 0.0% |
| Professional Development - Occasional Teachers | 187,287 | 265,000 | 190,000 | (75,000) | -28.3% |
| Professional Development - Student Success Learning Network | 212,832 | 190,000 | 190,000 | - | 0.0% |
| Pathways | | | | | |
| Resource Materials | 35,083 | 35,000 | 35,000 | - | 0.0% |
| Meeting Expenses | 1,717 | 20,000 | 20,000 | - | 0.0% |
| Professional Development - Occasional Teachers | 10,454 | 140,000 | 140,000 | - | 0.0% |
| Professional Development - Student Success Learning Network | 120,999 | 150,000 | 150,000 | - | 0.0% |
| Special Initiatives | 102,778 | 210,000 | 155,619 | (54,381) | -25.9% |
| Communications & Marketing | 18,545 | 40,000 | 40,000 | - | 0.0% |
| Catholic Community Culture & Caring | | | | | |
| Resource Materials | 21,494 | 40,000 | 40,000 | - | 0.0% |
| Meeting Expenses | 34,983 | 50,000 | 50,000 | - | 0.0% |
| Professional Development - Occasional Teachers | 534,007 | 330,000 | 330,000 | - | 0.0% |
| Special Initiatives | 376,104 | 200,000 | 200,000 | - | 0.0% |
| Conferences | 67,901 | 100,000 | 100,000 | - | 0.0% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Student Success

| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|--|---------------------|---------------------------|---------------------|---------------------|--------------|
| | | | | \$ | % |
| Student Success Teams (SSTs) | | | | | |
| Resource Materials | 355 | 20,000 | 20,000 | - | 0.0% |
| Meeting Expenses | 42,595 | 40,000 | 40,000 | - | 0.0% |
| Professional Development - Occasional Teachers | 195,243 | 187,000 | 187,000 | - | 0.0% |
| Supervisory Officer - Approved Days | 675 | 140,000 | 140,000 | - | 0.0% |
| School Support | 2,123 | 15,000 | 15,000 | - | 0.0% |
| Honorariums | - | 10,000 | 10,000 | - | 0.0% |
| Supervisory Officer - Support | 3,404 | 10,000 | 10,000 | - | 0.0% |
| Transportation | 88,371 | 80,242 | 80,242 | - | 0.0% |
| | | | | | |
| | | | | | |
| TOTAL | \$ 2,679,460 | \$ 2,966,242 | \$ 2,836,861 | \$ (129,381) | -4.4% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Special Education Departments

| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|---|---------------------|---------------------------|---------------------|---------------|-------------|
| | | | | \$ | % |
| SPECIAL SERVICES DEPARTMENT | | | | | |
| Special Equipment Amount (SEA) | \$ 1,643,422 | \$ 3,504,402 | \$ 3,463,013 | \$ (41,389) | -1.2% |
| Special Services Department | 210,996 | 225,368 | 225,368 | - | 0.0% |
| Fees & Services | 62,410 | 100,040 | 100,040 | - | 0.0% |
| School Budget Allocations | 108,772 | 165,686 | 165,686 | - | 0.0% |
| CURRICULUM SUPPORT UNITS | | | | | |
| North York | 3,336 | 11,744 | 11,744 | - | 0.0% |
| Etobicoke | 6,049 | 11,744 | 11,744 | - | 0.0% |
| Toronto | 5,091 | 11,744 | 11,744 | - | 0.0% |
| Scarborough | 5,845 | 16,244 | 16,244 | - | 0.0% |
| Social Worker Services | 11,510 | 10,066 | 10,066 | - | 0.0% |
| Deaf & Hard Of Hearing | 8,292 | 12,584 | 12,584 | - | 0.0% |
| Care & Treatment & Correctional Facilities (Section 23) | 34,470 | 62,214 | 62,214 | - | 0.0% |
| Speech & Language | 25,891 | 26,950 | 26,950 | - | 0.0% |
| Gifted Programs | 50,291 | 11,744 | 11,744 | - | 0.0% |
| Autism Services | 8,406 | 11,744 | 81,258 | 69,514 | 591.9% |
| Psychology Services | 64,648 | 65,890 | 65,890 | - | 0.0% |
| | | | | | |
| TOTAL | \$ 2,249,431 | \$ 4,248,164 | \$ 4,276,289 | 28,125 | 0.7% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Safe School Team

| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|--|------------------|---------------------------|---------------------|------------|-------------|
| | | | | \$ | % |
| Office | | | | | |
| Mobile Phones & Parking | \$ 17,420 | \$ 20,500 | \$ 20,500 | - | 0.0% |
| Supplies, Photocopying, Printing Costs | 44,440 | 44,500 | 44,500 | - | 0.0% |
| Resource Support | | | | | |
| Safe Schools Action Team, Symposium, Programs | 12,149 | 25,000 | 25,000 | - | 0.0% |
| SRO Support | - | 10,000 | 10,000 | - | 0.0% |
| Psychiatric Consultation (APPLE) | - | 31,000 | 31,000 | - | 0.0% |
| Professional Development | | | | | |
| Safe Schools Certification Modules & Workshops | 11,014 | 11,500 | 11,500 | - | 0.0% |
| Canadian Safe School Network Conferences | - | 12,000 | 12,000 | - | 0.0% |
| Safe School Staff Conferences & Professional Development | 2,697 | 10,000 | 10,000 | - | 0.0% |
| Shadow Box Learning Styles | 395 | 17,000 | 17,000 | - | 0.0% |
| Safe Schools Joint Professional Development (OECTA) | - | 20,000 | 20,000 | - | 0.0% |
| | | | | | |
| TOTAL | \$ 88,115 | \$ 201,500 | \$ 201,500 | - | 0.0% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Continuing Education

| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|---|-----------------|---------------------------|---------------------|------------|--------|
| | | | | \$ | % |
| Adult Credit Diploma (Day/Night) | | | | | |
| Salaries | \$ 2,006,033 | \$ 2,240,672 | \$ 2,399,655 | 158,983 | 7.1% |
| Benefits | 148,598 | 174,000 | 159,000 | (15,000) | -8.6% |
| Other Expenses | 58,837 | 103,000 | 103,000 | - | 0.0% |
| Adult Credit Diploma-Msgr Fraser | | | | | |
| Salaries | 400,909 | 540,000 | 555,000 | 15,000 | 2.8% |
| Benefits | 51,558 | 100,000 | 85,000 | (15,000) | -15.0% |
| Summer School | | | | | |
| Salaries | 6,240,563 | 5,980,000 | 6,410,000 | 430,000 | 7.2% |
| Benefits | 426,832 | 330,000 | 450,000 | 120,000 | 36.4% |
| Other Expenses | 274,280 | 245,000 | 290,000 | 45,000 | 18.4% |
| Adult English as a Second Language (ESL) & Citizenship | | | | | |
| Salaries | 2,433,918 | 2,500,000 | 2,150,000 | (350,000) | -14.0% |
| Benefits | 510,826 | 450,000 | 350,000 | (100,000) | -22.2% |
| Other Expenses | 758,000 | 780,440 | 644,190 | (136,250) | -17.5% |
| International Languages | | | | | |
| Salaries | 4,686,902 | 4,685,000 | 4,735,000 | 50,000 | 1.1% |
| Benefits | 1,165,892 | 1,176,000 | 1,165,000 | (11,000) | -0.9% |
| Other Expenses | 41,336 | 45,000 | 45,228 | 228 | 0.5% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Continuing Education

| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|---|----------------------|---------------------------|----------------------|----------------|-------------|
| | | | | \$ | % |
| Language Instruction for Newcomers to Canada (LINC) / Ministry of Training, Colleges & University (MTCU) | | | | | |
| Salaries | 2,111,265 | 2,237,519 | 2,207,519 | (30,000) | -1.3% |
| Benefits | 485,528 | 590,000 | 550,000 | (40,000) | -6.8% |
| Other Expenses | 1,546,291 | 1,404,360 | 1,529,360 | 125,000 | 8.9% |
| TOTAL | \$ 23,347,568 | \$ 23,580,991 | \$ 23,827,952 | 246,961 | 1.0% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Computer Services & Information Technology

| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|--|----------------------|---------------------------|----------------------|------------------|-------------|
| | | | | \$ | % |
| Salaries | \$ 6,284,718 | \$ 6,817,994 | \$ 6,834,232 | 16,239 | 0.2% |
| Benefits | 1,656,503 | 1,877,382 | 1,933,917 | 56,535 | 3.0% |
| Supplies & Services | | | | | |
| Car Allowance | 33,205 | 32,928 | 24,696 | (8,232) | -25.0% |
| Membership Fees | - | 9,088 | 9,330 | 242 | 2.7% |
| Printing | 2,658 | 6,250 | 3,000 | (3,250) | -52.0% |
| Repairs - Computer Technology | 5,084 | 37,686 | 100,000 | 62,314 | 165.4% |
| Telephone | 114,160 | 143,247 | 138,800 | (4,447) | -3.1% |
| Data Communications | 254,648 | 323,295 | 245,500 | (77,795) | -24.1% |
| Office Supplies & Services | 158,168 | 187,705 | 244,860 | 57,155 | 30.4% |
| Furniture & Equipment | 4,051 | 216,033 | 32,250 | (183,783) | -85.1% |
| Computer Lease | 72,032 | 662,000 | 92,025 | (569,975) | -86.1% |
| Contractual & Professional Services | 170,020 | 313,784 | 486,500 | 172,716 | 55.0% |
| Software Fees & Licenses | 3,152,260 | 3,999,651 | 5,181,860 | 1,182,209 | 29.6% |
| Computer Technology Maintenance Fee | 39,002 | 121,251 | 9,126 | (112,125) | -92.5% |
| School Computers & Printers (Purchase/Leasing costs) | 1,400,593 | 2,248,970 | 3,377,175 | 1,128,205 | 50.2% |
| Academic Computer Repairs | 121,464 | 373,000 | 490,000 | 117,000 | 31.4% |
| Network Equipment & Infrastructure | 58,018 | 273,000 | 630,500 | 357,500 | 131.0% |
| WAN & Internet Service (including Amortization of WAN Project) | 1,501,198 | 2,665,548 | 1,984,500 | (681,048) | -25.6% |
| Systems Maintenance | 289,676 | 209,482 | 1,200,829 | 991,347 | 473.2% |
| Investment in Information Technology | - | 1,350,000 | 400,000 | (950,000) | -70.4% |
| Academic Technology & Computer Studies | 7,544 | 36,800 | 36,800 | - | 0.0% |
| Qlik Initiative | - | 64,791 | 64,791 | - | 0.0% |
| TOTAL | \$ 15,325,001 | \$ 21,969,885 | \$ 23,520,691 | 1,550,805 | 7.1% |



REPORT TO

REGULAR BOARD

PRELIMINARY 2018-19 BUDGET ESTIMATES (VOLUMES 4, 5 INCLUDES NON-INSTRUCTIONAL)

“Therefore, there is now no condemnation for those who are in Christ Jesus, because through Christ Jesus the law of the Spirit who gives life has set you free from the law of sin and death.”

Romans 8:1-2

| Created, Draft | First Tabling | Review |
|----------------|---------------|--------|
| May 8, 2018 | May 17, 2018 | |

P. De Cock, Comptroller of Business Services & Finance

RECOMMENDATION REPORT

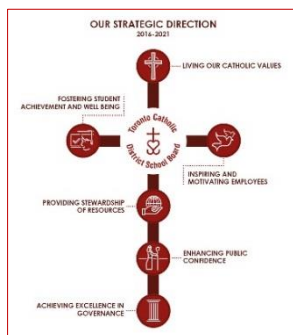
Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

TBD
Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

As per the requirements set out in the Education Act, TCDSB’s budget estimates are balanced. The preliminary 2018-19 Non-Instructional budget expenditure estimates appearing in volume IV is balanced; based on consensus enrolment and staffing projections, and calculated Grants for Student Needs (GSN) and Education Programs - Other (EPO) funding projections. Volume V provides a strategy by which, under the current legislation, the TCDSB may work towards further financial sustainability through a reserve strategy.

Two budget related reports have been submitted to allow Trustees with conflicts of interest on instructional related funding the opportunity to participate in non-instructional and reserve funding related discussions. Volumes I to III focus on both the overall budget as well as instructional related expenditures, while Volume IV focuses on non-instructional expenditures and Volume V on financial sustainability. The two reports and associated Volumes of the Budget Book are intended to be read together for a fulsome understand of the budget, but are separated for the purposes of public debate.

The projected enrolment and estimated GSNs provide the capacity to determine the TCDSB’s non-instructional support service levels. The Education Act and its regulations concerning Board Administration and Governance, for example, upper expenditure limits and trustee’s honoraria calculations, consequently prescribes TCDSB’s service levels. The projected expenditures in the Non-Instructional expenditure category appear in the table below:

| <i>Non-Instructional Expenditure Categories</i> | <i>2017-18 (\$M)</i> | <i>2018-19 (\$M)</i> | <i>Change (\$M)</i> |
|---|----------------------|----------------------|---------------------|
| School Operations & Maintenance | 95.9 | 98.1 | 2.2 |
| Administration & Governance | 27.7 | 28.5 | 0.8 |
| Transportation | 35.1 | 35.7 | 0.6 |
| Total | 158.7 | 162.3 | 3.6 |

The 2018-19 Budget Estimates include additional discretionary investments in the Non-Instructional Expenditure Category. The 2018-19 GSN announcement considered service level increases to both non-discretionary and discretionary areas of the Non-Instructional expenditure category budget. “Non-discretionary” investments are considered to be investments largely

related to enrolment growth, restricted funding from the Province or required through arbitration settlements. “Discretionary” investments are generally those using remaining unrestricted GSN funding. The additional investments into the non-discretionary category primarily include investments for inflationary costs in utilities, fuel and provincial discussion table improvements to salary and benefits. It also includes a new Full Time Equivalent (FTE) for a Human Rights and Equity Advisor, which is a new restricted funded position by the Province. Recommended discretionary investments include funding for a Student Travel Planner (STP) and two FTE positions related to Human Resource Recruitment. A one-time investment from Accumulated Surplus in the amount of \$0.34M is also recommended for 2018-19.

The cumulative staff time required to prepare this report was 200 hours.

B. PURPOSE

1. This report has been prepared for the Board of Trustees in order to approve in principle the 2018-19 Budget Estimates for Non-Instructional Expenditure Categories (Volume IV) and the Reserve Strategy (Volume V), appearing in the attached 2018-19 Budget Book.
2. The Board of Trustees’ final approval for the 2018-19 Budget Estimates for Non-Instructional Expenditures and the Reserve Strategy as outlined in Volumes IV-V in the Budget Book will be sought at the Corporate Service Meeting scheduled for June 6th 2018.

C. BACKGROUND

1. *Additional GSN increases in the Non-Instructional Expenditure Category are required.* The GSNs do not adequately fund or mitigate ongoing cost pressures associated with inflation, utility and fuel rate increases, aging administrative facilities and information technology infrastructure upgrades. The 2018-19 GSNs also include funding for ongoing investments to meet prior year’s labour agreements for salary and benefits investments.
2. *New Investments in the education sector and increased regulation of the education sector has increased TCDSB’s requirement for more service and support levels.* The TCDSB was in a Multi-Year Recovery Plan (MYRP) for the last few years and difficult decisions reduced service levels across all

functional areas of the board. As a result, the Non-Instructional Expenditure Category requires a moderate reinvestment of funds in order to mitigate current and future anticipated operational risks.

3. ***Investments are recommended to continue providing the service levels necessary on the Non-Instructional side of operations to support the Instructional side.*** Non-Discretionary investments are predominantly for utility increases, increases in transportation costs and labour related increases governed by collective agreements, but this year also includes a restricted funded position of a new Human Rights and Equity Advisor. Some minor discretionary investments are recommended to help bolster service levels in both the area of transportation safety and the HR capacity to recruit for vacancies predominantly found on the Instructional side of the organization. The following tables outline these proposed investments.

| <i>Non-Discretionary GSN Investments in Non-Instructional Expenditures</i> | <i>FTE</i> | <i>(\$M)</i> |
|---|-------------------|---------------------|
| Human Rights and Equity Advisor | 1.0 | 0.15 |
| Total | 1.0 | 0.15 |

| <i>Discretionary GSN Investments in Non-Instructional Expenditures</i> | <i>FTE</i> | <i>(\$M)</i> |
|---|-------------------|---------------------|
| Student Travel Planner | 0.0 | 0.05 |
| Human Resources Recruitment Staff | 2.0 | 0.22 |
| Total | 2.0 | 0.27 |

In addition to investments from the GSNs, the 2018-19 budget estimates recommend modest Non-Instructional strategic one-time investments from the Accumulated Surplus as follows to also help bolster operational readiness to address recruitment and absenteeism:

| <i>Discretionary Surplus Investments in Instructional Expenditures</i> | <i>(\$M)</i> |
|--|---------------------|
| Increase Pool of Retired Principals for Recruitment Activities in Human Resources | 0.12 |
| Budget Provision for School Board Cooperative Inc. (SBCI) Attendance Management Support Services | 0.22 |
| Total | 0.34 |

D. STAFF RECOMMENDATION

1. That the Board of Trustees approve in principle a balanced budget with a base budget increase in the Non-Instructional Category by \$3.6M, inclusive of 3 new FTEs, as further detailed in Volume IV of the Budget Book.
2. That the Board of Trustees approve in principle for inclusion into the Non-Instructional Expenditure Category budget a strategic one-time investment from Accumulated Surpluses of \$0.34M for Human Resource related initiatives, as further detailed in Volume IV of the Budget Book.
3. That the Board of Trustees approve in principle the Reserve Strategy as detailed in Volume V of the Budget Book.
4. That staff present a balanced budget, with the Non-Instructional Category Expenditures appearing in Volume IV of the Budget Book reflecting any amendments necessary as a result of community budget consultations to the Board of Trustees at the Corporate Services meeting scheduled for June 6th 2018.

Toronto Catholic District School Board

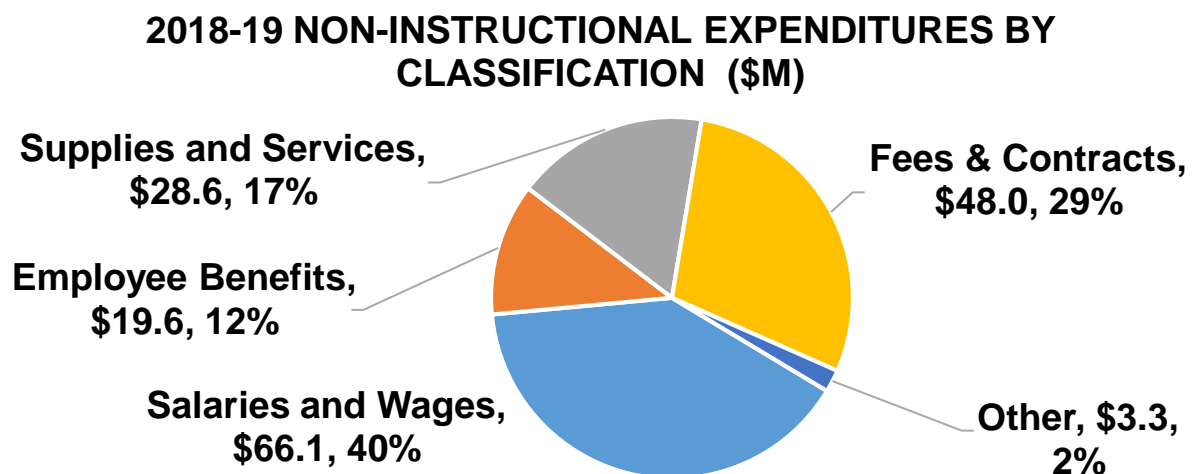
Volume IV: Non-Instructional Related Expenditures

Non-Instructional Expenditures are necessary to support student achievement and well-being

While the majority of TCDSB's expenditures are on Instructional related activities, there are several functions within the organization that are Non-Instructional in nature, but still play a critical role in providing safe and enriching environments for students. They are also key to ensuring that stewardship of the Board's physical assets and monies are provided for with a high degree of quality. Non-Instructional Operating Expenditures can be summarized in four main areas: Administration and Governance, Transportation, School Operations and Maintenance, and Other Expenditures. Appendix 4B provides a detailed breakdown.

Administration and Governance expenditures include costs such as operating the Board office (Catholic Education Centre) and central facilities, system-wide based staff and expenditures, including supervisory officers and their support staff. Transportation expenditures includes costs to transport students between home and school, as well as costs for late buses, clubs and sport teams events and field trips. School operations and maintenance includes custodial, maintenance and school operations staff salaries and benefits, utilities, insurance and other expenditures to maintain clean and safe school environments. Other expenditures include funding for special purpose projects.

The following chart provides an overview of Non-Instructional related Expenditures by functional class.



The chart below provides a comparison between the 2017-18 budget and the 2018-19 budget estimates by category. On the following page is a brief analysis of each line item (referenced by line #) explaining the differences between each year's budget. The largest increase is in School Operations and Maintenance, mainly due to inflationary pressures.

Non-Instructional Expenditures Increases / (Decreases) (\$000)

| | 2017/18 Budget Revised Estimates | Net Change Increase / (Decrease) | 2018/19 Budget Estimates |
|---|---|---|---|
| <u>Non-Instructional</u> | | | |
| 1 Administration and Governance | \$27,727 | \$746 | \$28,473 |
| 2 School Operations & Maintenance | 95,867 | 2,235 | 98,103 |
| 3 Transportation | 35,145 | 588 | 35,733 |
| Sub-total Non-Instructional | 158,739 | 3,569 | 162,309 |
| <u>Other</u> | | | |
| 4 Temporary Accommodation | 3,222 | 114 | 3,335 |
| TOTAL EXPENDITURES Non-Classroom | \$161,961 | \$3,683 | \$165,644 |

Non-Instructional Expenditures Variance Analysis

- 1 Board Administration and Governance category has increased by \$0.7M due to funded increases in salary and benefits costs of \$0.5M and Human Resource recruitment team of two FTE's for \$0.2M.
- 2 School Operations and Maintenance have increased by \$2.2M due to funded increases in salary and benefits of \$0.1M, utility costs of \$0.5M, insurance costs have increased by \$0.2M and maintenance and operating costs of \$1.4M.



- 3 Transportation costs have increased by \$0.6M mainly due to increased costs of contractual rate increases.
- 4 Temporary Accommodation costs have increased due to higher leasing costs of \$0.1M.

Highlights of New Investments include the following:

1. ***An addition of a Student Travel Planner.*** To build upon the experience and knowledge gained since the 2011 introduction of the School Travel Planning in TCDSB schools, and to fund an expanded STP Facilitator role to assist in completing the feasibility study and undertaking implementation of school-specific action plans designed to address traffic safety problems and promote sustainable modes of travel in TCDSB communities.
2. ***An addition of a Equity and Human Rights Advisor.*** The mandate of the Equity and Human Rights Advisor is to, through moral suasion, work with the Director of the Board and with the board's senior team in order to further foster cultures of respect for human rights and equity, and to help identify and address systemically based human rights and equity issues, and to make generally known the availability of regionally based concerns and complaints services and to, where appropriate, refer members of board communities to the service.
3. ***An increase in the HR Recruitment capacity.*** A 2014 Deloitte audit referenced the need for additional human and financial Recruitment resources as well as the need to leverage technology. 1000 external hires and 2500 internal hires were processed annually over the past 5 years. Two additional recruitment staff are required to maintain the unprecedented demand for new hires in the organization.
4. ***Increasing the base amount of the Trustee Honoraria.*** Increasing the base amount of the Trustee Honoraria from \$5,900 to \$6,300 annually per Provincial directive. It should be noted that this has been included for disclosure, but has no material impact on the budget.

The following tables provide detail of the new FTEs being recommended for inclusion in the 2018-19 budget. It provides the FTEs in terms of “Non-Discretionary” additions (based on restricted funding, legislative changes and arbitration settlements) as well as “Discretionary”.

| <i>Non-Discretionary GSN Investments in Non-Instructional Expenditures</i> | <i>FTE (\$M)</i> | |
|---|-------------------------|-------------|
| Equity and Human Rights Advisor | 1.0 | 0.15 |
| Total | 1.0 | 0.15 |

| <i>Discretionary GSN Investments in Non-Instructional Expenditures</i> | <i>FTE (\$M)</i> | |
|---|-------------------------|-------------|
| Student Travel Planner | 0.0 | 0.05 |
| Human Resources Recruitment Staff | 2.0 | 0.22 |
| Total | 2.0 | 0.27 |

An additional one-time strategic investment of \$0.3M is proposed from Accumulated Surpluses to address human resource issues related to recruitment and absenteeism. As the current complement, even with the two additional FTEs proposed, is expected to be unable to handle the work load of all new hires it is recommended that retired staff be hired on a short-term basis to help with the recruitment of staff. These investments are further detailed in Appendix 4A.

VOLUME IV - APPENDICES

Appendix 4A

| 2018-19 One-time Strategic Investments | |
|---|----------------|
| Investment Description | \$M |
| <p><u>Human Resource Recruitment Initiatives</u></p> <p>Additional Human Resource capacity by engaging retired School Principals and Vice-Principals is required to ensure Recruiting Interview Panels possess the requisite skill sets and expertise. The increased volume of recruiting workload exceeds existing staffing capacity and negatively impacts upon staffing vacancy fill-rates.</p> | 0.120 |
| <p><u>School Board Cooperative Inc. (SBCI) Attendance Support Services</u></p> <p>Extend the contract with SBCI to address attendance management issues identified by TCDSB staff and recent internal audits as a high priority and significant cost and academic operational pressure.</p> <p>SBCI Support services will continue to organize and operationalize structural changes within the Sick Leave and Disability Department.</p> | 0.223 |
| Total | \$0.343 |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

NON-CLASSROOM

| Expenditures | 2016/17 Actuals | 2017/2018 Revised Estimates | 2018/2019 Estimates | Difference | |
|---|-----------------------|-----------------------------|-----------------------|---------------------|-------------|
| | | | | \$ | % |
| Director's Office | 5,643,978 | 5,945,986 | 6,005,181 | \$ 59,195 | 1.0% |
| Communications | 537,379 | 540,077 | 622,178 | \$ 82,102 | 15.2% |
| Human Resources | 5,121,653 | 6,053,069 | 6,283,453 | \$ 230,384 | 3.8% |
| Business Administration | 4,231,872 | 4,763,205 | 4,816,324 | \$ 53,119 | 1.1% |
| Legal Fees | 884,054 | 915,000 | 1,000,000 | \$ 85,000 | 9.3% |
| Corporate Services | 1,031,780 | 1,163,460 | 1,091,996 | \$ (71,464) | -6.1% |
| Employee Relations | 552,452 | 772,142 | 827,766 | \$ 55,624 | 7.2% |
| Facilities Services & Planning Services | 1,381,452 | 1,561,624 | 1,679,234 | \$ 117,610 | 7.5% |
| Catholic Education Centre | 1,612,379 | 2,518,323 | 2,586,256 | \$ 67,932 | 2.7% |
| Transportation | 33,319,894 | 35,145,198 | 35,732,608 | \$ 587,410 | 1.7% |
| Operations & Maintenance | 89,778,457 | 95,867,259 | 98,102,743 | \$ 2,235,484 | 2.3% |
| Other Expenditures | 119,437 | 124,106 | 125,262 | \$ 1,156 | 0.9% |
| Temporary Accommodation | | 3,221,513 | 3,335,243 | \$ 113,730 | 3.5% |
| Budgets Transferred to Classroom Instruction from Administration and Governance | | 3,370,491 | 3,435,884 | | |
| TOTAL | \$ 144,214,786 | \$ 161,961,454 | \$ 165,644,129 | \$ 3,682,675 | 2.3% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Director's Office

| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|--|---------------------|---------------------------|---------------------|---------------|-------------|
| | | | | \$ | % |
| Director/Supervisory Officers Salaries | \$ 2,865,984 | \$ 2,859,861 | \$ 2,957,605 | 97,744 | 3.4% |
| Director/Supervisory Officers Benefits | 824,075 | 939,059 | 878,113 | (60,946) | -6.5% |
| Director & Supervisory Officers Professional Development | 47,283 | 40,000 | 42,500 | 2,500 | 6.3% |
| Director & Supervisory Officers Other Expenses | 63,303 | 51,912 | 43,680 | (8,232) | -15.9% |
| Office Support Staff Salaries | 909,850 | 824,456 | 850,226 | 25,770 | 3.1% |
| Office Support Staff Benefits | 212,263 | 216,080 | 218,168 | 2,088 | 1.0% |
| Trustees & Student Trustees Honorariums | 256,833 | 267,177 | 272,052 | 4,875 | 1.8% |
| Trustees & Student Trustees Other Expenses | 126,744 | 377,680 | 373,077 | (4,603) | -1.2% |
| OCSTA Annual Membership Fee | 210,118 | 210,978 | 210,978 | - | 0.0% |
| OCSOA Membership Fees | 32,895 | 32,895 | 32,895 | - | 0.0% |
| Director's Office | | | | | |
| Printing | 3,341 | 15,000 | 15,000 | - | 0.0% |
| Telephone | 1,456 | 2,500 | 2,500 | - | 0.0% |
| Supplies | 87,483 | 98,388 | 98,388 | - | 0.0% |
| Contractual Services | 2,349 | 10,000 | 10,000 | - | 0.0% |
| TOTAL | \$ 5,643,978 | \$ 5,945,986 | \$ 6,005,181 | 59,195 | 1.0% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Communications

| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|--------------------------------|-------------------|---------------------------|---------------------|---------------|--------------|
| | | | | \$ | % |
| Salaries | \$ 383,479 | \$ 365,983 | \$ 436,193 | 70,210 | 19.2% |
| Benefits | 103,630 | 95,920 | 111,927 | 16,007 | 16.7% |
| Supplies & Services | | | | | |
| Car Allowance | 11,369 | 12,348 | 8,232 | (4,116) | -33.3% |
| Printing | 6,145 | 7,500 | 7,500 | - | 0.0% |
| Telephone | 3,385 | 4,000 | 4,000 | - | 0.0% |
| Supplies | 29,371 | 54,326 | 54,326 | - | 0.0% |
| TOTAL | \$ 537,379 | \$ 540,077 | \$ 622,178 | 82,102 | 15.2% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Human Resources

| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|---|---------------------|---------------------------|---------------------|----------------|-------------|
| | | | | \$ | % |
| Salaries | \$ 3,558,325 | \$ 4,072,019 | \$ 4,253,986 | 181,967 | 4.5% |
| Benefits | 967,887 | 1,067,227 | 1,091,587 | 24,360 | 2.3% |
| Central Temporary Staffing | 150,295 | 85,000 | 85,000 | - | 0.0% |
| Summer Help (Temporary Staffing) | - | 85,000 | 85,000 | - | 0.0% |
| Negotiation Costs | 18,217 | 125,719 | 125,719 | - | 0.0% |
| New Teacher Induction Program NTIP Provision | 50,000 | 50,000 | 50,000 | - | 0.0% |
| Workplace Safety Team Professional Development Fund | - | 50,000 | 50,000 | - | 0.0% |
| Whistle Blower Security | - | 75,000 | 75,000 | - | 0.0% |
| Central Bargaining - OCSTA | 43,017 | 43,017 | 43,017 | - | 0.0% |
| Car Allowance | 32,928 | 37,044 | 24,696 | (12,348) | -33.3% |
| Professional Development | 24,443 | 15,000 | 15,000 | - | 0.0% |
| Printing | 7,362 | 8,000 | 8,000 | - | 0.0% |
| Telephone | 9,493 | 10,000 | 11,406 | 1,406 | 14.1% |
| Supplies | 72,081 | 97,250 | 97,250 | - | 0.0% |
| Recruitment of Staff | 86,333 | 80,000 | 80,000 | - | 0.0% |
| Professional Services | 61,953 | 82,811 | 117,811 | 35,000 | 42.3% |
| Software Fees & Licensing Fees | 39,321 | 69,982 | 69,982 | - | 0.0% |
| TOTAL | \$ 5,121,653 | \$ 6,053,069 | \$ 6,283,453 | 230,384 | 3.8% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Business Administration

| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|--------------------------------|---------------------|---------------------------|---------------------|---------------|-------------|
| | | | | \$ | % |
| Salaries | \$ 3,333,032 | \$ 3,694,546 | \$ 3,745,698 | 51,152 | 1.4% |
| Benefits | 879,825 | 968,296 | 961,146 | (7,150) | -0.7% |
| Supplies & Services | | | | | |
| Materials Management | 8,295 | 9,116 | 9,116 | - | 0.0% |
| Payroll Services | 27,186 | 28,920 | 28,920 | - | 0.0% |
| Business Services | 31,675 | 37,328 | 46,444 | 9,116 | 24.4% |
| Printing Services | (264,409) | (100,000) | (100,000) | - | 0.0% |
| Bank Charges & Other Fees | 95,135 | 25,000 | 25,000 | - | 0.0% |
| Audit Fees | 121,133 | 100,000 | 100,000 | - | 0.0% |
| TOTAL | \$ 4,231,872 | \$ 4,763,205 | \$ 4,816,324 | 53,119 | 1.1% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Legal Fees

| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|--|-------------------|---------------------------|---------------------|---------------|----------------|
| | | | | \$ | % |
| Legal Fees & Services - General Corporate & Safe Schools | \$ 70,198 | \$ 150,000 | \$ 150,000 | - | 0.0% |
| Legal Fees & Services - Employee Relations | 620,861 | 450,000 | 500,000 | 50,000 | -100.0% |
| Legal Fees & Services - Planning & Facilities | 192,996 | 315,000 | 350,000 | 35,000 | -100.0% |
| TOTAL | \$ 884,054 | \$ 915,000 | \$ 1,000,000 | 85,000 | -100.0% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Corporate Services

| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|--------------------------------|---------------------|---------------------------|---------------------|-----------------|--------------|
| | | | | \$ | % |
| Salaries | \$ 735,059 | \$ 781,241 | \$ 727,782 | (53,459) | -6.8% |
| Benefits | 192,888 | 204,754 | 186,749 | (18,005) | -8.8% |
| Professional Development | 47,658 | 82,700 | 82,700 | - | 0.0% |
| Printing | 1,156 | 1,200 | 1,200 | - | 0.0% |
| Telephone | 1,870 | 2,000 | 2,000 | - | 0.0% |
| Supplies | 36,620 | 26,088 | 26,088 | - | 0.0% |
| Contractual Services | 12,412 | 57,861 | 57,861 | - | 0.0% |
| Software Fees & Licensing Fees | - | 3,500 | 3,500 | - | 0.0% |
| Car Allowance | 4,116 | 4,116 | 4,116 | - | 0.0% |
| TOTAL | \$ 1,031,780 | \$ 1,163,460 | \$ 1,091,996 | (71,464) | -6.1% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Employee Relations

| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|--------------------------|-------------------|---------------------------|---------------------|---------------|-------------|
| | | | | \$ | % |
| Salaries | \$ 413,800 | \$ 566,290 | \$ 613,029 | 46,739 | 8.3% |
| Benefits | 107,829 | 148,418 | 157,303 | 8,885 | 6.0% |
| Professional Development | 5,766 | 7,500 | 7,500 | - | 0.0% |
| Printing | 266 | 10,000 | 10,000 | - | 0.0% |
| Telephone | 1,467 | 3,000 | 3,000 | - | 0.0% |
| Supplies | 15,234 | 13,770 | 13,770 | - | 0.0% |
| Professional Services | 7,747 | 19,048 | 19,048 | - | 0.0% |
| Car Allowance | 343 | 4,116 | 4,116 | - | 0.0% |
| TOTAL | \$ 552,452 | \$ 772,142 | \$ 827,766 | 55,624 | 7.2% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Facilities Services & Planning Services

| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|--------------------------------------|---------------------|---------------------------|---------------------|----------------|-------------|
| | | | | \$ | % |
| Salaries | \$ 1,051,486 | \$ 1,140,404 | \$ 1,291,087 | 150,683 | 13.2% |
| Benefits | 273,945 | 298,886 | 331,293 | 32,407 | 10.8% |
| Supplies & Resources | | | | | |
| Facilities Services Department | 12,172 | 12,243 | 12,243 | - | 0.0% |
| Capital Development Department | 3,527 | 3,500 | 3,500 | - | 0.0% |
| Planning Department | 22,147 | 30,348 | 18,000 | (12,348) | -40.7% |
| Development Services | 6,948 | 11,227 | 7,111 | (4,116) | -36.7% |
| Admissions Department | 102 | 1,000 | 1,000 | - | 0.0% |
| Facilities Legal Services Department | 8,626 | 10,000 | 10,000 | - | 0.0% |
| Capital Planning Capacity Program | 2,498 | 54,016 | 5,000 | (49,016) | -90.7% |
| | | | | | |
| TOTAL | \$ 1,381,452 | \$ 1,561,624 | \$ 1,679,234 | 117,610 | 7.5% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Catholic Education Centre

| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|--|---------------------|---------------------------|---------------------|---------------|-------------|
| | | | | \$ | % |
| Custodial Salaries | \$ 519,393 | \$ 350,535 | \$ 406,126 | 55,591 | 15.9% |
| Custodial Benefits | 146,999 | 91,871 | 104,212 | 12,341 | 13.4% |
| CEC Facility Utilities & Maintenance | 684,689 | 600,000 | 600,000 | - | 0.0% |
| CEC Amortization of Previous Building Improvements | 261,298 | 1,475,917 | 1,475,917 | - | 0.0% |
| TOTAL | \$ 1,612,379 | \$ 2,518,323 | \$ 2,586,256 | 67,932 | 2.7% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Transportation

| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|---|-----------------|---------------------------|---------------------|------------|--------|
| | | | | \$ | % |
| Administrative Salaries | \$ 930,536 | \$ 932,113 | \$ 963,558 | 31,445 | 3.4% |
| Administrative Benefits | 242,634 | 245,317 | 237,421 | (7,897) | -3.2% |
| Temporary Assistance | - | 57,000 | 57,000 | - | 0.0% |
| Office Supplies & Services | 61,507 | 82,400 | 132,400 | 50,000 | 60.7% |
| TRANSPORTATION - REGULAR INSTRUCTION | | | | | |
| Music | 34,673 | 36,571 | 37,303 | 731 | 2.0% |
| Outdoor Education | 3,557 | 12,106 | 12,348 | 242 | 2.0% |
| Excursions for Handicapped Students | 14,391 | 37,127 | 37,870 | 743 | 2.0% |
| Ontario Schools Deaf & Blind | - | 37,439 | 38,188 | 749 | 2.0% |
| Regular Home to School | 14,664,184 | 14,044,388 | 14,325,276 | 280,888 | 2.0% |
| Student Safety | 43,037 | 92,911 | 94,769 | 1,858 | 2.0% |
| Safe Schools | 8,957 | 10,609 | 10,821 | 212 | 2.0% |
| Kindergarten | - | - | - | - | 0.0% |
| Remedial Language | 129,363 | 133,244 | 135,909 | 2,665 | 2.0% |
| Regular Transit Fares for Scholars & Children | 31,491 | 49,745 | 50,740 | 995 | 2.0% |
| Safe Schools Transit Fares (Scholars) | - | 14,302 | 14,588 | 286 | 2.0% |
| Transit Fares for Adults | - | 1,931 | 1,970 | 39 | 2.0% |
| Summer School | 380,450 | 412,449 | 420,698 | 8,249 | 2.0% |
| Bilingual Program Transit Fares (Scholars & Children) | 31,870 | 74,336 | 75,822 | 1,487 | 2.0% |
| Exceptional Circumstances (Tickets) | 436,764 | 496,062 | 505,983 | 9,921 | 2.0% |
| Fuel Escalation Charge Provision | (75,550) | 100,000 | 150,000 | 50,000 | 50.0% |
| Regular Home to School for New Routes | - | - | - | - | 0.0% |
| Software Fees & Licenses | 90,722 | 317,772 | 180,926 | (136,846) | -43.1% |
| Physical Transportation | - | 2,370 | 2,417 | 47 | 2.0% |
| Transportation Consortium | 74,043 | 375,000 | 382,500 | 7,500 | 2.0% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Transportation

| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|--|----------------------|---------------------------|----------------------|----------------|-------------|
| | | | | \$ | % |
| TRANSPORTATION - SPECIAL EDUCATION | | | | | |
| Vision, Hearing & Speech | 2,199,742 | 2,265,734 | 2,311,049 | 45,315 | 2.0% |
| Medical & Handicapped | 7,955,385 | 8,194,047 | 8,357,927 | 163,881 | 2.0% |
| Special Education Transit Fares for Adults | 3,801 | 12,228 | 12,473 | 245 | 2.0% |
| Developmentally Disabled Transit Fares for Scholars | 8,983 | 7,903 | 8,061 | 158 | 2.0% |
| Special Transit Fares for Scholars & Children | 165,735 | 116,456 | 118,786 | 2,329 | 2.0% |
| Developmentally Disabled | 574,188 | 592,426 | 604,275 | 11,849 | 2.0% |
| Section 23 Programs | 773,469 | 796,671 | 812,604 | 15,933 | 2.0% |
| Special Education | 3,814,927 | 3,920,930 | 3,999,348 | 78,419 | 2.0% |
| Co-operative Education (Special Education & W/C) & Transit Tickets | 721,035 | 967,823 | 987,179 | 19,356 | 2.0% |
| ONE-TIME TRANSPORTATION SERVICES | | | | | |
| One-time Transportation Services due to New School Construction | \$ - | \$ 705,788 | \$ 652,399 | (53,389) | -7.6% |
| | | | | | |
| TOTAL | \$ 33,319,894 | \$ 35,145,198 | \$ 35,732,608 | 587,410 | 1.7% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Operations & Maintenance

| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|---|----------------------|---------------------------|----------------------|------------------|-------------|
| | | | | \$ | % |
| Salaries | \$ 42,552,374 | \$ 46,808,852 | \$ 47,230,180 | 421,328 | 0.9% |
| Benefits | 13,020,198 | 14,999,339 | 14,702,722 | (296,617) | -2.0% |
| Utilities | 19,894,334 | 18,544,856 | 19,068,893 | 524,037 | 2.8% |
| Insurance | 2,228,839 | 2,200,000 | 2,350,000 | 150,000 | 6.8% |
| Professional Development Provision | 73,275 | 37,806 | 126,751 | 88,945 | 235.3% |
| Printing and Photocopying | 8,258 | 1,994 | 8,258 | 6,264 | 314.1% |
| Plant Operations Supplies | 1,053,249 | 1,140,000 | 1,289,520 | 149,520 | 13.1% |
| Automobile Reimbursement | 60,709 | 66,121 | 60,709 | (5,412) | -8.2% |
| Travel Expense Allowance | 110,166 | 124,537 | 110,166 | (14,371) | -11.5% |
| Vehicle Fuel | 119,691 | 120,064 | 130,000 | 9,936 | 8.3% |
| Repairs-Custodial Equipment | 145,453 | 160,381 | 150,000 | (10,381) | -6.5% |
| Telephone Expense | 93,051 | 98,731 | 128,096 | 29,365 | 29.7% |
| Office Supplies and Services | 36,275 | 34,624 | 41,275 | 6,651 | 19.2% |
| Maintenance Supplies and Services | 3,499,503 | 3,993,749 | 4,201,000 | 207,251 | 5.2% |
| Vehicle Maintenance and Supplies | 236,921 | 131,289 | 236,921 | 105,632 | 80.5% |
| Replacement Furniture & Equipment | 409 | 92,608 | 256,151 | 163,543 | 176.6% |
| Additional Equipment - Vehicles | 804 | 140,081 | 180,000 | 39,919 | 28.5% |
| Rental Lease Vehicles | 53,978 | 51,073 | 75,000 | 23,927 | 46.8% |
| Other Professional Fees (Health & Safety) | 169,585 | 93,121 | 169,585 | 76,464 | 82.1% |
| Other Contractual Services | 6,421,384 | 7,028,033 | 7,587,516 | 559,482 | 8.0% |
| TOTAL | \$ 89,778,457 | \$ 95,867,259 | \$ 98,102,743 | 2,235,484 | 2.3% |



2018-19 BUDGET EXPENDITURE ESTIMATES BY FUNCTIONAL CLASSIFICATION

Other Expenditures

| Expenditures | 2016/17 Actuals | 2017/18 Revised Estimates | 2018/2019 Estimates | Difference | |
|---|-------------------|---------------------------|---------------------|--------------|-------------|
| | | | | \$ | % |
| Parental Involvement Funding | 117,806 | 122,106 | 123,262 | 1,156 | 0.9% |
| Partnership Development Department - Office Supplies & Services | 1,631 | 2,000 | 2,000 | - | 0.0% |
| TOTAL | \$ 119,437 | \$ 124,106 | \$ 125,262 | 1,156 | 0.9% |

Toronto Catholic District School Board

Volume V: Financial Sustainability

Financial Sustainability requires looking forward

School Board funding is almost entirely dependent on Provincial grants. A large portion of these grants remain stable year over year and therefore the TCDSB is able, to a certain extent, to consider its sustainability beyond an annual budget process. Historically, much concentration is placed on



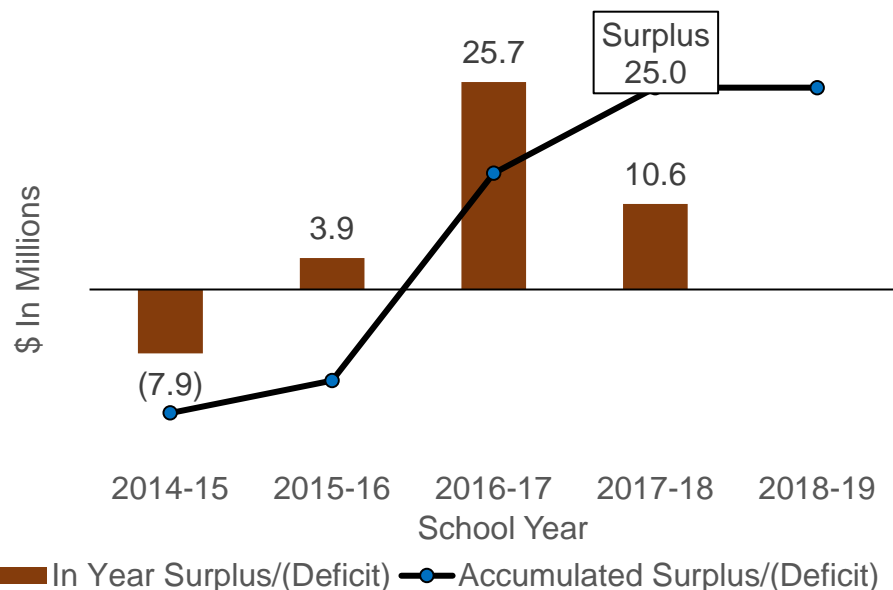
balancing the funding received by the Province with the planned expenditures for the year. Often a Board may face one-time increases or decreases in expenditures, which puts the budget out of balance. It also may be faced with “structural deficits” arising from legislative or labour arbitration decisions that essentially place an ongoing cost burden

that is greater than the funding received by the Province. In order to remain sustainable the TCDSB should consider funding strategies that are beyond an annual view and also that works within the current legislative permissions granted to it by the Province.

In isolation, an Accumulated Surplus is not a solution to Financial Sustainability

The mechanism by which most School Boards, including the TCDSB, mitigates against the risks of potential in-year deficits is by holding an “Accumulated Surplus”. These are the result of adding all of the previous year’s in-year surpluses and holding this sum of money as a type of “rainy day” fund that can be used to offset in-year deficits in future years.

TCDSB In-Year and Accumulated Surpluses / (Deficits)



The TCDSB made difficult decisions to eliminate various structural deficits in order to arrive at an expected Accumulated Surplus of \$25.0M at the end of the 2017-18 fiscal year. TCDSB Trustees were forward thinking in that they passed a motion that 1% of the Accumulated Surplus would be held as a form of contingency against future year deficits. This aligns with the Province's recommendation that a minimum of 1% be accumulated for these purposes. This year's budget process recommends taking this notion one step further to more fully embrace a sustainable path forward.

A Reserve Strategy is necessary to complement an Accumulated Surplus and mitigate the risk against in-year deficits

The Education Act allows School Boards to create something called "Reserves". These are special purpose type funds that are restricted to a specific type of expenditure and can be funded by the Accumulated Surplus. The TCDSB already has several of these types of reserve accounts, however the strategy to set these monies aside has not been previously formalized and occurs on an ad-hoc basis. This year staff are recommending that the strategy begin to be formalized so that funds from the Accumulated Surplus can be strategically set aside for potential future in-year deficits as well as for one-time large expenditures that can change from year to year. Investments in enterprise wide Information Technology (IT) systems is a good example of this.

New consolidated reserves are recommended to be created out of some existing ones

As stated earlier, the TCDSB has several reserves included in its 2017-18 Financial Statements. Many of these reserves are operational in nature and simply carryover projects/initiatives from previous years where the monies are yet to be spent. A full list of these reserves can be found in Appendix 5A. There are some reserves that lend themselves to being a part of larger strategic reserves. Those reserves concerning renewal of Administrative Facilities and IT Infrastructure make sense to consolidate and create two new strategic reserves as the projects may be phased over multiple years.

There are also areas for which TCDSB receives minimal grant funding and it is both logical and more sustainable to create strategic reserves to better plan for and implement related projects over the long term. In total, these reserves would be seeded with \$3.38M of funding. It should be noted that some of these monies may be in use within the 2017-18 fiscal year so the starting balances may be less than \$3.38M when beginning the 2018-19 fiscal year. Starting to build up these reserves will allow both Facilities and IT staff better flexibility to respond to priorities that may arise, which are not provided for through base budget GSN funding or EPO grants from the Ministry.

| 2018-19 New Consolidated Reserves (\$M) | |
|---|---------------|
| I.T. Infrastructure Reserve | \$2.18 |
| Admin Facility Reserve | \$1.20 |
| Total | \$3.38 |

One-time strategic investments are recommended for 2018-19 from the Accumulated Surplus

During the 2017-18 Revised Budget Estimate discussion, the Board of Trustees allocated various one-time strategic funding from the Accumulated Surplus. Before considering a further Reserve Strategy beginning in 2018-19, any further strategic one-time investments must be considered.

| 2018-19 One-Time Strategic Investments (\$M) | |
|--|---------------|
| IT Hardware Replacements | \$1.40 |
| HR Recruitment Initiatives | \$0.12 |
| SBCI Attendance Support Services | \$0.22 |
| Total | \$1.74 |

For the 2018-19 fiscal year, staff are recommending in Volumes 3 and 4 of this Budget Book three one-time investments from the Accumulated Surplus totaling \$1.75M. All three investments have been assessed by Senior Staff as being high priority and critical to the success of the

organization moving in to the future. Staff believe that these are fiscally prudent investments given their broad impact on the organization.

The remainder of the Accumulated Surplus is recommended to be allocated to new Strategic Reserves

The 2017-18 Accumulated Surplus is expected to be \$25.0M. After deducting \$1.74M for one-time investments in 2018-19 this leaves a balance of \$23.26M. Further reducing this amount by an estimated ASO Benefit Surplus of \$10.50, leaves a balance to be allocated of \$12.7M. It is necessary to deduct the ASO Benefit Surplus until such time as that amount is confirmed by the Province. It is recommended that the \$12.7M be allocated to the following two Strategic Reserves: 1) Operating Contingency Reserve, and 2) IT Strategic Systems Reserve.

| 2018-19 New Strategic Reserves (\$M) | |
|---|----------------|
| Operating Contingency Reserve (<i>To max of 2% Contingency</i>) | \$11.20 |
| IT Strategic Systems Reserve | \$1.50 |
| Total | \$12.70 |

The Operating Contingency reserve is recommended to act as a contingency to offset future in-year deficits. \$11.2M is approximately 1% of TCDSB's operating budget and is in line with the motion approved by Trustees. This reserve is envisioned to operate with a minimum and maximum amount. The minimum would be 1% of the operating budget, while the maximum amount held in the reserve would be 2% of the operating budget. It should be noted that the Province has indicated that 2% is the optimal amount to be held in contingency.

The IT Strategic Systems Reserve, which is separate and distinct from the IT Infrastructure Reserve, is not for hardware replacement. Rather, it is to address long term financial planning for replacement of major enterprise wide systems. TCDSB is facing several challenges over the coming years with either completely replacing or upgrading large scale systems such as its Student Information System and its HR and Finance Enterprise system also known as "SAP". These are large multi-year and multi-million dollar investments that require careful implementation and financial planning to achieve. Some money exists in the base budget for this system work, but it is anticipated that the cost will greatly exceed the amounts allocated at this point. By creating an initial reserve with seed monies this should help to start a sustainable financial plan, but more will need to be allocated in future years.



In-Year surpluses are recommended to be apportioned to Strategic Reserves on a formula basis

In order to provide a framework by which accumulated surpluses are treated at year end, it is recommended that a formulaic approach is taken to allocate funding to strategic reserves. 50% of in-year surpluses are recommended to be allocated to the Operating Contingency Reserve as a contingency against future in-year deficits. As mentioned earlier, this contribution would continue until the reserve has reached its maximum of 2% of the operating budget. Once the maximum is attained, these funds would be redirected to other remaining reserves on a pro rata basis according to the formula or to any new strategic reserves that may be recommended in the future.

Another 40% is recommended to be allocated to the IT Strategic Systems Reserve. This once again gives recognition to the fact that the Board is going to face some severe funding challenges over the next 3-7 years as major enterprise systems are expected to be replaced or upgraded.

| % Allocation of In-Year Surpluses to Strategic Reserves | |
|---|-------------|
| Operating Contingency Reserve | 50% |
| IT Strategic Systems Reserve | 40% |
| Admin Facility Reserve | 5% |
| Student Equity Strategic Reserve | 5% |
| Total | 100% |

A further 5% is recommended to be allocated to each of the Administrative Facility Reserve and a new Student Equity Reserve. The Administrative Facility Reserve is meant to largely help bolster the renewal activities for the Catholic Education Centre to which most EPO grants from the Province are ineligible. The Student Equity Reserve is a new strategic reserve being recommended to set aside monies that can be applied towards various equity initiatives across the Board. One-time increases to School Block Budgets in lower socio-economic areas of the Board is a good example of one such use, but other priorities, initiatives or projects may also arise in the future that could benefit from having funding set aside to fund equity related issues.

It should be noted that this formula would be applied by staff at year end, however should the Board of Trustees wish to adjust this formula in any given year, then a motion in that particular year could be passed to adjust the formula should a need arise to do so.



The reserve strategy is in its infancy and will require more work in the future

The reserve strategy recommendations described in this Volume of the 2018-19 Budget Book is only the start of the overall strategy. More work will be done over the next fiscal year to better define the strategy. For instance, more work will be done on a plan and multi-year budget for IT Strategic Systems investments as well as an IT asset replacement plan. An actual Reserve Policy is envisioned to be created and brought to the Governance and Policy Committee in 2018-19 so that policy and procedures are more well defined.

It is recommended that the above strategy be adopted for this fiscal year to ensure a philosophy of Financial Sustainability begins to emerge. As the largest publicly funded Catholic School Board, it is imperative that sustainability be of primary concern and that a degree of objectivity and transparency is also achieved in doing so.

VOLUME V - APPENDICES

Appendix 5A

| List of Reserves | 2016-17 Year End (\$M) |
|--------------------------------------|---------------------------------------|
| School Block Budget | 2.20 |
| Professional Development | 0.16 |
| Contract Support Workers | 0.09 |
| Trustee unspent Budgets Board Motion | 0.04 |
| Capital Planning Capacity | 0.56 |
| Playground Equipment | 0.03 |
| Catholic School Parent Council | 2.06 |
| Administrative Facilities* | 1.20 |
| IT Infrastructure* | 2.18 |
| Total Reserves | \$8.52 |

**New consolidated strategic reserves using balances from existing reserves related to administrative facilities and IT hardware replacement*



REPORT TO

REGULAR BOARD

2018-2019 BUDGET CONSULTATION SURVEY RESULTS

It surveys everything that is lofty; it is king over all that are proud.

Job 41:34

| Created, Draft | First Tabling | Review |
|---|---------------|-----------------------------|
| May 11, 2018 | May 17, 2018 | Click here to enter a date. |
| John Yan, Sr. Coordinator, Communications | | |
| INFORMATION REPORT | | |

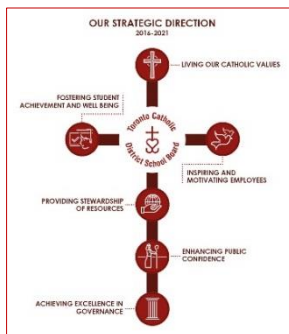
Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T.B.D.
Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

The 2018-2019 budget consultation survey was administered to stakeholders between April 27, 2018 and May 10, 2018. Four hundred and thirty five (435) stakeholders responded to the survey questions. Key questions posed were in the following areas:

- Transportation
- School safety-supervision
- Special Education
- Student Success
- Facilities
- Equity in School Funding
- Living Our Catholic Values

Respondents were also invited to provide comments regarding stewardship and the need to be fiscally efficient. Raw comments will be distributed to Trustees for their perusal.

The cumulative staff time required to prepare this report was 8 hours

B. PURPOSE

1. These survey results align with the two Preliminary Budget Estimates Reports 2018-2019 presented at Regular Board, May 17, 2018.

C. BACKGROUND

1. **April 18, 2018** – At the Special Education Advisory Committee (SEAC) staff consulted with members about the preliminary budget estimates.
2. **April 27-May 10, 2018** – the TCDSB Budget Consultation Survey was made available to all stakeholders.
3. **April-May, 2018** – small group budget consultations were held with representatives from the Union groups and Associations.
4. **May 11, 2018** – staff analysed the survey results and ensured alignment with the two Preliminary Budget Reports for 2018-2019.

5. Given the schedule of meetings for the two parent associations CPIC and OAPCE-Toronto, an opportunity to meet and learn about the preliminary budget estimates for 2018-2019 will be offered in the next two weeks.

D. EVIDENCE/RESEARCH/ANALYSIS

Budget Survey

1. Given that the Board balanced its budget two years ahead of the end of the Multi Year Recovery Plan, the consultation took a different approach.
2. The TCDSB community was invited to provide input and identify priority areas to thirteen (13) questions in seven (7) key areas.
3. The total number of respondents was 435, with the majority of respondents identifying as either TCDSB staff (203) or parents (183). The sample size is considered accurate 9 times out of 10, with a margin of error of plus or minus 4%.
4. A summary of survey results are provided in **Appendix A**.

E. METRICS AND ACCOUNTABILITY

1. Perspectives offered through the survey tool are reconciled in the two Preliminary Budget Estimate Reports dealing with Instructional and Non-Instructional budget considerations, including:
 - Transportation
 - Special Education staffing
 - Technology-enabled learning
 - Textbook materials

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

2018-2019 BUDGET CONSULTATION SURVEY RESULTS

The 2018-2019 Budget Consultation survey was conducted online from **April 27, 2018 to May 10, 2018 (12 Noon)**, with **435 responses received**.

With the Board having balanced its budget two years earlier than originally planned, this year's consultation was a departure from previous years. The TCDSB community was invited to provide input and identify their priority areas through questions about seven (7) major program areas.

Survey respondents were asked to grade their agreement from **Strongly Agree to Agree**, or **Strongly Disagree to Agree**, with an option for **Neutral**.

The sample size response rate of **435 respondents** from the TCDSB ratepayer community estimated at half-a-million Torontonians means the **survey results are considered accurate 9 times out of 10, with a margin of error of plus or minus 4%**

A detailed summary of the budget survey results is provided on the following pages, itemized by question and the response by each stakeholder group.

| Stakeholder Group Summary | Number |
|----------------------------------|---------------|
| Parents | 183 |
| TCDSB Staff | 203 |
| Catholic Ratepayer | 27 |
| TCDSB Student | 10 |
| Others or Non ID | 22 |
| TOTAL | 435 |

Detailed Budget Survey Results by Question and Stakeholder Group

| |
|--|
| <p>Question A – Transportation:</p> <p>1. The TCDSB should continue providing transportation services to non-qualifying and exceptional circumstance students. Results Summary: On average over 70% strongly agree or agree that this service should continue</p> |
| <p>2. TCDSB should invest in a Student Travel Planning (STP) facilitator. Results Summary: Approximately 55% of respondents agreed with this as an investment, with about a quarter of respondents (24.7%) disagreeing.</p> |
| <p>Question B – Safe Schools:</p> <p>3. TCDSB Lunch Room supervision is adequate to ensure student safety. Results Summary: Opinion was split on this issue with just over 40% agreeing to strongly agreeing, and 43% disagreeing to strongly disagreeing.</p> |
| <p>4. Supervision at student pick-up and drop-off school zones is adequate to ensure student safety. Results Summary: Results were mixed, with close to half of respondents (48%) believing pickup zones were safe, 30% disagreeing, and almost 20% neutral on this issue.</p> |
| <p>Question C – Special Education:</p> <p>5. The current level of Child and Youth Workers (CYW) workers in the classroom is adequate. Results Summary: Over 50% do not believe the current level of CYWs is adequate reflected by more than half of survey respondents indicating they disagree or strongly disagree with the statement.</p> |
| <p>Question D – Student Success:</p> <p>6. TCDSB should make additional investments in technology in the classroom in order to enhance the students learning environments and promote 21st Century. Results Summary: Over 80% agree or strongly agree that additional investments in this area is needed, with less than 9% disagreeing.</p> |

7. The TCDSB should implement Before & After School Day Programs in all schools regardless of the financial sustainability of doing so.

Results Summary: Over 46% want more implementation of more Before and After school programs

Question E – Facilities

8. The schools in your neighborhood are clean and safe for students.

Results Summary: Close to 62% strongly agree or agree that their schools are clean and safe.

9. TCDSB should continue to maintain school facilities as a top priority. (i.e. repairs to walls, doors, windows, ceiling, light fixtures, and playgrounds, etc. in order to ensure student safety).

Results Summary: Almost all respondents (97.6%) agreed with this as a top priority, with almost 3-quarters of respondents strongly agreeing that this is a top priority.

Question F – Equity in School Funding

10. Socioeconomic factors should continue to be used as an allocation methodology to provide local funds to schools.

Results Summary: Close to 62% wanted the current ratio maintained with no change (status quo), and only 21% believing there should be more socio-economic weighting.

11. Based on our Catholic Values, TCDSB should be doing more to support equitable redistribution of fundraising revenues.

Results Summary: Views on this issue were mixed. Some 34% agree or strongly agree with redistributing school-raised funds, with almost 40% strongly disagreeing or disagreeing with this approach.

Question G – Living our Catholic Values

12. Resources and Learning materials provided to TCDSB students adequately facilitate the achievement of an education founded upon Religion/Family Life curriculum and Ontario Catholic School Graduate Expectations.

Results Summary: Over half (55%) agree or strongly agree that resources are adequately supporting student achievement in this program area. Only about 16% believe this is not the case.

13. There are adequate Catholic faith based activities and community involvement events to bring together the Family, Parish and the School.

Results Summary: Two-thirds of respondents (over 62%) hold the opinion that the level of Catholic faith-based activities and community initiatives are adequate.



REPORT TO

REGULAR BOARD

SCHOOL CASH SUITE IMPLEMENTATION PROGRESS REPORT

“For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of men.”
2 Corinthians 8:21

| Created, Draft | First Tabling | Review |
|----------------|---------------|--------|
| May 1, 2018 | May 17, 2018 | |

L. LePera, Senior Financial Analyst
D. Bilenduke, Senior Coordinator of Finance
P. De Cock, Comptroller of Business Services & Finance

INFORMATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

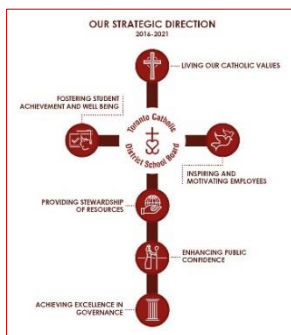
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T.B.D.
Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer



A. EXECUTIVE SUMMARY

School Cash Suite provides Schools and Catholic School Parent Councils with an integrated portal for processing school activity fees online and seamlessly interfaces with both TCDSB and School level banking and accounting systems. The primary objectives with this system include the generation of administrative efficiencies and mitigation of risks associated with cash handling tasks.

TCDSB has recently completed the implementation. The rollout to all elementary and secondary schools was completed in a 5 phase staggered timeline. There were many operational concerns and queries encountered during the implementation period, and this report serves to document and provide the status associated with each issue reported.

The current overall adoption rate by the TCDSB community is 13.6%. The balance of school banking activity continues in the traditional cash-handling manner. This adoption rate is a reflection of each implementation phase possessing varying amounts of time to implement and market to their respective school communities. In addition, the online school banking system remains a voluntary method of payment for parents and guardians as approved by the Board of Trustees.

Business Services staff continue to provide in-services and promote the advantages of online banking. In collaboration with Communications and Academic staff, it is expected that the overall adoption rate will continue to rise over the next year as parents are exposed to the new software and gain confidence in its use.

The cumulative staff time required to prepare this report was 4 hours.

B. PURPOSE

1. This report responds to a Trustee motion approved by the Board of Trustees during the Corporate Services Committee meeting on February 8th 2018 as follows, “that staff come back with a report regarding a full review and update on the rollout, etc., in May 2018”.

2. Business Services and Information Computer Technology staff have fielded multiple questions during the KEV School Cash Suite implementation; and this report summarizes the queries/responses and the ongoing efforts to increase adoption of this tool.

C. BACKGROUND

1. ***There is a growing movement towards reducing cash handling from schools across Ontario.*** Given the technology available to the Education Sector many School Boards are choosing to reduce the risks associated with handling cash at schools by implementing cost effective online software.
2. ***TCDSB made a strategic decision to move toward “cashless” schools.*** In the spring of 2017, the TCDSB undertook an extensive commitment to train and install School Cash Suite also known as “KEV Software” in all of its schools.
3. ***Ward 2 was used as a pilot area and additional consultation was held.*** School Board staff met with Catholic School Parent Councils (CSPC) members from Ward 2 in October 2017 to hear and review their concerns. Ward 2 schools were the first to be trained and to use the system.
4. ***Consultation was held with Unions and Stakeholder Groups.*** TCDSB staff consulted all Board union groups throughout the implementation process, and met with the Ontario Association of Parents in Catholic Education (OAPCE) in December 2017 to review their concerns and demonstrate the system’s potential.
5. ***Extensive training opportunities were provided to staff.*** TCDSB staff invited all School Principals, Vice-Principals and School Secretaries to a two-day training session on using and implementing School Cash Suite. Furthermore, Principals and School Secretaries had the opportunity on a regular basis to participate on webinars outlining marketing and implementation strategies.
6. ***Full implementation of the software is now complete.*** Training and installation were complete in February 2018, however full adoption of the software will require additional time for each school in each implementation phase to create community awareness, and to develop the required staffing capacities.

D. EVIDENCE/RESEARCH/ANALYSIS

Through the various consultations held with staff and parents, Business Services staff have compiled a few key questions and answers that provide some “lessons learned” along the journey of implementation. The following are questions that were frequently heard during consultation efforts along with staff responses:

1. ***Do I need to do a cost recovery on every sale item?*** The cost of the system is approximately 1%. The system is set up to automatically increase the sale price by 1% to ensure the school has enough money left at the end of the year to recover its costs. The system is also recovering an HST rebate that was not fully recovered in the past. It is expected that this recovery will offset any credit card charges and most of the 1% recovery. Business Services staff are being conservative in its approach until there is at least one year’s worth of data in order to establish a base-line. Any cost or HST recovery (less a 15% contribution) will remain in the school’s bank account for their future use.
2. ***Why is the Board deducting 15% from my HST recovery?*** When approving the report to implement School Cash Suite, the Board of Trustees passed a motion to withhold 15% from the schools’ and CSPCs’ HST recovery. This reserve will be used to address information technology infrastructure requirements for schools and information computer technology requirements required by TCDSB administration to support schools.
3. ***Can we receive donations online and will the 1% recovery be deducted?*** There is a donation button on the KEV screen, that allows a donation for a School, Nutrition Program or the CSPC account **without** the 1% recovery charge. All donations to the TCDSB generate a charitable donation tax receipt and the funds are redirected to the intended School or CSPC. Funds are returned to the schools on a monthly basis and the donors will receive a charitable receipt from KEV via email at the time a donation is made. In 2018-19, this will become the Board’s preferred method for making donations and the current Canada Helps donation mechanism will be discontinued.
4. ***Can CSPCs obtain direct access to post items for purchase and run report queries?*** The Board has purchased School Cash Express, which allows CSPCs and TCDSB staff direct access to create their own sales and fundraising events and run their own reports. The Principal for each school controls access to this function, and all training and requests must be directed through the School Principal. Business Services will provide information sessions at CSPC events at every opportunity on an ongoing basis. Business

Services staff will provide training and refresher courses to Principals, Vice-Principals and School Secretaries on an ongoing annual basis.

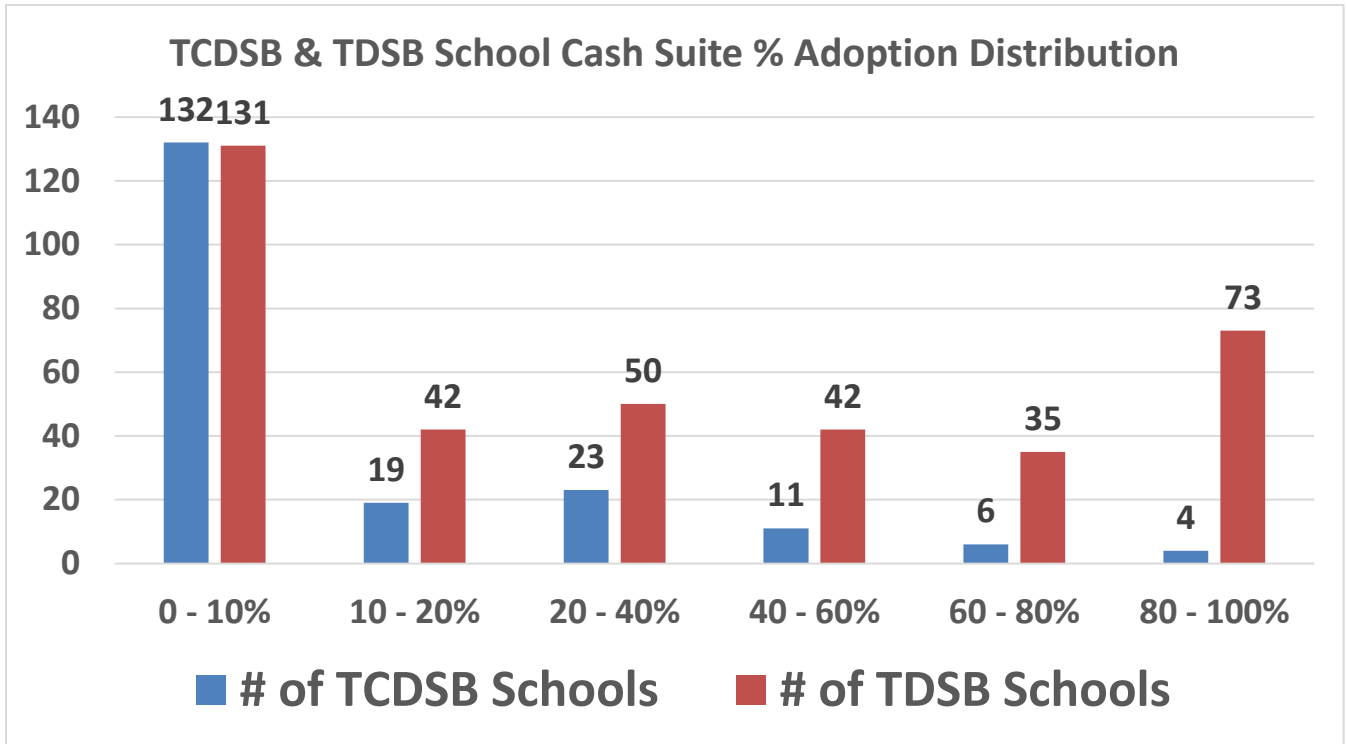
5. ***Can Schools and CSPCs price events to the exact penny rather than round-up to the nearest \$0.25?*** School Cash Suite originally rounded-up prices to the nearest \$0.25 in order to simplify the amount to be collected in cash, i.e. a \$0.60 milk carton is rounded to \$0.75. The resulting increase in price could render some events and/or items cost prohibitive. Business Services staff reconfigured School Cash Suite to disable rounding-up and price to the desired penny.

E. METRICS AND ACCOUNTABILITY

1. ***Parent adoption rates are slowly increasing.*** As of May 2nd 2018, the total Parent Adoption Rate for the TCDSB board-wide was 13.6%. Figure 1 provides the adoption rates for TCDSB. Toronto District School Board (TDSB) is also provided for comparative purposes. As shown in Figure 1, excluding schools in the 0-10% category, there is a relatively normal distribution of adoption rates across the Board for a newly installed software. It is important to note that the schools falling within the 0-10% range for both TDSB and TCDSB have only launched the program in the last few months. In addition, TDSB began implementation in August 2016, whereas TCDSB began implementation in August 2017.

Across the overall Greater Toronto Area, the adoption rate falls within a range of mid-30s to mid-90s subject to each school's implementation status, with an overall average of 70%. Based on benchmarks from other GTA Boards, staff have learned that the majority of programs begin with low adoption rates and then reach the 60% to 90% adoption rate levels after the fourth year of implementation. While some results vary across Boards, it is reasonable to assume that TCDSB is moving along the same path of adoption as many of its counter parts.

Figure 1: Adoption Rates as of May 2018



F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. ***On-going Training will be provided.*** Training and refresher courses are available through the PAL Portal for school banking, throughout the school year and summer months. User guides and tip sheets are also available on the KEV’s online Resource Centre.
2. ***Help Website available.*** TCDSB staff have created an intranet HELP website for staff and dedicated two staff to train and answer requests. In addition, TCDSB staff will be scheduling ongoing training and refresher courses for new Principals, Vice-Principals and School Secretaries.
3. ***Additional stakeholder engagement efforts.*** Business Services staff continue to engage all Community Partners in order to increase awareness and promote the advantages of online school banking. For example, Business Services participated in the CPIC/OAPCE conference on May 5th by offering learning materials and staffing an information kiosk on how CSPC’s can take advantage of this opportunity.

4. ***The marketing effort to increase staff, parent and guardians' engagement and adoption will continue.*** The steps and strategies shared in previous webcasts for communicating the benefits of online purchases, increasing parent adoption rates and creating a school's event catalogue are available on the KEV's online Resource Centre. Additional marketing and registration opportunities will be developed on the Student Online Admissions and Registration platform in order to engage parents and guardians at the time of student registration.
5. ***Online media strategies will be utilized to engage parents and guardians.*** The Communications Department has developed a communication plan that focuses on engaging, promoting and educating parents in using cash online. The plan will use every electronic media at our disposal to create hands on and interactive training experiences for parents, guardians and volunteers.
6. ***The adoption of this system is a process and must take into consideration the varying cultures and dynamics in each school community.*** Some communities will embrace the system quicker than other school communities. Providing low adoption rate schools with opportunities for mentoring by high adoption rate schools will be explored as the implementation continues. Business Services and Information Computer Technology staff will continue to provide ongoing support, professional development and training opportunities.

G. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

REGULAR BOARD

PROCLAMATION OF JUNE AS FILIPINO HERITAGE MONTH AND JUNE 12 AS FILIPINO HERITAGE DAY

*Serve the Lord with celebration!
Come before him with shouts of joy!*

| Created, Draft | First Tabling | Review |
|----------------|---------------|-----------------------------|
| April 26, 2018 | May 17, 2018 | Click here to enter a date. |

Nick D’Avella, Superintendent of Equity, Diversity, and Indigenous Education
John W. Yan, Senior Coordinator, Communications, Media and Public Relations

RECOMMENDATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

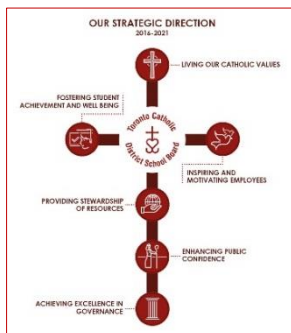
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T.B.D.
Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer



A. EXECUTIVE SUMMARY

The Director of Education of the Toronto Catholic District School Board received a letter dated April 19, 2018 from the Filipino Heritage Month Council (FHMC). The letter (Appendix A) informed the Board that in November 2017, the City of Toronto Council formally declared June as the Filipino Heritage Month in the City of Toronto. The communication contained a request that the Toronto Catholic District School Board “consider celebrating the Filipino Heritage Month in June” and that “June 12 be declared Filipino Heritage Day this year and every year in TCDSB to commemorate Filipino independence”

The Director of Education received a second letter dated April 25, 2018 from the Filipino Canadian Parent Association in Catholic Education (FCPACE). The letter (Appendix B) requested that TCDSB Proclaim June as Filipino Heritage Month in the TCDSB, and specifically, June 12 as Filipino Heritage Day every year, or the Monday following June 12 should it occur on a weekend.

Further, a letter from the Consulate General of the Republic of the Philippines Toronto, dated April 26 2018, (Appendix C) expressed strong support for the request that the Toronto Catholic District School Board (TCDSB) declare June Filipino Heritage Month and June 12 Filipino Heritage Day within the TCDSB.

Recommendations contained in this report outline the official proclamation and how the Board will use this important opportunity to raise cultural awareness of the Filipino diaspora in Canada.

The cumulative staff time required to prepare this report was 6 hours

B. PURPOSE

1. At the May 2nd, 2018 Regular Meeting of the Board, Trustees approved a motion of receipt and referral, directing staff to come back with a report at the May 17, 2018 the Regular Board meeting in consideration of this special request from the Filipino Heritage Month Committee and the Filipino Canadian Parent Association in Catholic Education.

C. BACKGROUND

1. Filipino migration to Canada started in the early 30s in small numbers. In just a few short decades, Canada's Filipino community has grown from less than a thousand residents to become one of the country's largest immigrant demographics.
2. The Philippines became Canada's top source country of immigration from 2006-2016. In the 2016 Census, Filipinos comprised the fourth largest visible group in Canada, with 837,130 people reported being of Filipino ethnic origin, of whom over 30% reside in Toronto.
3. From a faith perspective, more than 80% of Filipinos are Roman Catholic and have chosen to enrol their children in Toronto Catholic District School Board schools. Within the TCDSB, Filipinos comprise a significant ethnic community, representing at least 30% of the student body.
4. The Filipino Canadian community has contributed enormously to the growth and development of our country. This continues today with significant contributions to our schools by sharing its rich heritage, cultural experiences and language.
5. The Toronto Catholic District School Board has also benefited greatly from an increased enrolment coming from this community.

D. ACTION PLAN

1. An official proclamation designating June as Filipino Heritage Month and June 12 as Philippine Heritage Day, coinciding with the Philippine Independence Day celebrations will be signed (Appendix D) and distributed to the TCDSB community under the signatures of the Board Chair and Director of Education.
2. The Community Relations Department under the leadership of the Superintendent responsible for Equity, Diversity, and Indigenous Education will coordinate access with the Consulate General of the Philippines in Toronto, and other Filipino community agencies.

3. Information, educational and promotional materials (films, books, cultural and historical resources) about the Philippines and the Filipino community will be made available to school administrators, students, parents and teachers via the Board portal.
4. The inaugural TCDSB Filipino Heritage Day will be commemorated through a Board Mass, followed by the official signing of the proclamation declaring the annual observance of June 12 as Filipino Heritage Day, and the designation of June as Filipino Heritage Month. The official signing will be held by the Director of Education, the Board Chair, and the Philippine Consul General at the Catholic Education Centre on June 12, 2018.

E. METRICS AND ACCOUNTABILITY

1. The Communications and the Community Relations Departments will monitor the uptake and engagement in schools who participate in this initiative through mainstream media coverage, social media metrics (Twitter) and online contributions received to its website in the form of tweets, photos, exhibits and other materials.
2. The Community Relations Department will monitor school community engagement in this initiative through school activities and programs that highlight the contributions of the Filipino community.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. A comprehensive communications plan will be implemented and all available communications tools will be used to publicize and promote awareness of the special proclamation and the Board's initiative to the entire TCDSB community via school newsletters, exchange e-mail system to CSPCs, CPIC, OAPCE-Toronto).
2. Strategic actions will focus on both mainstream and community-based media (with a focus on Filipino media), supported by communications modalities

including, but not limited to, online web custom designed micro-site, e-news, twitter, instagram.

3. Community Relations Department will liaise with school staff to plan and implement activities highlighting the contributions of the Filipino community at the school level.

G. STAFF RECOMMENDATION

That the Board officially proclaim June as Filipino Heritage Month and June 12 as Filipino Heritage Day in the TCDSB as outlined in (Appendix D).

FILIPINO HERITAGE MONTH COUNCIL – FHMC
7th Floor, 160 Eglinton Avenue East
Toronto , Ontario M4P 3B5

Mr. Rory McGuckin
Director of Education
Toronto Catholic District School Board
80 Sheppard Avenue East, Toronto, Ontario

April 19, 2018

RE: Declaration of June 12 as *Filipino Heritage Day* and June as *Filipino Heritage Month* at TCDSB

Dear Director R. McGuckin,

Greetings!

The City of Toronto Council in November, 2017 has formally declared June as the "*Filipino Heritage Month*" for the City of Toronto in 2018, and for future years. In its declaration, through the approval of Motion MM34.15, the City Council has recognized the "*Filipino community's rich cultural and social make-up, to its economic and social impact*" to the City of Toronto and which "*will be a much -deserved acknowledgement of the Filipino community and its history.*"

In proclaiming June as "*Filipino Heritage Month*", it coincides with the *Philippines' Independence Day on June 12* and will give Filipino Canadians in Toronto an "*opportunity to learn, celebrate, enjoy and experience the rich heritage and histories of the Filipino Canadian community*". Furthermore, it will provide the City with a chance "*to reflect on the many outstanding contributions Filipino Canadians have made in our society, and in the world*".

To commemorate this auspicious milestone, the Filipino Heritage Month Council (FHMC) has been formed and organized to initiate, lead and support in celebrating the contributions and achievements of Filipino Canadians to Toronto, as well as the rich diversity of the Filipino Canadian culture during this historic and inaugural month in June. The FHMC is composed of interested individuals, professionals, community leaders, and community & business organizations in the Filipino Canadian communities in the GTA. The Group has in its roster 45 leaders, students, youths, professionals, media practitioners, and entrepreneurs affiliated with 30 community-based organizations.

Therefore to enhance the participation at the TCDSB, on behalf of the Filipino Heritage Month Council, we would like to request that the TCDSB consider celebrating the *Filipino Heritage Month* in June with its tens of thousands of Filipino students in our elementary and secondary schools. Specifically, we would like to request the

declaration and meaningful celebration of *Filipino Heritage Day* on June 12 at TCDSB starting this year and every year thereafter to coincide with the annual *Philippine Independence Day celebrations* on June 12. For 2018, it is a landmark 120th commemoration year.

To promote the *Filipino Heritage Day & Month*, we are looking at some ways by which our FHMC and supporters, can collaborate with the TCDSB on various educational and cultural activities within identified high ratio of Filipino heritage students and / or staff at elementary and secondary schools. We are positive that the Philippines' rich cultural heritage and vibrant passion for our Catholic faith would greatly enhance TCDSB's Mission & Vision which hopefully would encourage and engage our Catholic schools especially those with plans to offer in-school events during the month of June and perhaps a Board Mass celebration during the *Filipino Heritage Day* commemoration. These events could be similar in format to those being done or has been done by other multicultural groups during their respective heritage month celebrations.

We pray and will certainly much appreciate your favorable consideration of our request.

Most sincerely,

Tony A. San Juan, OCT
Chairman - FHMC
416-491-2346

CC:

Board of Trustees Chair Barbara Poplawski
Trustee Garry Tanuan
Philippine Consul General Rosalita S. Prospero



**FILIPINO-CANADIAN PARENTS ASSOCIATION IN CATHOLIC EDUCATION
(FCPACE)**

April 25, 2018

Mr. Rory McGuckin

Director

Toronto Catholic District School Board
Catholic Education Centre
80 Sheppard Avenue East, North York
Toronto, Ontario

Dear Mr. R. McGuckin,

November 8, 2017 was a historic day for the Filipino community particularly in the City of Toronto. On this day, the City of Toronto council passed the motion declaring the month of June as a Filipino Heritage Month annually. It is the first in Canada. It is time to recognize and acknowledge the many contributions that Filipinos have contributed to the fabric of Canada

On behalf of the Filipino-Canadian Parents Association in Catholic Education (FCPACE), I write to you to support the call to also declare the month of June as Filipino Heritage Month in the Toronto Catholic District School Board (TCDSB). Specifically, we request that TCDSB celebrate June 12 of every year (or the Monday following if June 12 falls on a week-end).

You probably know that a great majority of the TCDSB student population is of Filipino origin. The Philippines is the only Christian country in Asia and more than 80% are Roman Catholic. The Philippines is also the top source of temporary foreign workers by Canada. The Filipino community is the fourth largest diverse group in Canada and in Toronto (considering that Filipinos come from one country as opposed to the other diverse groups). There are about 160,000 people of Filipino origin in Toronto.

In this light, the Filipino-Canadian Parents Association in Catholic Education (FCPACE) requests that TCDSB declare June as a Filipino Heritage Month and June 12 be designated as a special day for the students of Filipino origin. June 12 is especially significant for the Filipino community because it is the Independence Day of the Philippines.

Congratulations as well. I am happy that the TCDSB has implemented the PASSOC project. Celebrating the Filipino Heritage in the TDCSB would greatly improve the continuing efforts to engage and inspire the parents and students of Filipino origin in identifying and understanding their roots, culture and heritage.

If you have questions or need more information, please contact me at 6474778722 (home) or 4163208703 (mobile).

Mabuhay and God bless,

Paulina Corpuz

President, Filipino-Canadian Parents Association in Catholic Education (FCPACE)

cc:

Board Trustee Chair Barbara Poplawski; Trustee Garry Tanuan, Philippine Consulate General Rosalita S. Prospero

*Formed in October 2013, the **Filipino-Canadian Parents Association in Catholic Education (FCPACE)** is a community based organization of parents, guardians and supporters whose aims are to organize and engage parents to support Catholic Education and improve student achievement and success.*



**CONSULATE GENERAL OF THE REPUBLIC OF THE PHILIPPINES
TORONTO**

RSP-LTR-103-2018

26 April 2018

Dear Director McGuckin,

This year marks a milestone in the history and cultural identity of the Filipino diaspora in Canada with the celebration of the 120th Anniversary of the proclamation of Philippine Independence and the proclamation of the month of June as Filipino Heritage Month by the Toronto City Council last November 8, 2017. This year also holds a special meaning for the Philippine Consulate General as it will celebrate its 40th year of establishment as a Consulate General in the City of Toronto.

According to the latest data from Statistics Canada, Toronto is home to 274,670 Filipinos while 322,415 individuals surveyed in the province of Ontario identified themselves as of Filipino descent. Indeed, Filipinos have contributed in enriching the diversity and social fabric not only of Toronto, but also other areas where there is a huge Filipino population. Moreover, as you may be aware, a vast majority of Filipino children attend the Toronto Catholic District School Board.

We commend the initiatives of the Filipino community, as spearheaded by the Filipino Heritage Month Council (FHMC) and the Filipino-Canadian Parents Association in Catholic Education (FCPACE), to celebrate June as Filipino Heritage month across all sectors of society, including public education. It is in this light that we would like to express our strong support for their request addressed to the Toronto Catholic District School Board to declare June 12 as Filipino Heritage Day and/or the month of June as Filipino Heritage Month.

We look forward to your most favorable consideration.

Very truly yours,

Rosalita S. Prospero
ROSALITA S. PROSPERO
Consul General

Mr. Rory McGuckin
Director for Education
Toronto Catholic District School Board
80 Sheppard Avenue East
Toronto, ON
Via email: rory.mcguckin@tcdsb.org

CC: Ms. Barbara Poplawski
Board Trustee Chair
Toronto Catholic District School Board
Via email: barbara.poplawski@tcdsb.org

JUNE 12 FILIPINO HERITAGE DAY & JUNE AS FILIPINO HERITAGE MONTH AT TCDSB

WHEREAS: Toronto is Home to almost 300,000 Canadians of Filipino descent. Filipinos have contributed in enriching the diversity and social fabric not only in this region of Ontario, but also areas across Canada. A vast majority of Filipino children attend the Toronto Catholic District School Board;

AND WHEREAS: The 2018 year marks a milestone in the history and cultural identity of the Filipino diaspora in Canada with the celebration of the 120th Anniversary of the proclamation of *Philippine Independence* in 1898 and the proclamation of the month of June as *Filipino Heritage Month* by the Toronto City Council, on November 8, 2017. This year also holds a special meaning for the Philippine Consulate General's office as it will celebrate its 40th year of establishment as a Consulate General in the City of Toronto;

AND WHEREAS: The Philippines' rich cultural heritage and vibrant passion for our Catholic faith greatly enhance the TCDSB's Mission & Vision which would encourage and engage our Catholic schools especially those with plans to offer in-school events during the June Filipino Heritage Month and throughout the year;

AND WHEREAS: This will be an unique opportunity to highlight the immense contribution of the Philippine Arts and Social Studies in the Ontario Curriculum (PASSOC) Project, a collaboration between the Toronto Catholic District School Board and York University that has gained significant public and media attention while also enhancing the academic achievement of students across the City of Toronto;

NOW THEREFORE, the Toronto Catholic District School Board hereby proclaims **June 12** as *Filipino Heritage Day* and **June** as *Filipino Heritage Month* in the TCDSB annually, with elementary and secondary schools encouraged to mark the auspicious Filipino Heritage Day with their own in-school celebrations through various educational, cultural, and religious activities throughout the Board.

Barbara Poplawski
Chair of the Board

Rory McGuckin
Director of Education



REPORT TO

REGULAR BOARD

AD-HOC DIRECTOR PERFORMANCE APPRAISAL COMMITTEE

Remember your leaders, those who spoke the word of God to you; consider the outcome of their way of life, and initiate their faith. Hebrews 13:7

| Created, Draft | First Tabling | Review |
|------------------------------------|---------------|---|
| May 9, 2018 | May 17, 2018 | Click here to enter a date. |
| P. Matthews, General Legal Counsel | | |

RECOMMENDATION REPORT

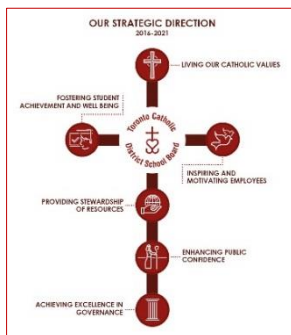
Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T.B.D.
Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

Policy H.C.06 Performance Appraisal: Director of Education requires that an Ad Hoc Director Performance Appraisal Committee be established at the May Board meeting. The committee will be composed of the following members: Chair, Vice Chair, Chairs of the Standing Committees, *and one Trustee elected at the May Board meeting.*

The cumulative staff time required to prepare this report was 1 hour.

B. PURPOSE

1. To establish an Ad Hoc Director Performance Appraisal Committee and design the next Performance Review Questionnaire based on the Director's performance goals established in October, previous.

C. BACKGROUND

1. **May 8, 2018** – At the Governance and Policy Committee, the committee recommended updates to H.C. 06 Performance Appraisal: Director of Education, to be approved by the Board of Trustees.
2. Noted in the policy is the requirement to establish the Ad Hoc Director Performance Appraisal Committee at the May Board meeting (May 17, 2018).

D. EVIDENCE/RESEARCH/ANALYSIS

1. Under the policy, the Ad Hoc Committee is composed of the following:
 - Chair;
 - Vice Chair;
 - Chairs of the Standing Committees
 - Student Achievement and Well Being, Catholic Education and Human Resources;
 - Corporate Services, Strategic Planning and Property Committee;
 - Governance and Policy Committee.
 - One Trustee elected at the May Board Meeting.

2. The primary function of the Director Performance Appraisal Committee is to design the next Performance Review Questionnaire based on the Director's performance goals established in October, previous.

E. STAFF RECOMMENDATION

That the Board elect one Trustee to serve on the Ad Hoc Director Performance Appraisal Committee.



REPORT TO

REGULAR BOARD

APPOINTMENT OF A TRUSTEE TO THE AUDIT COMMITTEE

Let the Lord, the God of the spirits of all flesh, appoint someone over the congregation.
Numbers 27:16

| Created, Draft | First Tabling | Review |
|----------------|---------------|-----------------------------|
| May 9, 2018 | May 17, 2018 | Click here to enter a date. |

P. Matthews, General Legal Counsel

RECOMMENDATION REPORT

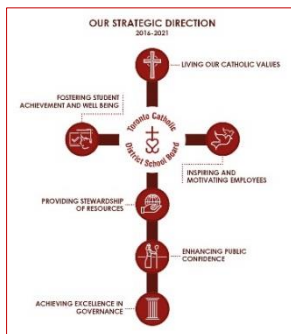
Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T.B.D.
Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

The term for the TCDSB Audit Committee is four years, ending on November 30, 2018. Arising out of the resignation of a Trustee from the Audit Committee, it is necessary for the Board to appoint another Trustee to that committee.

The cumulative staff time required to prepare this report was 1 hour.

B. PURPOSE

1. This report requires the appointment of a Trustee to the TCDSB Audit Committee until the end of the term, November 30, 2018.

C. BACKGROUND

1. March 28, 2018 – A Trustee notified the Recording Secretary that he was resigning from the TCDSB Audit Committee.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Ontario Regulation 361/10 made under the Education Act stipulates the composition of a school board's audit committee as follows:
Sec. 3.(1) 2. *If the board has eight or more board members, but less than fifteen, the audit committee shall consist of five members, including three board members and two persons who are not board members.*
2. There are only two remaining board members on the Audit Committee, so it is necessary to appoint a third board member to satisfy the requirements under the Education Act.

E. STAFF RECOMMENDATION

That the Board appoint a Trustee to the Audit Committee to complete the term ending on November 30, 2018.



REPORT TO

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO SCHOOL EVENTS COMMUNICATIONS AND INVITEE PROTOCOLS POLICY (S.02)

*Do not neglect to do good and to share what you have, for such sacrifices are pleasing to God.
Hebrews 13:16*

| Created, Draft | First Tabling | Review |
|--|---------------|--------|
| May 8, 2018 | May 17, 2018 | |
| Angela Kennedy, Chair, Governance and Policy Committee Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development | | |
| RECOMMENDATION REPORT | | |

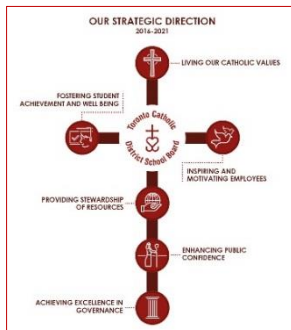
Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Members of the Committee:

- Angela Kennedy, Chair
- Jo-Ann Davis, Vice Chair
- Nancy Crawford, Trustee Ward 12
- Ann Andrachuk, Trustee Ward 2
- Barbara Poplawski, Ex-Officio
- Maria Rizzo, Ex-Officio

A. EXECUTIVE SUMMARY

This report recommends updates to the current School Events Communications and Invitee Protocols policy (S.02) including the order of speakers at events.

The cumulative staff time required to prepare this report was 1 hour

B. PURPOSE

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

C. APPENDIX A

APPENDIX A: School Events Communications and Invitee Protocols policy (S.02) with proposed amendments

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the School Events Communications and Invitee Protocols policy (S.02) as amended and proposed in Appendix A.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: SCHOOL EVENTS COMMUNICATIONS
AND INVITEE PROTOCOLS

POLICY NO: S.02

| | | |
|---|---|---|
| Date Approved: December 6, 2006 | Date of Next Review: May 2023 | Dates of Amendments: November 9, 2012 May 17, 2018 |
| Cross References: S. 08 Blessing and Official Opening of Schools <i>T. 06 consolidated</i> | | |
| Appendix | | |

Purpose:

This Policy provides direction on how to communicate school events to various stakeholder groups and identify common standards of practice for who should be invited to these events.

Scope and Responsibility:

The policy governs communication of school events and who must be invited to various events held at the school or by the school. The school Principal will be responsible to follow the policy as they support the planning of school functions.

Alignment with MYSP:

Strengthening Public Confidence

Achieving Excellence in Governance



| | |
|------------------------|---|
| POLICY SECTION: | SCHOOLS |
| SUB-SECTION: | |
| POLICY NAME: | SCHOOL EVENTS COMMUNICATIONS AND INVITEE PROTOCOLS |
| POLICY NO: | S.02 |

Policy:

As a Catholic community, we seek to share our good news and school celebrations with our local community.

Regulations:

The following procedure shall be adopted with respect to school events and celebrations of significance:

1. Trustees, in whose ward the school is located, shall be invited to attend school functions to which the school community has been invited, and will be consulted prior to setting the date of the event.
2. Where appropriate, the Principal/designate should notify the Communications department of the TCDSB of the date, time and details of such event. The Communications department will report this in its listing of school events taking place.
3. In agreement with the Principal, a media release will be prepared and sent out to appropriate local print, television and radio outlets, city councillors, Trustees and senior TCDSB officials. Information about the event will also be placed on the home page of the TCDSB portal and communicated through electronic and social media.
4. The area Superintendent and local Trustee should always be invited to special events held at the school. Where a politician has been invited into a school the Superintendent and Trustee must be invited. The Catholic School Advisory Council Chair and/or Vice Chair and local Parish priests should also be notified and invited to special school events.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: SCHOOL EVENTS COMMUNICATIONS AND INVITEE PROTOCOLS

POLICY NO: S.02

5. Depending on the nature of the event, schools may also wish to invite the Director of Education, Associate Director(s), and the Chair and Vice-Chair of the Board. Local City Councillor, Provincial MPP, Federal MP, local community representatives and all applicable current and former TCDSB senior staff could also be included on the guest list.
6. **The order of speakers for school events shall be consistent with Blessing and Official Opening of Schools Policy (S.08), Regulation 3:**

Order of Speakers at TCDSB School Events

- **Principal of the School**
- **Chair of the Board (Vice-Chair or designate)**
- **Archbishop/Bishop (Archdiocese Representative)**
- **Minister of Education**
- **Appropriate Trustee**
- **Local Member of Provincial Parliament**
- **Local Member of Parliament**
- **Representative of the Municipality**
- **Director of Education**
- **Chair of Catholic School Advisory Council**
- **Parish Priest**
- **President of the Student Council, where applicable**



POLICY SECTION: SCHOOLS
SUB-SECTION:
POLICY NAME: SCHOOL EVENTS COMMUNICATIONS
AND INVITEE PROTOCOLS
POLICY NO: S.02

Definitions:

School event

At the TCDSB, school events consist of, but not limited to:

New School Openings/Blessings, School Anniversaries, School Graduations (Elementary and Secondary), Ground Breaking Ceremonies, Celebrations or Initiatives organized jointly with National, Provincial, Municipal, local and community partners.

Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following:

- Through the Communications department, Trustees will be surveyed about their experience.
- One month prior to the date of review, schools will report on implementation of this policy.



REPORT TO

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO PERFORMANCE APPRAISAL: DIRECTOR OF EDUCATION POLICY (H.C.06)

*Remember your leaders, those who spoke the word of God to you; consider the outcome of their way of life, and imitate their faith.
Hebrews 13:7*

| Created, Draft | First Tabling | Review |
|----------------|---------------|--------|
| May 8, 2018 | May 17, 2018 | |

Angela Kennedy, Chair, Governance and Policy Committee
Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development

RECOMMENDATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Members of the Committee:

- Angela Kennedy, Chair
- Jo-Ann Davis, Vice Chair
- Nancy Crawford, Trustee Ward 12
- Ann Andrachuk, Trustee Ward 2
- Barbara Poplawski, Ex-Officio
- Maria Rizzo, Ex-Officio

A. EXECUTIVE SUMMARY

This report recommends updates to the Performance Appraisal: Director of Education policy (H.C.06) including alternating annually between a limited review and a more fulsome review.

The cumulative staff time required to prepare this report was 1 hour

B. PURPOSE

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

C. APPENDIX

APPENDIX A: Performance Appraisal: Director of Education policy (H.C.06) with proposed amendments

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Performance Appraisal: Director of Education policy (H.C.06) as amended and proposed in Appendix A.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: COMPENSATION
POLICY NAME: PERFORMANCE APPRAISAL:
 DIRECTOR OF EDUCATION
POLICY NO: H.C.06

| | | |
|--|--|---|
| Date Approved: October 4, 2006 | Date of Next Review: May 2020 (biennial) | Dates of Amendments: May 2013; September 2013; February 25, 2016-Board; May 17, 2018 |
| Cross References: Multi-year Strategic Plan Director of Education's Term Employment Contract Trustee Code of Conduct Executive Search Committee Recommendation Report to Board, March, 2017 Education Act, Section 283 (2) and 283.1, Section 169.1 | | |
| Appendix A - TCDSB Performance Review Process for the Director of Education Appendix B - Director of Education Candidate Profile, 2017 | | |

Purpose

The Board of Trustees and the Director of Education collaborate to provide each student at the Toronto Catholic District School Board with meaningful Catholic faith development experiences and exemplary education. This policy will establish a standardized, fair and transparent framework for the annual performance review process of the Director by the Board of Trustees. The process will measure the degree to which the director is fulfilling this mandate, and will provide a structured opportunity for the Director to receive feedback and identify concerns in a timely and supportive way to facilitate resolution.

Scope and Responsibility

This policy applies to the Director of Education and is managed by the elected Trustees. The Board of Trustees is responsible for this policy.



| | |
|------------------------|---|
| POLICY SECTION: | HUMAN RESOURCES |
| SUB-SECTION: | COMPENSATION |
| POLICY NAME: | PERFORMANCE APPRAISAL: DIRECTOR OF EDUCATION |
| POLICY NO: | H.C.06 |

Alignment with MYSP

Living Our Values

Achieving Excellence in Governance

Fostering Student Achievement and Well Being

Policy

The Director of Education is responsible for implementing the Toronto Catholic District School Board's Vision, Mission and Multi-Year Strategic Plan. The Board of Trustees shall conduct an annual performance review of the Director through a fair process, providing constructive feedback in a manner that supports and strengthens the integrity of the roles performed by the Director and the Board.

Regulations

1. The Trustees and the Director of Education will jointly develop the content, process and the methods of data collection and review. The Performance Review is not intended to encompass every aspect of the Director's work, but to focus on the goals determined for the year under review. (Appendix A)
2. The Performance Review Process will be developmental in its nature, providing for a joint learning opportunity between the Director and the Board of Trustees to affirm success and improve identified areas of need.
3. The process by which the Director's performance is reviewed and the occurrence of the review will be made known to the public.
4. The content of the review surveys, the feedback to the Director, discussions with the Trustees and subsequent documentation will be held in confidence.



POLICY SECTION: HUMAN RESOURCES

SUB-SECTION: COMPENSATION

**POLICY NAME: PERFORMANCE APPRAISAL:
DIRECTOR OF EDUCATION**

POLICY NO: H.C.06

The review surveys shall be based on the Director's areas of responsibility as outlined in the following sources:

- i. the Education Act;
 - ii. the Ontario Leadership Framework for Supervisory Officers-five leadership practices;
 - iii. the Candidate Profile from the recruitment of the Director of Education (Appendix A);
 - iv. the goals established jointly for the year based on the above and the Multi-Year Strategic Plan
- 5. The annual performance review process will alternate between a limited reviewer pool and a more fulsome reviewer pool:**
- (a) Internal staff and external community reviewers are limited to twenty individuals, chosen randomly from selected groups.
 - (b) The fulsome reviewer format will include an expanded reviewer pool and may involve a 360 degree format.**
6. The results of each annual review are linked to any salary changes in compliance with the Director's Term Employment contract.
7. The Director will be provided with a written copy of his/her performance review and will be permitted an opportunity to respond to it. ~~In the event there is~~ **Should** any significant disagreement concerning the performance review arises between the Director and the Board, the Director will provide the Chair of the Board with a written response outlining the area(s) of disagreement. Upon receipt of the Director's response, the Chair would present this response to the Trustees in **order** ~~an effort~~ to come to a reasonable resolution.



| | |
|------------------------|---|
| POLICY SECTION: | HUMAN RESOURCES |
| SUB-SECTION: | COMPENSATION |
| POLICY NAME: | PERFORMANCE APPRAISAL: DIRECTOR OF EDUCATION |
| POLICY NO: | H.C.06 |

8. The Board of Trustees will approve a public motion confirming that the Director's performance review process has been completed in accordance with this policy.

9. Before the review occurring at the end of the second to last year of the Director's contract, the Chair will initiate separate succession planning discussions with the Board of Trustees and with the Director to determine preliminary interest in extending the Director's Term Employment Contract. This will provide direction on the requirement to initiate an executive search process in sufficient time. (Appendix B)

Definitions

Board of Trustees

The twelve elected officials charged with governing the TCDSB.

Chair of the Board

The Trustee elected by the Board of Trustees to serve as Chair of the Board for the year, shortened to The Chair.

Director of Education

The Chief Executive Officer and Secretary to the Board, shortened to The Director.

Term Employment Contract

The terms and conditions of the Director of Education's employment, shortened to Contract.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: COMPENSATION
**POLICY NAME: PERFORMANCE APPRAISAL:
DIRECTOR OF EDUCATION**
POLICY NO: H.C.06

Evaluation and Metrics

The effectiveness of this Policy will be evaluated by the Board of Trustees after each performance review cycle in October of each year. The criteria will include ease of implementation and achievement of the Policy objectives.



Director of Education Performance Review

Guiding Principles

1. The Performance Review Process is developmental in nature, it is a joint learning opportunity between the Director and the Board of Trustees to affirm success and improve identified areas of need.
2. The process and its annual occurrence are transparent and available for public information. The process is well understood and communicated to stakeholders.
3. The content of the review surveys, the feedback to the Director and discussions with the Trustees are held in confidence and the documents are stored confidentially
4. The Process is conducted in a respectful and collaborative manner.
5. The Director and the Trustees jointly develop the content (the goals to be reviewed each year), the process and the methods of data collection and review.
6. The Director and the Trustees share information frequently and schedule at least two formal updates throughout the year.
7. Limited Number of Goals to be reviewed each year: The Performance Review will focus on a limited number of results-oriented goals determined for the year under review.
8. Evidence, both qualitative and quantitative, is to be observed by Trustees and internal and external reviewers throughout the year.
- ~~9. Review of the Director's performance may serve to determine performance-related pay in the Board's Executive Compensation Plan.~~





Director of Education Performance Review

Performance Review Process

The Annual Performance Appraisal period is considered to be the calendar year from October 1 to September 30. The review cycle is conducted yearly, with the formal review activities occurring within the first two weeks of October. The following process will form the basis of the Director of Education's Performance Review:

First Week of October – Progress Report and Questionnaires

- Director will provide a progress report in a meeting with Trustees
- Questionnaire based on previously-established goals for the Director's performance is distributed to Trustees
- Questionnaires will be completed anonymously on the evening of distribution
- Different, parallel performance appraisal provided to selected staff members at various levels in the organization and community members (including external, prominent Catholic community leaders) for completion
- One week later, the Chair provides the Director with a copy of the different Questionnaires

**Middle of October – Review of Questionnaire Results**

- Chair summarizes the results of both sets of Questionnaires and presents results to the Trustees
- Chair meets with the Director to discuss the performance feedback
- Director presents Performance Goals for the upcoming year to Trustees and consensus about the nature of the performance Goals is sought

**May – Ad Hoc Director Performance Appraisal Committee**

- Ad Hoc Committee Composition: Chair, Vice-Chair, Chairs of the Standing Committees, and one Trustee elected at the May Board meeting
- Design the next Performance Review Questionnaire based on the Director's performance goals established in October, previous



The following profile represents the qualities and competencies sought for a Director of Education at the Toronto Catholic District School Board. The profile has been adapted from the following sources:

- Council of Ontario Directors of Education, *Role of Director*, 2005
- Ontario Education Services Corporation Trustee Development Program Modules
- Institute for Catholic Education, Profile for a Catholic Director of Education in 21st Century
- ~~PROMEUS, Partners in Executive Search~~, **Odgers Berndtson, Executive Search Firm**, *Candidate Profile*
- **Ontario Catholic Leadership Framework for System Leadership**

Role of the Toronto Catholic District School Board Director of Education

The Toronto Catholic District School Board Director of Education is called upon to be an exemplary Catholic educator with a deep and abiding commitment to the Catholic faith, community and culture. The role requires the knowledge, skills and political acuity to lead the learning of trustees, senior staff, school and system leaders, parents, students, and the broader community in an environment informed by the Ontario Catholic School Graduate Expectations and Ministry of Education curriculum through the lens of faith, hope, love, community, dignity of persons, excellence, justice and stewardship for creation.

Under the *Education Act* the director is the “chief education officer” and “chief executive officer” and is required to “develop and maintain an effective organization and programs required to implement board policies” (s.283).

Responsibilities of the Director of Education

The director is hired by and responsible to the board of elected trustees of the TCDSB. The director is accountable to the Ministry to ensure compliance with provincial law and curriculum. In addition, the Director of the TCDSB has a responsibility to ensure faithfulness to the teachings of the Catholic Church throughout the board and to maintain a positive and effective relationship with the Archdiocese.

Catholic Director of Education Profile 2017

The director is the sole employee who reports directly to the elected board. All authority delegated by the elected board to staff is delegated through the Director of Education.

Job Description

The following template offers a job description for the role of Director of Education. The criteria we **expected in an individual a system leader** is one who supports 21st century learning, demonstrates a commitment to Catholic education **and equity of outcomes**, is a practicing Catholic and will facilitate achievement of the Toronto Catholic District School Board's current and future priorities.

The Director of Education and Chief Executive Officer of the Toronto Catholic District School Board, as outlined in the *Education Act*: 283.1, will fulfill the following roles:

- within policies established by the board, develop and maintain an effective organization and the programs required to implement such policies;
- annually review with the board the multi-year plan;
- ensure that the multi-year **strategic plan** developed establishes the board's priorities and identifies specific measures that will be applied in achieving those priorities and in carrying out its duties under the *Education Act*, in particular its responsibility for student achievement;
- implement and monitor the implementation of the multi-year plan;
- report periodically to the board on the implementation of the multi-year plan;
- act as secretary to the board;
- immediately upon discovery bring to the attention of the board any act or omission by the board that in the opinion of the director of education may result in or has resulted in a contravention of the *Education Act* or any policy, guideline or regulation made under the *Education Act*; and
- if a board does not respond in a satisfactory manner to an act or omission brought to its attention advise the Deputy Minister of the Ministry of Education of the act or omission.

Catholic Director of Education Profile 2017

In addition to the requirements of the Education Act, the ideal candidate will have demonstrated expertise, experience, knowledge, leadership skills in providing Catholic leadership, commitment, and direction in the following areas by focusing on:

- Catholic faith, Community and Culture;
- Leading Vision into Organizational Practice;
- Effective and Proactive Media Relations;
- Building Relationships Among Staff and Internal and External Stakeholders;
- An innovative approach to problem solving.

Student Achievement and Well-being

The Director of Education:

- builds and communicates a shared vision of Catholic education, rooted in Gospel values and focused on improving the achievement and well-being of all students, staff and parents in the TCDSB community.
- promotes, protects and provides excellence in academic, physical and spiritual well-being of students.
- inspires, motivates and encourages trustees, senior staff and all members of the TCDSB community to continually learn and innovate and strive for excellence in Catholic education.
- takes the necessary steps to provide a safe, caring, ~~ee~~-inclusive learning environment that promotes a sense of collective responsibility for the worth and dignity of all members of the community. Provides advice and leadership to the board in setting goals for leading practices in student achievement and in promoting the value that all children can learn.
- ensures that every student has the opportunity to work toward meeting the Ontario Catholic School Graduate Expectations and the standards of education mandated by the Ministry of Education.
- ensures a consistent and continuous board-wide focus on student achievement, using system and school data to monitor progress, and supports and encourages the same for schools.
- ensures that the student is at the centre of planning and resource management.

Catholic Director of Education Profile 2017

- develops Catholic learning communities in collaborative and growth-oriented cultures.
- recruits, hires and retains staff with the interest and capacity to further the Board's goals.
- provides resources in support of curriculum instruction and the Ontario Catholic School Graduate Expectations.
- allocates resources so that superintendents and principals can implement strategies which secure high standards of behaviour and attendance.
- takes the necessary steps to provide facilities to accommodate students.

Educational Leadership

The Director of Education:

- provides leadership and direction in all matters relating the Catholic education in the district.
- develops and maintains positive and effective relations with staff at the provincial and local government levels.
- establishes and facilitates a process that promotes systematic and comprehensive program links that support school, parish and family life.
- ensures policies and procedures and embedded with the fundamental concepts of human dignity, social justice and environmental stewardship reflective of our Catholic beliefs and traditions.
- in accordance with the director's responsibility to the Ministry of Education through the Deputy Minister provides a director's annual report to the Ministry.
- promotes and encourages the use of new and emerging technologies to support teaching and learning.
- demonstrates a strong vision that supports 21st century learning.

Director/Board Relations

The Director of Education:

- establishes and maintains positive working relations with the Board of Trustees
- provides leadership in ensuring effective governance practices that foster excellence in Catholic education.

Catholic Director of Education Profile 2017

- supports the Board of Trustees in performing its role and facilitates the implementation of its role as outlined in board policy.
- provides ongoing learning opportunities for trustees to deepen their knowledge and skills regarding their governance role.
- support the role of trustees in advocacy role for excellence in publically funded Catholic education.
- provides opportunities for ongoing faith formation of trustees
- communicates effectively with the governing board and individual trustees

System Leadership

The Director of Education:

- demonstrates visionary and strategic leadership that has support of the senior staff, school and system leaders, parents, students and the larger community.
- develops effective approaches for succession planning at all levels of the system beginning with the Directorship.
- demonstrates a willingness to participate on provincial executive committee to execute the vision of the board.

Fiscal Responsibility

The Director of Education:

- ensures that the fiscal management of the district is in accordance with the Ministry's Student Focused Funding Model, other applicable grant regulations, and in accordance with the provisions of the *Education Act* and Regulations.
- ensures that the fiscal management of the district is in alignment with the elected board's multi-year strategic plan and the mandate of a Catholic school system.

Organizational Management

The Director of Education:

- demonstrates effective organizational skills that result in district compliance with all legal, Ministerial and Board mandates and timelines.

Catholic Director of Education Profile 2017

- reports to the Minister with respect to matters identified in and required by the *Education Act* and Regulations.
- bring to the attention of the board any act or omission by the board that in the opinion of the Director of Education may result in or has resulted in a contravention of the *Education Act* or any policy, guideline or regulation made under the Act; and if the board does not respond in a satisfactory manner to an act or omission brought to its attention, advise the Deputy Minister of the Ministry of the act or omission.
- nurtures partnership with organizations to benefit student achievement and the goals of the board.

Planning

The Director of Education:

- provides leadership for the development of the board's multi-year plan and annual review of the multi-year plan.
- ensure the multi-year plan establishes board priorities rooted in the gospel and Catholic social teachings as well as evidenced based and exemplary educational practices.
- identifies specific actions that will be taken to achieve those priorities, specifically with regard to the board's responsibility for student achievement.
- ensures appropriate involvement of the board of trustees (approval of process and timelines, establishment of board strategic priorities, key results and final board approval).
- reports regularly on implementation and results achieved in relation to the board's multi-year strategic plan and district improvement plans.

Personnel Management

The Director of Education:

- models acceptance of the responsibility to spiritual leadership and pastoral care and situations within the context of a Catholic faith community and school system.

Catholic Director of Education Profile 2017

- demonstrates respect for the dignity of all through inclusive practices, whereby each individual is valued, diversity is celebrated, and belonging is nurtured.
- understands the director's overall authority and responsibility for all hiring, monitoring, evaluation and termination of personnel.
- ensures effective systems are in place for the recruitment, selection, supervision, development and performance review of all staff.
- ensures ongoing capacity building, professional learning and succession planning throughout the organization.
- utilizes performance appraisal process to foster ongoing formation and growth in Catholic leadership practices.
- ensures compliance with human rights and labour relations legislation.

Policy

The Director of Education:

- provides leadership in the planning, development, implementation and evaluation of board policies.
- ensures policies reflect the *Education Act*, other pertinent legislation and are anchored in evidence based best practices and Catholic social teachings.
- ensures policies and procedures are embedded with the fundamental concepts of human dignity, equity, social justice and environmental stewardship.

Communications and Community Relations

The Director of Education:

- establishes effective communication strategies to keep the district informed of key monitoring reports, student and staff success, local issues and board decisions.
- ensures that open, transparent and positive internal and external communications are in place.
- ensures that Catholic School Advisory Councils, the Catholic Parent Involvement Committee and the Special Education Advisory Committee have the opportunity to provide appropriate advice and support as required in the regulations and/or board policy.

Catholic Director of Education Profile 2017

- ensure positive relationship with Archdiocese and supports school communities in nurturing close relationships with local parishes.
- participates in community affairs in order to enhance and support the district.
- develops and maintains strong community presence through strategic planning, use of social media communication tools.
- establish a strong communications protocol and successfully execute strategy.

Student, Staff and District Recognition/Public Relations

The Director of Education:

- establishes effective recognition programs and strategies to ensure that the internal and external audiences are aware of student, staff and district successes.

Leadership Practices

Within the context of the requirements set out in legislation, Ministry of Education policy and guidelines, and the director's local job description, the six leadership practices with from the basis of the Catholic director's performance review are:

- Catholic faith, community and culture
- Setting directions
- Building relationships and developing people
- Developing the organization
- Leading the instructional program
- Securing accountability

Accountability of the Board of Trustees under Provincial Interest Regulation

The Director of Education for the Toronto Catholic District School Board must also be knowledgeable about the Provincial Interest Regulation (PIR). This regulation sets out actions that can be taken by the Minister of Education if the Minister has concerns about a school board in one or more of the following areas:

- Academic achievement of students
- Student health and safety



Catholic Director of Education Profile 2017

- Good governance of the school board
- Performance of the board and of the Director of Education in carrying out their responsibilities under the *Education Act*
- Parent involvement

~~TCDSB Director of Education Candidate Profile~~

~~Based on the characteristics below, the ideal candidate for Director of Education at TCDSB:~~

- ~~• is a transformational leader who demonstrates, in both word and deed, a passion for Catholic Education and a commitment to the gospel values and teachings of Christ and the Catholic Church;~~
- ~~• inspires the continued growth of our students, dedicated staff and communities;~~
- ~~• possesses the know-how to provide effective strategic leadership and support in implementing the Board's goals and objectives;~~
- ~~• has clearly demonstrated, that while a board must be run with business acumen, the business of the board is education;~~
- ~~• has a proven history of successful educational innovation;~~
- ~~• brings demonstrated success in dealing with complexity, turning challenges and conflict into opportunities for progress;~~
- ~~• possesses a highly regarded reputation for integrity;~~
- ~~• has the ability to relate respectfully and effectively with people of widely diverse backgrounds ensuring that diversity is a major asset;~~
- ~~• will be a superb communicator within the board and bring experience about how to develop and implement new and creative ways for all internal stakeholders to work effectively together in common cause for a better future for students and the community;~~
- ~~• has demonstrated skills in developing effective relationships with all external stakeholders, including the municipal and provincial governments and the media;~~
- ~~• is able to confidently and effectively manage the internal and external political challenges associated with the high level requirements of a chief executive officer;~~
- ~~• has the know-how to actively support and lead the development of a strong and effective approach to governance, the confidence and ability to "speak truth to power" in an appropriate, respectful and consistent manner in ensuring that the Board's Code of Conduct is an effective and living document;~~
- ~~• will be in good standing with the Ontario College of Teachers, and hold Supervisory Officer's qualifications consistent with those outlined per the *Amendments to Ontario*~~



Catholic Director of Education Profile 2017

~~Regulation 309: Supervisory Officers Qualifications and Appointment of Supervisory Officers and Directors of Education.~~



REPORT TO

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO LOGO USE POLICY (T.16)

Let no evil talk come out of your mouths, but only what is useful for building up, as there is need, so that your words may give grace to those who hear.
Ephesians 4:29

| Created, Draft | First Tabling | Review |
|--|---------------|--------|
| May 8, 2018 | May 17, 2018 | |
| Angela Kennedy, Chair, Governance and Policy Committee Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development | | |
| <h3>RECOMMENDATION REPORT</h3> | | |

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Members of the Committee:

- Angela Kennedy, Chair
- Jo-Ann Davis, Vice Chair
- Nancy Crawford, Trustee Ward 12
- Ann Andrachuk, Trustee Ward 2
- Barbara Poplawski, Ex-Officio
- Maria Rizzo, Ex-Officio

A. EXECUTIVE SUMMARY

This report recommends updates to the current Logo Use policy (T.16) in meta policy format including Logo Use Guidelines.

The cumulative staff time required to prepare this report was 1 hour

B. PURPOSE

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

C. APPENDIX

APPENDIX A: Logo Use policy (T.16) with proposed amendments and Logo Use Guidelines

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Logo Use policy (T.16) as amended and proposed in Appendix A.



POLICY SECTION: TRUSTEES
SUB-SECTION:
POLICY NAME: LOGO USE
POLICY NO: T.16

| | | |
|--|--|---|
| Date Approved: January 29, 1977 November 19, 1987 | Date of Next Review: May 2023 | Dates of Amendments: November 19, 1987 October 25, 2012 May 17, 2018 |
| Cross References: Copyright Act R.S.C.1985 c. C042 Advertising (A.03) | | |
| Appendix Corporate Logo Use Guidelines | | |

Purpose:

This Policy provides direction on the use of the Toronto Catholic District School Board's corporate logo.

Scope and Responsibility:

The policy governs all internal and external uses of the Board's corporate logo. The Director of Education is responsible for this policy. The Senior Coordinator of Communications and his/her communications staff are authorized to ensure adherence to the policy.

Alignment with MYSP:

Strengthening Public Confidence
 Achieving Excellence in Governance
 Inspiring and Motivating Employees

Financial Impact:



POLICY SECTION: TRUSTEES
SUB-SECTION:
POLICY NAME: LOGO USE
POLICY NO: T.16

~~Generally, there is no significant financial impact.~~

Legal Impact:

~~Unauthorised use of the TCDSB logo is not permitted by the Copyright Act R.S.C. 1985 c. C 42.~~

Policy:

The Toronto Catholic District School Board mandates the use of a logo which identifies it as a public, Catholic educational institution, distinguishable from other corporations.

As Canada's largest Catholic school board, the TCDSB corporate logo is an integral part of the Board's brand as a leader in building communities of faith, anchored in hope with heart and charity. The TCDSB corporate logo combines the cross, the anchor and the heart, representing the three theological virtues of faith, hope and charity, symbols used by the early Christians in the catacombs.

Regulations:

1. The use of the TCDSB corporate logo shall be affixed to the following:
 - a. Official Board communications materials, publications and documents in both print, and web-based digital formats;
 - b. social media platforms;**
 - c. Board property;
 - d. Signs on construction sites;
 - e. Business cards for trustees and employees;
 - f. Official Board and trustee stationery;



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: LOGO USE

POLICY NO: T.16

- g. Other Board materials as authorized by the Board of Trustees, Director of Education or his/her designate (Board Communications Department); and
- h. ~~As authorized by the Board of Trustees.~~
2. Trustees shall be authorized to use the logo on material they are distributing to their ratepayers but not on election material after nomination day.
 3. Approval for the use of the TCDSB corporate logo shall be made to the TCDSB Communications Department and must comply with the TCDSB Corporate Logo Use Guidelines.
 4. Action shall be taken against any person(s) or corporation(s) not authorized to use the TCDSB logo.
 5. Staff will develop and maintain the TCDSB Corporate Logo Use Guidelines.

TCDSB Corporate Logos Approved for Use:





POLICY SECTION: TRUSTEES
SUB-SECTION:
POLICY NAME: LOGO USE
POLICY NO: T.16

Definitions:

Social media platform: Websites and applications that enable users to create and share content or to participate in social networking on computer-based and other communications devices.

Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following:

- The Communications Department will monitor and track appropriate use to ensure the TCDSB brand is maintained.
- The Communications Department will ~~report on~~ **assess** the effectiveness of the **Board** logo in extending the TCDSB's brand awareness among its ratepayers, school community and general public **as part of the annual Communications and Community Engagement Report to the Board of Trustees.**



T C D S B

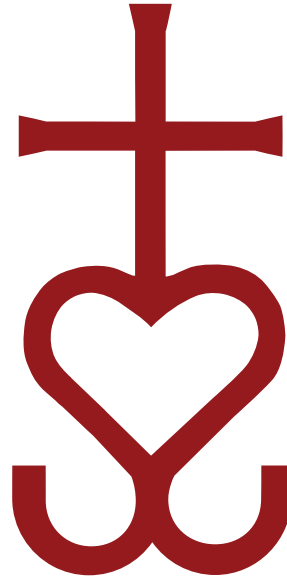
C O R P O R A T E
L O G O U S E
G U I D E L I N E S

TABLE OF CONTENTS

| | |
|---------------------------------------|---------------|
| LOGO | 1 |
| <i>Intro</i> | <i>i</i> |
| <i>Variations</i> | <i>ii</i> |
| <i>Do Nots</i> | <i>iii</i> |
| <i>Clear Space & Sizing</i> | <i>iv</i> |
| <i>Department Adaptations</i> | <i>v</i> |
| <i>Department Examples</i> | <i>vi</i> |
| | |
| COLOUR | 2 |
| <i>Values</i> | <i>i</i> |
| <i>Samples</i> | <i>ii-iii</i> |
| <i>Palettes</i> | <i>iv</i> |
| | |
| TYPOGRAPHY | 3 |
| <i>Typefaces</i> | <i>i</i> |
| <i>Hierarchy</i> | <i>ii</i> |
| | |
| STYLE | 4 |
| <i>Research</i> | <i>i-ii</i> |
| <i>Visual Audit</i> | <i>iii-iv</i> |
| <i>Analysis</i> | <i>v</i> |
| <i>Position</i> | <i>vi</i> |
| | |
| ICONOGRAPHY | 5 |
| <i>Design</i> | <i>i</i> |
| <i>Examples</i> | <i>ii</i> |
| <i>In Action</i> | <i>iii</i> |

LOGO

The logo was designed by renowned Canadian designer Allan Fleming in 1969. His other recognized works include the Ontario Hydro logo, the Ontario Science Centre logo and, most famously, the Canadian National Railway Logo (or, "CN")



The official symbol of the Toronto Catholic district School Board combines the cross, the anchor, and the heart representing the three theological virtues of faith, hope and charity. It is based on the cross and anchor symbol used by the early Christians in the catacombs, the added heart representing humanity.



LOGO

VARIATIONS



The circular version of the logo, with the full TCDSB name present, is the current standard for official board use. All official materials resonating from the board must include this logo.



In a few rare instances, this stacked version of the logo is also acceptable, though the circular variation is the preferred choice.

LOGO

DO NOTS



Do not squash or stretch



Do not alter the colour



Do not place the dark logo on a dark background



Do not change or try to recreate in any way



Do not resize any individual components



Do not add gradient



Do not place on any image that is too "busy"



Do not crop in any way



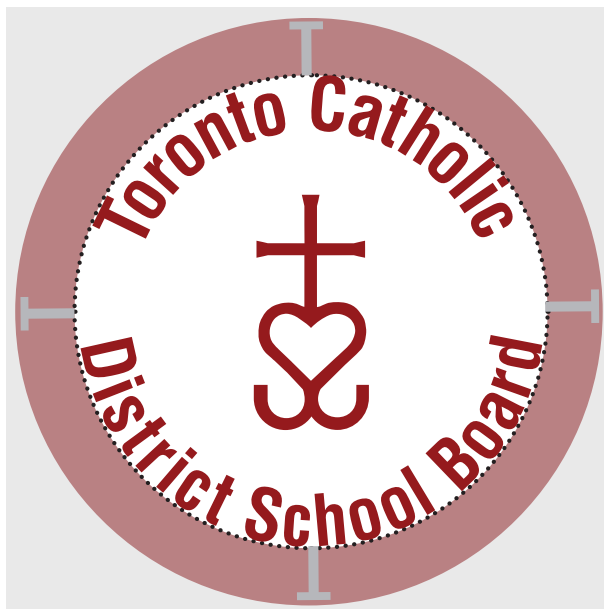
Do not rotate



Do not use a poor reproduction

LOGO

CLEAR SPACE & SIZING

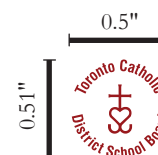


When using the TCDSB logo, there should be a distinct space surrounding the logo where no text or images should overlap on top.

The size of the space should be directly related to the size of the "T" in Toronto, creating a border around the overall logo.



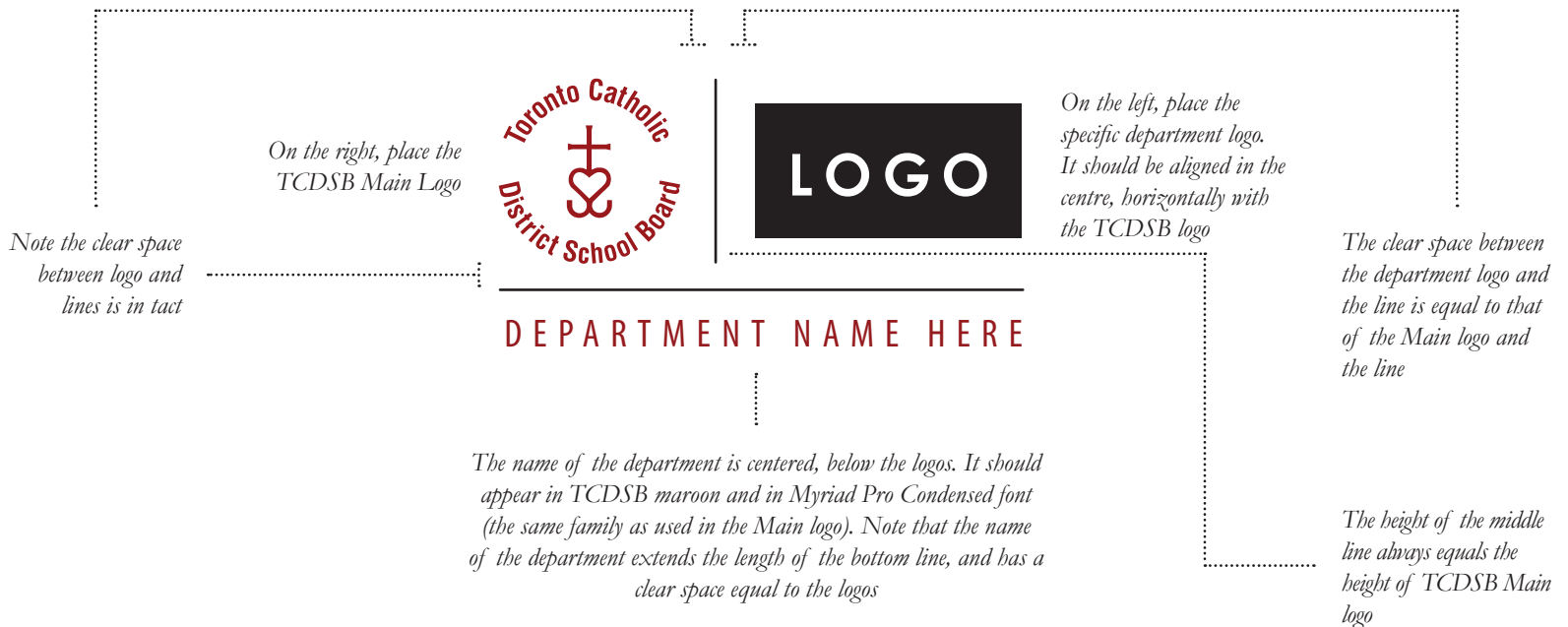
The logo itself should never be any smaller than 0.5 inches on either side. There is no restriction on the maximum size, but use your judgement.



LOGO

DEPARTMENT ADAPTATIONS

A number of departments within the TCDSB utilize separate logos from the main “cross, heart, anchor” symbol used for the main board. In order to emphasize a better brand identity, department logos should start to be presented with the following layout:



LOGO

DEPARTMENT EXAMPLES



CONTINUING EDUCATION



SAFE SCHOOLS



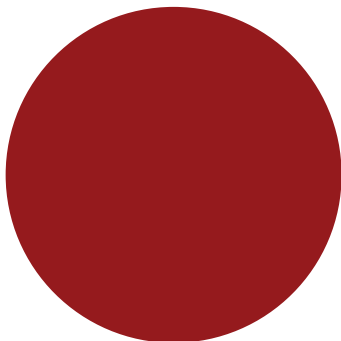
INTERNATIONAL EDUCATION PROGRAM

The tracking of the department title should not exceed +300. In this instance, the name extends only as far as that will allow, and remains centred

If the department name is too long to fit on a single line, it can be broken up into two stacked lines

COLOUR

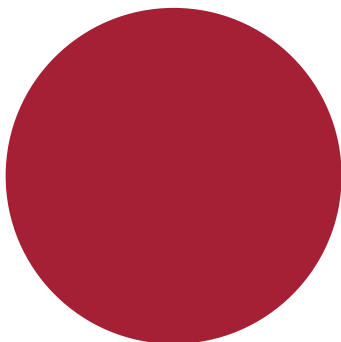
VALUES



C 26
Y 100
M 100
K 26

R 151
G 25
B 21

HEX
#971915



PANTONE
201 C

The PANTONE® swatch
should only be used for
spot colour situations



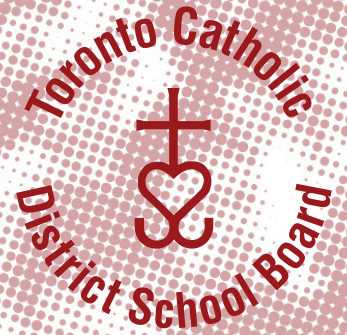
| | |
|---|---|
| C | 0 |
| Y | 0 |
| M | 0 |
| K | 0 |



| | |
|---|-----|
| C | 26 |
| Y | 100 |
| M | 100 |
| K | 26 |



| | |
|---|-----|
| C | 50 |
| Y | 100 |
| M | 100 |
| K | 50 |



| | |
|---|-----|
| C | 26 |
| Y | 100 |
| M | 100 |
| K | 26 |



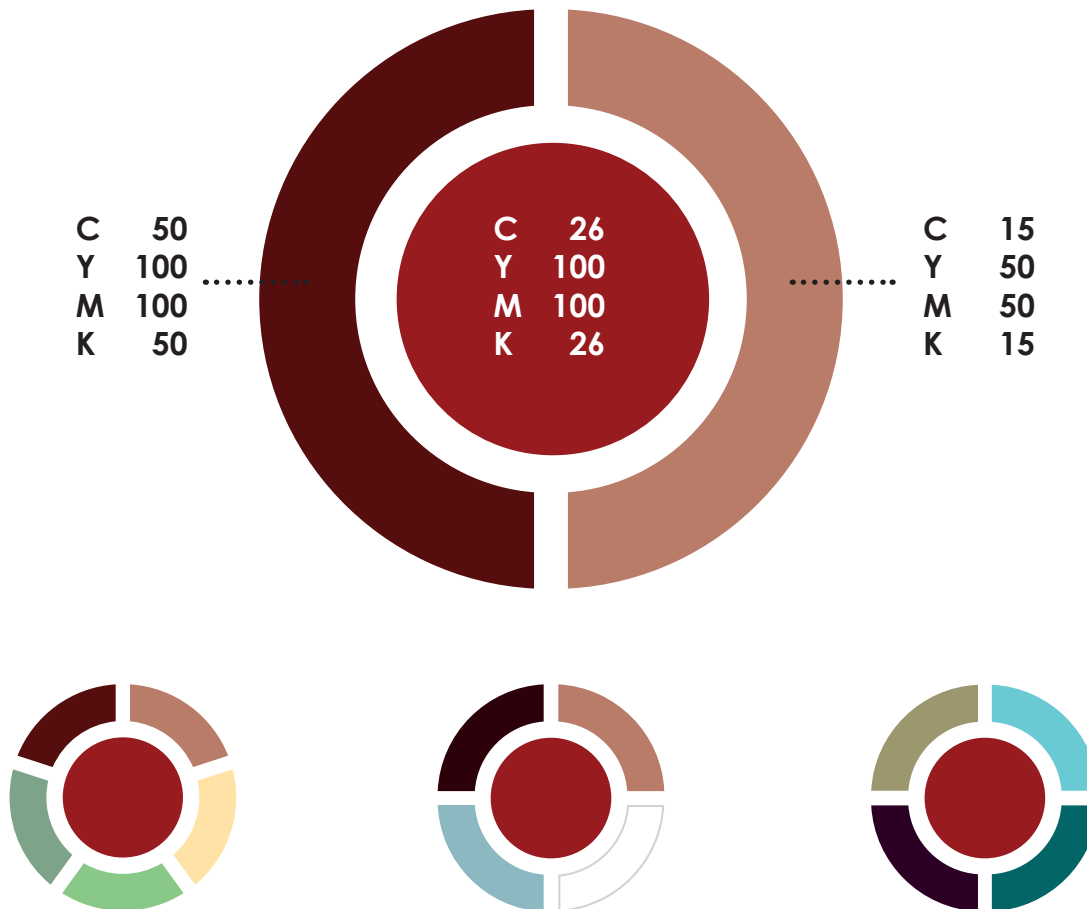
| | |
|---|---|
| C | 0 |
| Y | 0 |
| M | 0 |
| K | 0 |



| | |
|---|-----|
| C | 0 |
| Y | 0 |
| M | 0 |
| K | 100 |

COLOUR

PALETTES



These palettes are merely suggestions on how to compliment the TCDSB maroon brand colour. None should be taken as canon when producing designs, and should only be used to better reflect the official TCDSB colour.

TYPOGRAPHY

TYPEFACES

CENTURY GOTHIC

The five boxing wizards jump quickly.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz 1234567890

AaBbCc
ITALIC

AaBbCc
BOLD

AaBbCc
BOLD ITALIC

Intended as competition for the typeface Futura, Century Gothic was created by Monotype Imaging in 1991. It was based on their own previous creation of the font Twentieth Century which was drawn by Sol Hess between 1937 and 1947.

Garamond

The five boxing wizards jump quickly.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz 1234567890

AaBbCc
Italic

AaBbCc
Bold

There have been many modern revivals of the Garamond typeface over the years, but generally speaking most are based on the original works of designers Claude Garamond, Jean Jannon and the italicized variant on Robert Granjon. Garamond is a classic font that pairs well with the modern look and geometric shape of Century

TYPOGRAPHY

HIERARCHY

Century Gothic Bold should be used for headlines.

The colour may vary with the design, but should typically be represented in All Caps format.

Subheadings are the one area that typefaces may vary depending on design. Here, Myriad Pro Condensed Bold is used as the complimentary font and should be put into the back pocket for possible additional typefaces to use.

Century Gothic Bold (in All Caps) is also suitable for subheadings.

Garamond should be used for body copy.

HEADLINE GOES HERE

The deck goes right here and gives a further explanation to what this document might go on to say

SUBHEAD ONE

Fernatur amus rempore, aut hil ma volorum eum qui corent qui autemporatem faciis et hillore pudigni endandit, sit perae lab ium fugia qui cum doluptatem saecaeas tiore, cum aliciuntis il min rerum venimi, tem dolupturem reption nihit experit fuga. Catemol uptium andeles remquis cimenis anduciis dolutem porempo rentissus.

Elicipsum everum eatios rehendem vit is et res eiur? Qui doluptus. Rum veligni milicim harum et ullent, sum faccumq uiatus qui dolorem rem. Et aut volorest ex eostis el exped quunt et arcipid istibusdamus aligendis eum aut

SUBHEAD TWO

Earuptatio di aliqui aut et litisci issinctor? Qui re et millent et ommodis autem qui volecae tent, videlibus

Decks and explanation text should be Century Gothic Regular or, sometimes, Italic. For outright body text however, the Century Gothic typeface should not be used:

“Century Gothic is fine for large sizes. It is poor for body text. Assertions that its high x-height ‘means it has good legibility’ are incorrect. An ample x-height within reason contributes to legibility. But Century Gothic also has very closed apertures on key characters that make them hard to distinguish from others. Its extreme geometric design does not help.”

– **Thomas Phinney**
Vice President,
FontLab

STYLE

RESEARCH

Upper Canada College has a clean and solid look across their school's advertising campaigns. This a good example of an educational brand that knows its audience and what it wants to convey.

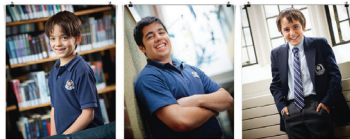


UCC is one of Canada's "historic" schools, ranked in the top 20 of "Canada's 20 Best Schools of 2014".
 ©2014 Upper Canada College. All rights reserved. The name "Upper Canada College" and the logo are trademarks of Upper Canada College.
 UCC is one of Canada's "historic" schools, ranked in the top 20 of "Canada's 20 Best Schools of 2014".
 ©2014 Upper Canada College. All rights reserved. The name "Upper Canada College" and the logo are trademarks of Upper Canada College.
 UCC is one of Canada's "historic" schools, ranked in the top 20 of "Canada's 20 Best Schools of 2014".
 ©2014 Upper Canada College. All rights reserved. The name "Upper Canada College" and the logo are trademarks of Upper Canada College.

UCC
UPPER CANADA COLLEGE
The Best



@UCC @UCC @UCC



@UCC @UCC @UCC



@UCC @UCC @UCC



TFC uses similar colours to the Toronto District School Board. Their use of the red and tone on tone is something to be admired. A good example of how to effectively, and subtly, express your branding.



Thankyou's annual report uses photos/videos very well. Overlaying brand colours and allowing copy to stand out. It also has a very non-imposing essence with its use of white text vs. something darker.

UPPER CANADA COLLEGE

<https://www.behance.net/gallery/6170047/Upper-Canada-College>

TORONTO FC

<https://www.behance.net/gallery/37077345/Toronto-FC-2016-Season-Tickets>

THANKYOU

<https://thankyou.co/built-on-stories/>

STYLE

RESEARCH

Catholic Art is so ingrained in the core of history that it should not be ignored as a contributing design inspiration for the branding of TCDSB.

It doesn't have to be prominent, but the influence should also not be forgotten.



OUR LADY OF SORROWS

by Tahnja Wolter

VARIOUS ICONS

by Filipe Guimarães (see also madebyelvis)



Simplistic, geometric icons are both professional and at the same time, have a childlike quality. This is a line that the school board should attempt to walk with its branding, presenting the business side of operations but not forgetting that its key is reaching students and parents. This type of iconography can be useful.

STYLE

VISUAL AUDIT

Looking at schools and boards in the surrounding area, two things can be observed by looking at their identities: private schools tend to use a darker and more traditional style, whereas district boards are more inclined towards a lighter tone (but kind of treads the line of modern/traditional feel)

RECENT SCHOOL IDENTITY TRENDS

MODERN

TRADITIONAL



The TCDSB has a number of different projects that require design preparation. Here are a few of them from a wide array of assignments to better reflect the presence of the Board's visual identity.

STYLE

VISUAL AUDIT

TCDSB RECENT DESIGN PROJECTS

MODERN



TRADITIONAL
Page 227 of 271

STYLE

ANALYSIS

- i. School Boards are trending towards lighter branding with a skew towards modernity which compliment their traditionalism.
- ii. TCDSB relies on darker layouts and tends to lean on traditional design strategies

i. The private school brands seem to push their history within their designs as they have an avid base to go off of. The district boards have adapted softer and typically lighter colours/layouts to push the unifying school theme across.

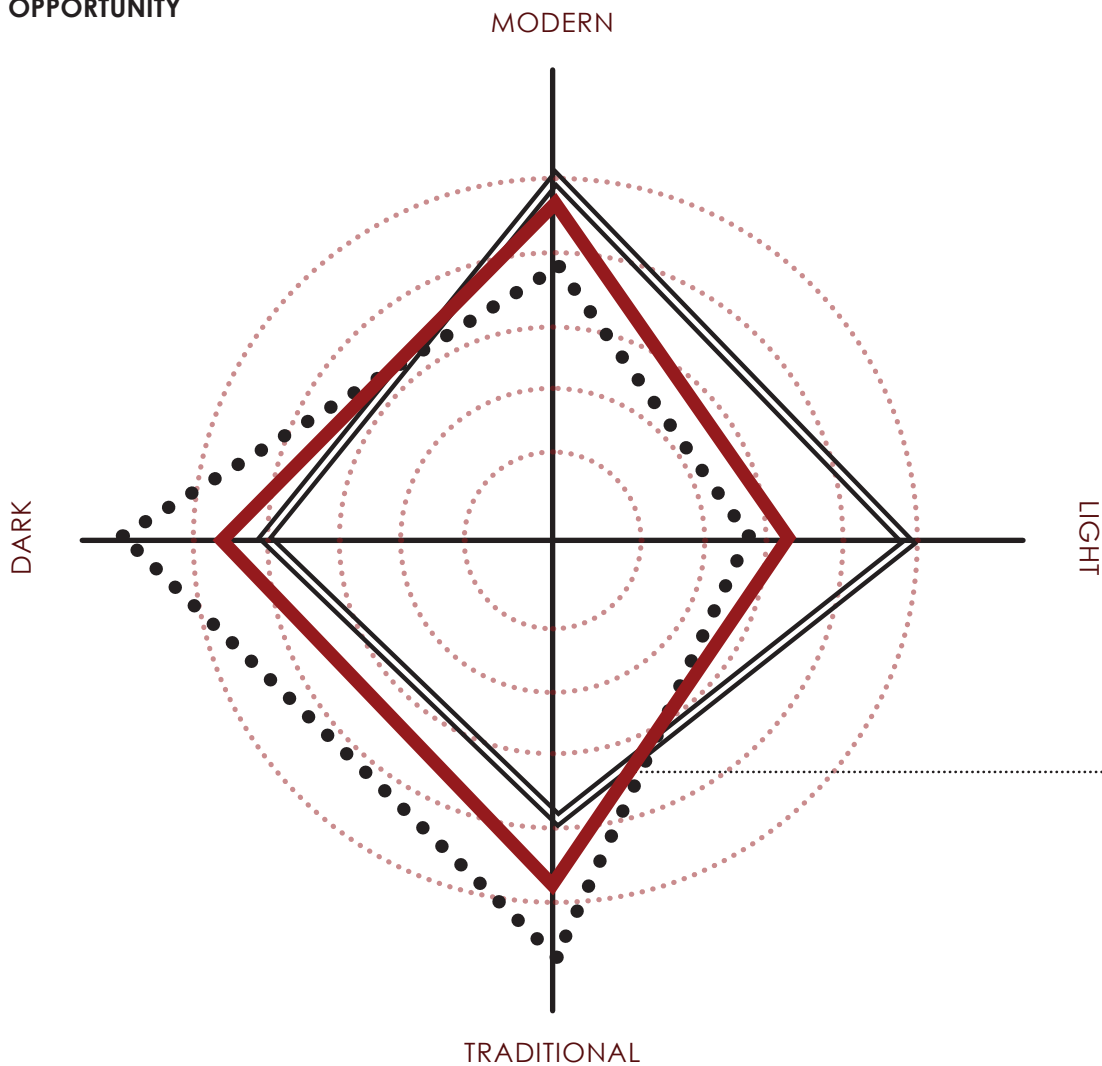
More often than not, these examples employ a minimal photo/text combination, with a sans serif typeface and very little in the way of illustration. Illustration that does show up is simplistic and often vector based.

ii. The Catholic School Board identifies closer with the private schools rather than the other district boards. While different in essence, the same kind of styles and use of colours are prevalent in the private and TCDSB designs. In comparison to other district boards, Toronto Catholic is distinctly darker in its execution of it's materials. In this way, it could be interpreted as less welcoming and slightly more intimidating than its counterparts.

STYLE

POSITION

- ==== SCHOOL IDENTITIES
- TCDSB DESIGNS
- OPPORTUNITY



The middle, red area represents the “best of both worlds”. The audit allows the argument to be made that successful designs moving forward would be best suited to fit within this boundary.

ICONOGRAPHY

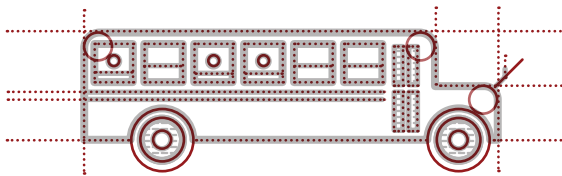
ICON DESIGN

To suit the style outlined in the previous section, icons for the TCDSB should reflect a professionalism seeped in a lighter, simplistic tone.

Since children and students are a huge part of our corporation, having clean icons that vaguely resemble “doodles” done in the corners of kids’ notebooks is the aesthetic goal.

Some tips:

Icons should use simple geometric shapes. Straight horizontal and vertical lines combines with circular curves. Diagonal lines can be utilized, but sparingly.



*Lines should be weighted at a 2:3 ratio. Key lines should typically be 1/3 of the weight greater than lines used for inner detail on icons. The example below uses **3pt** lines...*

Icons should not use traditional “fill” colours. This pattern, using a smaller-weighted dash, employs a better reflective style technique and meshes better with the overall feel of the icons.



*...with **2pt** lines for the “door handles”.*

ICONOGRAPHY

EXAMPLES



ICONOGRAPHY

IN ACTION



SAL
PICCININI



YOUR TRUSTEE'S REPORT



416-512-3403 Trustee Services 416-222-8282
Amanda Condello ext. 2660
Colin Johnston ext. 2659



sal.piccininni@tcdsb.org

WELCOME TO THE 2016-2017 SCHOOL YEAR

First, I want to thank all the parents who contacted me in June regarding the bus transportation cuts needed to balance our 2016-2017 budget. Trustees heard you loud and clear and reversed the decision to cut bussing to students who live within 1.5 km of their school. There are NO changes to bus service and we apologize for any confusion and uncertainty this may have caused. However, I should point out the TCDSB is seriously underfunded by the Ministry of Education for student bus transportation by almost \$10 million dollars this year alone. I will update you on any

compiled/ designed by
WADE THOMPSON



REPORT TO

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO FAIR PRACTICE IN HIRING AND PROMOTION POLICY (H.M.40)

*For our sake he made him to be sin who knew no sin, so that in him we might become the righteousness of God.
2 Corinthians 5:21*

| Created, Draft | First Tabling | Review |
|----------------|---------------|--------|
| May 8, 2018 | May 17, 2018 | |

Angela Kennedy, Chair, Governance and Policy Committee
Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development

RECOMMENDATION REPORT

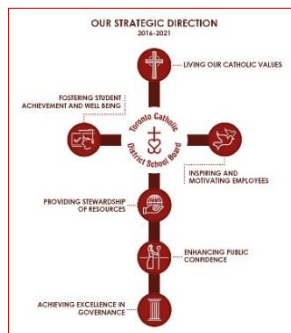
Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Members of the Committee:

Angela Kennedy, Chair
Jo-Ann Davis, Vice Chair
Nancy Crawford, Trustee Ward 12
Ann Andrachuk, Trustee Ward 2
Barbara Poplawski, Ex-Officio
Maria Rizzo, Ex-Officio

A. EXECUTIVE SUMMARY

This report recommends updates to the current Fair Practice in Hiring and Promotion policy (H.M.40) with an Operational Procedures document.

The cumulative staff time required to prepare this report was 1 hour

B. PURPOSE

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

C. APPENDIX

APPENDIX A: Fair Practice in Hiring and Promotion policy (H.M.40) with proposed amendments

APPENDIX B: Operational Procedures Document with proposed amendments

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Fair Practice in Hiring and Promotion policy (H.M.40) as amended and proposed in Appendix A with the Operational Procedures Document as amended and proposed in Appendix B.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION
POLICY NO: H.M. 40

| | | |
|--|------------------------------------|--|
| Date Approved: September 26, 2013- Board | Date of Review: May 2023 | Dates of Amendment: May 17, 2018 |
|--|------------------------------------|--|

Cross Reference:

Ontario Human Rights Code, 24 (1) (a)
Education Act, Ontario Regulation 274/12, Hiring Practices
 PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools
Municipal Conflict of Interest Act
 TCDSB By-law # 175
 Employment Equity H.M.11
 Catholic Equity and Inclusive Education Policy H.M. 24
 Catholicity And School Support H.M.08
 QUALIFICATIONS - CATHOLICITY H.T.01

APPENDIX A: Operational Procedures—Staff Recruitment & Selection

Purpose:

This Policy affirms the Board’s commitment to providing fair, equitable and transparent hiring processes at the Toronto Catholic District School Board consistent with its denominational rights and in accordance with the Ontario Human Rights Code. Offers of employment and promotion will be based on the merit of the applicant, free from the practices of nepotism and cronyism.

Scope and Responsibility:

The policy extends to the hiring process for all applicants to any position of employment at the TCDSB, and for employees seeking promotion. The Director of



POLICY SECTION: HUMAN RESOURCES

SUB-SECTION: MISCELLANEOUS

POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION

POLICY NO: H.M. 40

Education and the Superintendent of Human Resources are responsible for this policy.

Alignment with MYSP:

Inspiring and Motivating Employees

Strengthening Public Confidence

Financial Impact:

~~Funding for positions of employment is derived from the Ministry of Education's Grants for Student Needs (GSN).~~

Legal Impact:

~~There may be liability that is associated with the influences of nepotism and cronyism in hiring practices.~~

Policy:

The TCDSB is committed to hiring and promoting the best, most qualified individuals supportive of its Multi Year Strategic Plan, subject to its denominational rights and in accordance with the Ontario Human Rights Code. The application, interview, hiring and promotion of individuals at TCDSB will be based on ability and qualifications and will be conducted in a fair and transparent manner, free from discrimination, nepotism and cronyism.



| | |
|-----------------|---------------------------------------|
| POLICY SECTION: | HUMAN RESOURCES |
| SUB-SECTION: | MISCELLANEOUS |
| POLICY NAME: | FAIR PRACTICE IN HIRING AND PROMOTION |
| POLICY NO: | H.M. 40 |

Regulations:

1. Recruitment practices and application processes used at TCDSB will be open and transparent, free from nepotism and cronyism, ensuring no partiality or preferential treatment as a result of personal relationships.
2. Any applicant for employment or promotion at TCDSB will not be advantaged or disadvantaged as a result of a relationship with an immediate family member or relative employed at TCDSB.
3. The procedures followed for the review of applications for employment will allow for equal opportunity for all applicants, free from conflicts of interest. (*hyperlink to Appendix A*).
4. **Any TCDSB employee charged with responsibilities for recruiting and selecting staff, including interviewing, hiring, placement or promotion of applicants, must take steps, including excluding themselves from the decision-making process if applicable, to ensure that they are free from any real or perceived conflicts of interest prior to fulfilling their duties.**
5. A Trustee or a TCDSB employee in a position of leadership will not influence the hiring or promotion process through unsolicited promotion and recommendations of candidates.
6. Placement of employees through the transfer process shall be fair, transparent and respectful of collective agreements and/or terms and conditions of employment contracts.
7. **Internal** Applicants **who have been interviewed and** unsuccessful in their attempt to gain employment or promotion at TCDSB will be afforded the



POLICY SECTION: HUMAN RESOURCES
 SUB-SECTION: MISCELLANEOUS
 POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION
 POLICY NO: H.M. 40

opportunity to request ~~descriptive~~ feedback from the Sr. Manager of Recruitment **no later than 3 weeks after the date from which they received notification of the assessment/interview results.** If the unsuccessful candidate is not satisfied with the response or the recruitment process, he or she can contact the Sr. Coordinator of Academic Services, Human Resources to discuss the matter further.

- 8. External candidates who have unsuccessfully interviewed for a designated executive position will be afforded an opportunity to request feedback from the Director of Education or designate no later than 3 weeks after the date from which they received notification of the interview results.**

Definitions:

Conflict of Interest

This is a situation in which the impartial exercise of the duty of an individual acting for an organization is compromised by that person's self-interest and position, often undermining the public trust. **In the context of this policy, a conflict of interest occurs when family members have direct reporting relationships.**

Cronyism

The act of showing partiality to friends or close colleagues, especially in the application, hiring, placement and promotion stages of employment, without regard to qualifications or ability. In the context of this policy, cronyism can occur when an individual within the organization influences the decision to hire or promote a friend or colleague.



| | |
|-----------------|---------------------------------------|
| POLICY SECTION: | HUMAN RESOURCES |
| SUB-SECTION: | MISCELLANEOUS |
| POLICY NAME: | FAIR PRACTICE IN HIRING AND PROMOTION |
| POLICY NO: | H.M. 40 |

Immediate Family

Members consist of a person's spouse, child(ren), step child(ren) or parent, **parent-in-law, grandchild, brother or sister, son-in-law, daughter-in-law, a former legal guardian, or ward and fiancé** of an employee.

Nepotism

The act of showing favouritism or providing preferential treatment to a family member or close relative, especially in the application, hiring and placement stages of employment. In the context of this policy, nepotism can occur when an individual within the organization influences the decision to hire or promote a close family member, or supervises that subordinate family member.

Relative

Members consist of **a person's** ~~siblings, step-children,~~ nieces, nephews, grandparents, cousins ~~and in-laws.~~ **uncles, aunts, grandparents, brothers-in-law and sisters-in-law.**

Evaluation and Metrics:

1. The Director of Education will monitor and review hiring and promotion procedures.
2. ~~An annual report will be provided to the board about employment statistics, and be added to the rolling calendar.~~

Fair Practice in Hiring & Promotion Policy

APPENDIX A

**OPERATIONAL PROCEDURES:
STAFF RECRUITMENT & SELECTION**

1. PURPOSE

The purpose of this procedure is to identify the recruitment and selection process for employing staff at the Toronto Catholic District School Board.

2. SCOPE

This procedure applies to all applicants to any position of employment at the TCDSB and for employees seeking promotion. Certain sections apply only to candidates for teaching positions.

3. RECRUITMENT PROCEDURES

3.1. A potential candidate for a position will not be involved in the recruitment process for that job. This includes acting as the contact person for potential candidates, framing advertisements or conducting reference checks.

3.2. Any applicant wishing to work for the TCDSB must submit an application of employment through the established channels. In general, this means through the “Apply to Education” website or in response to a job posting advertised either internally throughout the system or externally in various media.

3.3. All job postings must be signed off by the appropriate **Superintendent, Human Resources and Labour Relations or his or her delegate.**

3.4. Full and accurate records of decision making processes must be maintained.

3.5. Personal information and supporting documents submitted with applications will be used in accordance with the Municipal Freedom of Information and Protection of Privacy Act.

3.6. No persons shall influence the hiring process through unsolicited promotion and unauthorized recommendations of candidates.

3.7. Recruitment and selection procedures shall be established for each employee group in accordance with collective agreement(s) where applicable, the Ontario Human Rights Code, Employment Standards Act, and Board policies.

3.8. Filling of long-term occasional and permanent teaching positions shall be consistent with collective agreement and legislative requirements.

4. SELECTION

4.1. Selection will be based on merit, which is determined through an assessment of an applicant's qualifications, experience, standard of work performance and personal qualities relevant to the requirements for the position ~~and relative to the credentials and attributes of other applicants.~~ Additional **job-related** factors ~~required to~~ **that may** be taken into account by **include** collective agreement language or legislative requirements ~~shall be considered.~~

- 4.2. Role profiles and competencies are to be developed **by the Recruitment unit and other sections of the Human Resources department as appropriate**, in consultation with the relevant administrators **and hiring managers**.
- 4.3. Selection criteria should be reviewed before recruitment action is taken to ensure they adequately reflect the requirements of the position and attract the widest field of applicants.
- 4.4. All interviews must be conducted by a minimum of two individuals. Where possible, the same interview team must interview all candidates for a given position and the same questions must be asked of all candidates.
- 4.5. Applicants should be asked similar core questions based on the requirements for the position. Supplementary questions may be asked to clarify issues or to obtain further information deemed by the selection committee to be relevant to identifying the best applicant.
- 4.6. No persons related by blood or marriage or where the appearance of a conflict of interest exists may be placed in a position of interviewing one-another. Individuals who find themselves in this situation must declare their conflict and remove themselves from the interview. **In addition, no person shall place themselves in a position where their relative (by blood or marriage) is considered for a position within the scope of their responsibility where the position in question involves a direct reporting relationship (between the individual and the candidate/relative).**
- 4.7. All teaching personnel and others who work directly with children shall be Catholics unless otherwise approved by the TCDSB or specifically exempted by legislation.
- 4.8. Before employment each applicant for positions which relate directly to students is to be recommended by a priest with pastoral responsibility through a favourable report in the prescribed form on the applicant's commitment to the Catholic faith.

5. ASSIGNMENT & OFFERS OF EMPLOYMENT

- 5.1. All offers of employment shall be subject to the applicant providing the board with:
- a) a satisfactory criminal reference check with vulnerable sector screening;
 - b) a negative tuberculosis test; and
 - c) a satisfactory reference check.
- 5.2. In the interest of fairness and good staff relations, supervisors must avoid having under their immediate supervision (i.e., within the same department or school), members of their immediate family or other relations, as appropriate.
- 5.3. **In addition, also within the interest of fairness, administrators, managers and supervisors must avoid having under their immediate supervision individuals who they have a personal (instead of a professional) relationship with given that a personal relationship may adversely impact or be perceived to adversely impact, their ability to objectively and professionally discharge their supervisory responsibilities. In this context, a professional relationship involves a relationship between individuals that is governed by organizational**

policies and procedures within the confines of the work environment (including the workplace or a work-sanctioned event) whose sole purpose is to facilitate the completion of job specific tasks and organizational objectives.

6. POST SELECTION ADVICE TO APPLICANTS

- 6.1. ~~The presiding officer~~ **Recruitment section, in collaboration with the appropriate hiring administrator or manager,** will coordinate feedback to all internal candidates and to external candidates **for designated executive positions** on request, **assuming that the request is made no later than 3 weeks after the date that the interview results were communicated to the applicant.**
- 6.2. **Applicants who were interviewed** will be advised in writing of the outcome of their application by the Human Resources Department.



REPORT TO

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE POLICY (A.31)

*And you will have confidence, because there is hope; you will be protected and take your rest in safety.
Job 11:18*

| Created, Draft | First Tabling | Review |
|----------------|---------------|--------|
| May 8, 2018 | May 17, 2018 | |

Angela Kennedy, Chair, Governance and Policy Committee
Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development

RECOMMENDATION REPORT

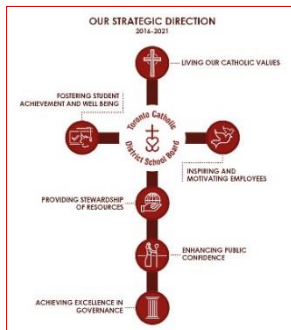
Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Members of the Committee:

Angela Kennedy, Chair
Jo-Ann Davis, Vice Chair
Nancy Crawford, Trustee Ward 12
Ann Andrachuk, Trustee Ward 2
Barbara Poplawski, Ex-Officio
Maria Rizzo, Ex-Officio

A. EXECUTIVE SUMMARY

This report recommends updates to the current Hand-Held (Mobile) Wireless Communication Device policy (A.31) in meta policy format including updated terms of current devices used and best practices.

The cumulative staff time required to prepare this report was 1 hour

B. PURPOSE

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

C. APPENDIX

APPENDIX A: Hand-Held (Mobile) Wireless Communication Device policy (A.31) with proposed amendments

D. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the Hand-Held (Mobile) Wireless Communication Device policy (A.31) as amended and proposed in Appendix A.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE

POLICY NO: A.31

| | | |
|--|---|---|
| Date Approved: January 27, 2010-Board | Date of Next Review: May 2023 | Dates of Amendments: May 17, 2018 |
| Cross References: Electronic Communication Systems- Acceptable Use policy (A.29) <i>Highway Traffic Act</i> | | |
| Appendix | | |

Purpose:

This policy sets out the parameters for responsible use of Toronto Catholic District School Board (TCDSB) hand-held (mobile) wireless communication devices.

Scope and Responsibility:

This policy applies to all employees who have been provided hand-held (mobile) wireless communication devices by the TCDSB. The Director is responsible for this policy with the support of the Chief Information Officer (CIO).

Alignment with MYSP:

Providing Stewardship of Resources

Inspiring and Motivating Employees

Policy:

Employees are expected to responsibly use hand-held (mobile) wireless communication devices and comply and adhere to the requirements and regulations



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: **HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE**

POLICY NO: **A.31**

as defined ~~per~~ **in** this policy and the TCDSB “Acceptable Use Policy”. It is imperative that any hand-held (mobile) wireless communication device that is used to conduct TCDSB business be utilized appropriately, responsibly and ethically. Any unlawful, illegal and unethical use will not be tolerated and is a violation of this policy and other applicable TCDSB policies which may result in disciplinary measures up to and including dismissal.

Regulations:

Operating a Vehicle

1. While operating a vehicle, employees must not use a hand-held (mobile) wireless communication device because such use impairs the driver’s reaction time, increases the risk of an accident and distracts the attention of the driver from safely operating the vehicle. The safety of employees, pedestrians and other drivers on the road is of the utmost importance and concern therefore the following use guidelines are to be adhered to while driving:
 - (a) Hand-held (mobile) wireless communication devices should only be used when the vehicle is safely parked.
 - (b) ~~Turn off the hand held (mobile) wireless communication devices and allow voice messaging to pick up the call. You can return the call when you arrive at a safe location.~~
 - (c) Avoid answering calls while operating a vehicle. If there is an emergency situation or occurrence where use of the hand-held wireless communication device is urgently necessary, employees must use a hands-free communication device, alert the caller you are driving, advise the



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: **HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE**

POLICY NO: **A.31**

caller you will return the call when at a safe location, keep the conversation as brief as possible or find an opportunity to safely pull-off the roadway and secure the vehicle to continue the conversation.

(d) ~~Hands free use of a hand held (mobile) wireless communication device with a hands free communication device is still a distraction for the driver and should only be used for emergency situations.~~

(e) Text or e-mail messaging **is strictly prohibited** ~~should never be used~~ while driving.

(f) ~~Use of a hand held (mobile) wireless communication device must never be attempted in hazardous driving conditions such as, inclement weather, construction zones, high speed or high volume roadway, etc. Your first responsibility is "eyes on the road and hands on the wheel".~~

(g) Employees will not be disciplined for failing to answer a call while driving a vehicle and supervisors will not expect employees to immediately respond to the call. The supervisor may leave a voice message for employees to pick-up and return the call when at a safe location.

2. Employees must comply with all municipal, provincial and federal laws applicable in the jurisdiction in which the hand-held (mobile) wireless communication device is used. The TCDSB will not provide legal advice nor assistance to those employees charged under the **relevant** legislation. ~~Further,~~ **Fines levied upon conviction for violating the law with respect to use of a hand-held (mobile) wireless communication device** will not be paid by the employer or reimbursed as an expense.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: **HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE**

POLICY NO: **A.31**

3. ~~Hand-held (mobile) wireless communication devices should only be used for calls whenever other more cost-effective telecommunications devices and services are not readily available. The use of a landline-based office desk phone, cordless desk phone or other TCDSB provided telephony equipment should be utilized and considered first before using a hand-held (mobile) wireless communication device.~~
4. Use of the still or video camera functionality on a hand-held (mobile) wireless communication device to capture images of other people without their consent or students without parental consent, images of copyright-protected materials and publications, images of sensitive, protected or classified documents, designs, etc. is prohibited.

Cost Management

5. TCDSB hand-held (mobile) wireless communication devices are only allowed to be used within the Ontario area unless otherwise authorized and approved by your Supervisor to minimize the costs ~~for~~ **of** long distance charges.
6. **Employees must support efforts to manage device operation costs by ensuring that call minutes, text messages, data usage, and roaming charges do not exceed usage plan limits.**
7. Employees that **who** will be traveling outside of the Ontario area **on Board** ~~for~~ work-related business need to be accessible and require the use of a hand-held (mobile) wireless communication device must contact the Technical Services within a reasonable time prior to their trip to review alternative wireless service and long distance plans to minimize usage charges for the duration of the **business** travel period. **In addition, when traveling, employees should avoid**



POLICY SECTION: ADMINISTRATION
 SUB-SECTION:
 POLICY NAME: HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE
 POLICY NO: A.31

using mobile phones where alternate, cost-effective and secure communications options exist.

Device Ownership and Management

8. The hand-held (mobile) wireless communication device remains the property of the TCDSB for the period the device is assigned to a TCDSB employee a staff and when no longer in-use required by the employee, the device must returned to the Technical Services.
9. Employees are expected to take reasonable care to safeguard and protect the hand-held (mobile) wireless communication device assigned to them against loss, theft and unauthorized use. Immediately report a lost or stolen device to your supervisor and to the Technical Services. Notification needs to occur even if you think you may have just misplaced the device. If outside of regular business hours, employees must call the service provider immediately to suspend service and notify the Technical Services.

Personal Use and Personal Data

10. The personal use of a TCDSB-owned hand-held (mobile) wireless communication device for private, commercial or consulting business purposes is considered inappropriate use, and is a violation of this policy and the TCDSB "Acceptable Use Policy".
11. Employees must reimburse the TCDSB for any additional charges not covered under the monthly wireless service plan including long distance charges (including taxes) incurred for personal use of a TCDSB hand-held (mobile) wireless communication device.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: **HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE**

POLICY NO: A.31

12. **Employees shall use discretion when using a TCDSB hand-held (mobile) wireless communication device for personal use. Data created, received, and/or stored may be accessed by the TCDSB at any time.**
13. **TCDSB hand-held (mobile) wireless, when used for personal use, are provided “as is” and without any guarantee/warranty in the form of usability, functionality, availability, or continuity.**

Security

14. Employees are responsible for the protection of TCDSB information stored or accessed with a hand-held (mobile) wireless communication device or stored on a storage expansion card (e.g., SD memory, etc.) for the device.
15. Reasonable care must be taken when using such devices in public areas to avoid unauthorized disclosure, overheard telephone conversations and access or viewing of information that is represented in any digital or display format.
16. Use of a hand-held (mobile) wireless communication device to communicate ~~high-sensitivity~~ **highly sensitive** information is **not recommended** ~~not permitted~~ **and extreme caution should be exercised when doing so.**
17. Hand-held (mobile) wireless communication devices when left unattended at home must be securely stored in a safe place and access safeguarded from unauthorized individuals, family, friends, visitors, etc. **Unless the circumstances require it, the device should not be left in a vehicle.** When left in a locked vehicle, the device must be stored out of sight ~~or covered from~~ view.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: **HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE**

POLICY NO: **A.31**

18. Employees must not tamper with the configuration settings of the hand-held (mobile) wireless communication devices to defeat or disable the security mechanisms ~~and~~ **or** remote manageability functions enabled per TCDSB standards. ~~Do not Downloading or installing unauthorized mobile applications on the device is prohibited.~~
19. **Employees must take all reasonable steps to protect against the installation of unlicensed or malicious applications. Downloading of applications from the platform's (e.g., Apple's, Android's) public application store is acceptable, as long as the application complies with all Board policies and does not incur any expenses not previously approved by the Board or an appropriate supervisor.**

Failure to Comply

20. The TCDSB reserves the right to suspend or revoke the use of a hand-held (mobile) wireless communication device if it is found that the employee is failing to comply with this policy. In addition, failure to comply may result in disciplinary measures up to and including dismissal.



POLICY SECTION: ADMINISTRATION
SUB-SECTION:
POLICY NAME: HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE
POLICY NO: A.31

Definitions:

A **hand-held (mobile) wireless communication device** is a device capable of voice and data communication and includes but is not limited to the following device classifications:

- Cellular phones
- **Smartphones**
- **Tablets or Phablets**
- Any ~~mobile~~ device capable of mobile wireless voice and data communications.

A **hands-free communication device** is an accessory device or function on the hand-held (mobile) wireless communication device that enables hands-free voice communication and operation of the hand-held (mobile) wireless communication device. The purpose of a hands-free communication device is to provide user convenience and safe operation of the device particularly while driving a vehicle.

Hands-free communication can be accomplished utilizing one the following accessory devices or built-in functions of the hand-held (mobile) wireless communication device:

- Use of an ear bud
- Use of a headset
- Use of the device's hands-free speaker
- Use of the device's voice dial feature
- Use of an in-vehicle Bluetooth adaptor (use with vehicle's sound system)
- Use of a Bluetooth device



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: HAND-HELD (MOBILE) WIRELESS
COMMUNICATION DEVICE

POLICY NO: A.31

Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following:

The Technical Services Department monitors and tracks any breach of this policy and the financial impact caused by the breach.



POLICY SECTION: ADMINISTRATION
SUB-SECTION:
POLICY NAME: HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE
POLICY NO: A.31

PROCEDURES

Eligibility

Employees may be provided a TCDSB hand-held (mobile) wireless communication device if the following minimum eligibility requirements and criteria are met:

- Employees **are** required to be available and accessible after regular business hours; **or**
- **If Or**, employees **are** required to be available for on-call and call-out; **or**
- **If Or**, employees perform itinerant work and do not have a permanent work location; **or**
- **If Or**, employee duties include significant time at work locations outside of their permanent work location; **and**
- And, approval granted by the employee's Principal, Senior Coordinator or Superintendent for cell phone devices and Director's Office approval for **Smartphone** devices; **and**
- ~~And~~, **Cost** centre is identified with sufficient budget to carry the initial one-time and on-going annual charges for the wireless service.

Equipment Standards and Procurement

1. Technical Services will define the standards and support services available for hand-held (mobile) wireless communication devices, accessories and wireless services to ensure a standard level of quality, suitability of purpose and use, compatibility, maintenance, service, support and warranty.
2. Technical Services will coordinate the purchase of the approved equipment standard, which is the hand-held (mobile) wireless communication device, initial battery, car adapter, wall charger and hands-free communication device and process



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: **HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE**

POLICY NO: **A.31**

the activation of the wireless service with the service provider of record. The requesting TCDSB school or department will be charged for the initial equipment purchase cost and all on-going wireless service costs charged through a funds reservation from the respective cost centre.

3. Additional requirements must meet the approved standards and service support available for hand-held (mobile) wireless communication devices, accessories and wireless services and must be authorized for purchase and support by The Technical Services Department prior to purchase. Reimbursements for purchase will not be approved unless Supervisor approval and The Technical Services Department authorization was granted prior to purchase.

4. The Technical Services Department will activate an initial wireless service plan (allotment of voice and long distance minutes and/or kilobytes of data) based on the employee's role and expected business use for each assigned hand-held (mobile) wireless communication device. At periodic review points, the The Technical Services Department will conduct usage reviews and adjust the wireless service plans assigned as needed.

5. A list of the employees and inventory of the equipment assigned will be maintained by The Technical Services Department.

6. Employee requests to purchase additional accessories or replacement equipment such as spare or replacement batteries, chargers, ear buds, etc. must ~~first~~ be authorized by the Technical Services to review the appropriateness of the request and ~~then expenditure approved~~ ~~ed~~ ~~al~~ ~~from~~ ~~by~~ their immediate supervisor before any purchase is made.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: **HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE**

POLICY NO: **A.31**

7. The Technical Services Department will establish the security and manageability standards for hand-held (mobile) wireless communication devices. ~~These standards will ensure those devices capable are configured for data encryption, password protection, malware protection and remote manageability and that wireless connectivity is secure to maintain data confidentiality, integrity and authenticity of the origin of the data.~~

8. The Technical Services Department will establish procedures to ensure security patches and software updates for hand-held (mobile) wireless communication devices are applied when required. ~~Remote update methods and central management systems may be utilized to automate this device update process and any processes required for data backup and restore.~~

9. The Technical Services Department is responsible to provide the employee a copy of this policy, **and** the documentation available from the service provider on “how to use” the device and training for the employees as required.

10. Each employee assigned a hand-held (mobile) wireless communication device will be required to sign ~~this policy~~ **an employee declaration** confirming their acceptance of the conditions outlined in this policy.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: HAND-HELD (MOBILE) WIRELESS COMMUNICATION DEVICE

POLICY NO: A.31

EMPLOYEE DECLARATION

**Hand-held (Mobile) Wireless Communication Device
Acceptable Use Policy**

I have read and understand the above policy and agree to adhere to the terms of use and regulations outlined herein.

Employee Acceptance

Name: _____

Department _____

Title: _____

Signature: _____

Date: _____

Supervisor Approval

Name: _____

Title: _____

Signature: _____

Date: _____

Technical Services Authorization

Name: _____

Title: _____

Signature: _____

Date: _____



REPORT TO

REGULAR BOARD

REPORT OF THE GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO INDIGENOUS VOLUNTARY SELF-IDENTIFICATION POLICY (A.32)

*See what love the Father has given us, that we should be called children of God; and that is what we are.
1 John 3:1*

| Created, Draft | First Tabling | Review |
|----------------|---------------|--------|
| May 8, 2018 | May 17, 2018 | |

Angela Kennedy, Chair, Governance and Policy Committee
Caitlin Kavanagh, Coordinator, Employee Relations & Policy Development

RECOMMENDATION REPORT

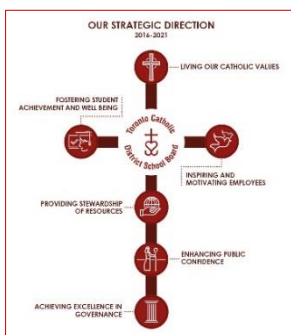
Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Members of the Committee:

- Angela Kennedy, Chair
- Jo-Ann Davis, Vice Chair
- Nancy Crawford, Trustee Ward 12
- Ann Andrachuk, Trustee Ward 2
- Barbara Poplawski, Ex-Officio
- Maria Rizzo, Ex-Officio

A. EXECUTIVE SUMMARY

This report recommends updating the current First Nation, Metis and Inuit Indigenous Self-Identification Policy (A. 32) in meta policy format including updating terms used.

The cumulative staff time required to prepare this report was 1 hour

B. PURPOSE

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

C. APPENDIX

APPENDIX A: First Nation, Metis and Inuit Indigenous Self-Identification Policy (A. 32) with proposed amendments

D. STAFF RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the First Nation, Metis and Inuit Indigenous Self-Identification Policy (A. 32) as amended and proposed in Appendix A.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: ~~FIRST NATION, METIS AND INUIT~~
INDIGENOUS VOLUNTARY SELF-IDENTIFICATION

POLICY NO: A. 32

| | | |
|---|--|--|
| Date Approved: January 27, 2010 | Date of Next Review: May 2023 | Dates of Amendments: Sep. 1998; 18 Feb. 2003; May 17, 2018 |
|---|--|--|

Cross References:**Ontario Student Record (OSR) Guideline, 2000**<http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html>**Building Bridges to Success for First Nation, Métis and Inuit Students.**<http://www.edu.gov.on.ca/eng/aboriginal/buildBridges.pdf>

Appendix

Purpose:

This policy provides regulations regarding the collection of self-identified data of Indigenous Students for the purposes of providing relevant programming and curriculum.

Scope and Responsibility:

This policy applies to all elementary and secondary schools in the Toronto Catholic Secondary School Board. The Director is responsible for this policy with the support of the Superintendent of Equity, Diversity, and Indigenous Education, the Superintendent of Student Success and the Superintendent of Curriculum Leadership and Innovation.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: ~~FIRST NATION, METIS AND INUIT~~
INDIGENOUS VOLUNTARY SELF-IDENTIFICATION

POLICY NO: A. 32

Alignment with MYSP:

Living Our Catholic Values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Policy:

The Toronto Catholic District School Board will provide inclusive programs that allow all in our school communities to appreciate and learn from the richness of FNMI **Indigenous** culture. Programming will be provided to meet the curricular needs of FNMI **Indigenous** students. As one means of improving student achievement and wellbeing for those of FNMI **Indigenous** heritage all First Nation, Métis, and Inuit students and their parent/guardian(s) have the right to choose voluntary self-identification. The collection of this confidential data will provide the Board with relevant information to develop appropriate strategies to meet the needs of this community.

Regulations

1. All data will be securely stored to respect the privacy of each ~~First Nation, Métis, and Inuit~~ **Indigenous** student and used only as a means to enhance educational programs.
2. Data will be treated in the same manner as Ontario Student Record and protected and governed by the Municipal Freedom of Information and Protection of Privacy Act.
3. Individual data will not be reported. The information gathered will be used in the aggregate only and for the purpose of developing and implementing supportive programs.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: ~~FIRST NATION, METIS AND INUIT~~
INDIGENOUS VOLUNTARY SELF-IDENTIFICATION

POLICY NO: A. 32

4. Voluntary self-identification data will be collected on Student Update Forms for all students enrolled in the Board, ~~as of February 2010.~~
5. Voluntary self-identification data will be collected on Student Registration Forms for all students enrolled in the Boards, ~~as of February 2010.~~

Evaluation and Metrics:

The rate of Indigenous Student self-identification, as captured through Student Update Forms and Student Registration Forms, will be monitored yearly by the Indigenous Education Department.



REPORT TO

REGULAR BOARD

LIQUOR WAIVER FOR ST. PIUS X CATHOLIC SCHOOL

Genesis 27:28 May God give you of the dew of heaven and of the fatness of the earth and plenty of grain and wine.

Created, Draft

First Tabling

Review

May 11, 2018

May 17, 2018

[Click here to enter a review date](#)

Barbara Poplawski, Trustee Ward 10

RECOMMENDATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

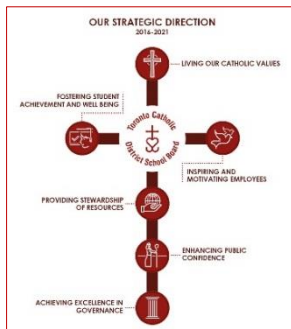
The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

R. McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

L. Noronha
Executive Superintendent of
Business Services and Chief
Financial Officer



A. EXECUTIVE SUMMARY

Notification was received from Trustee Barbara Poplawski that the CSPC of St. Pius X is planning an event at St. Pius X on Saturday, June 16, 2018

B. PURPOSE

A request was received from the parent council to serve alcohol at the Year End Family Fun Day event, from 11 a.m. to 4 p.m. on Saturday, June 16, 2018

C. BACKGROUND

Notification was received from Trustee Poplawski to waive Regulation 6, of Appendix A of the Permits Policy B.R. 05, in order to be able to serve alcohol at St. Pius X on SATURDAY, JUNE 16, 2018, for the Year End Family Fun Day event.

D. STAFF RECOMMENDATION

Staff recommends that this report be presented for the action of the Board.

MASTER PENDING LIST AND ROLLING CALENDAR TO MAY 17, 2018

| # | Date Requested & Committee/Board | Report Due Date | Destination of Report Committee/Board | Subject | Delegated To |
|---|----------------------------------|-----------------|---------------------------------------|---|--|
| 1 | June-17 Corporate Services | June-18 | Corporate Services | Report regarding possibility of finding money in the Capital Improvement Fund this year or in the near future. (Delegation from Maria Del Rizzo, representative of CSPC regarding Field at MPSJ) | Associate Director Planning and Facilities |
| 2 | March-18 Corporate Services | June-18 | Corporate Services | Report regarding finalized Budget estimates for 2018-19, reflective of the Community Consultations and feedback received at various Committee meetings throughout the Spring, to the Board of Trustees (Budget Report: Financial Planning and Consultation Review) | Executive Superintendent of Business Services & CFO |
| 3 | Feb-18 Regular Board | June-18 | Regular Board | <p>That staff explore all possible facility options to accommodate the secondary school (Dante Alighieri), the elementary school (Regina Mundi) and the Reggio Emilia daycare centre (approved and funded by the province) on TCDSB property;</p> <p>That staff present the aforementioned report with options and recommendations to the Board</p> <p>That the Director of Education report to public Board on the purpose of purchasing 25 Good Sheppard Court; (Toronto Catholic District School Board/Villa Charities Inc.</p> | Director of Education |

| # | Date Requested & Committee/Board | Report Due Date | Destination of Report Committee/Board | Subject | Delegated To |
|---|----------------------------------|-----------------|---------------------------------------|--|---|
| | | | | Intergenerational Community Hub Summative Report) | |
| 4 | Nov-17 Student Achievement | TBC | Regular Board | Report from the Governance and Policy Committee on the updated Anaphylaxis policy together with the response to the delegation and a copy of the presentation at the same time (Review of Anaphylaxis Policy, Protocol and Guidelines) | Associate Director, Academic Affairs |
| 5 | April-18 Student Achievement | June-18 | Regular Board | Report regarding how we might be able to provide education to teachers and parents (Presentation: Frank Piddisi and Dr. Shelly Weiss, Hospital for Sick Children, regarding Childhood Narcolepsy) | Associate Director, Academic Affairs |
| 6 | April-18 Regular Board | June-18 | Regular Board | Report regarding Revision to Priority Ranking for Elementary School Gymnasium Additions (Delegation Marianna Kaminska) | Associate Director, Planning and Facilities |
| 7 | April-18 Regular Board | June-18 | Regular Board | Updated list of all Gymnasium projects (Application of Gymnasium Addition Matrix – Phase 1) | Associate Director, Planning and Facilities |

REVISED LIST OF ANNUAL CALENDAR OF REPORTS & POLICY METRICS

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

| # | Due Date | Committee/Board | Subject | Responsibility of |
|----|--------------|---------------------|---|--|
| 1 | January (A) | Student Achievement | Mental Health Report | Associate Director Academic Services |
| 2 | January (P) | Student Achievement | <u>A.35 Accessibility Standards</u> Policy Metric | Associate Director Academic Services |
| 3 | January (Q) | Corporate Services | Financial Status Update Report #1 | Executive SO Business Services |
| 4 | January (P) | Corporate Services | <u>B.R.01 Rental of Surplus School Space & Properties</u> Policy Metric | Associate Director Planning & Facilities |
| 5 | February (A) | Corporate Services | Annual Investment Report | Executive SO Business Services |
| 6 | February (A) | Regular Board | School Year Calendar | Associate Director Academic Services |
| 7 | February (P) | Student Achievement | <u>S. 19 External Research</u> Policy Metric | Associate Director Academic Services |
| 8 | March (A) | Regular Board | Staffing Projections Report | Associate Director Academic Services |
| 9 | March (A) | Corporate Services | Budget Report: Financial Planning and Consultation Review | Executive SO Business Services |
| 10 | March (A) | Corporate Services | Planning Enrolment Projection | Associate Director of Planning and Facilities |
| 11 | March (A/P) | Corporate Services | Transportation Annual Report and <u>S.T.01 Transportation</u> Policy Metric | Associate Director Planning & Facilities |
| 12 | April (A) | Student Achievement | Non-Resident VISA Student Fees | Associate Director Academic Services |
| 13 | April (Q) | Corporate Services | Financial Status Update Report #2 | Executive SO Business Services |

REVISED LIST OF ANNUAL CALENDAR OF REPORTS & POLICY METRICS

| | | | | |
|----|-----------------|---------------------|--|---|
| 14 | April (A) | Regular Board | Education Development Charges Policy Review | Associate Director of Planning and Facilities |
| 15 | May (A) | Student Achievement | Staffing Status Report for Next School Year | Executive SO Business Services |
| 16 | May (A) | Student Achievement | Ratification of Student Trustee Nominees | Associate Director Academic Services |
| 17 | May (P) | Corporate Services | <u>A.18 Development Proposals, Amendments and Official Plans and Bylaws</u> Policy Metric | Associate Director Planning & Facilities |
| 18 | June (P) | Student Achievement | <u>B.B.04 Smoke & Vapour Free</u> Policy Metric | Associate Director Academic Services |
| 19 | June (Q) | Corporate Services | Financial Status Update Report #3 | Executive SO Business Services |
| 20 | June (A) | Corporate Services | Report: Annual Budget Estimates | Executive SO Business Services |
| 21 | August (P) | Regular Board | <u>T.19 Electronic Participation in Meetings of the Board, Committees of the Board, and Committee of the Whole Board</u> Policy Metric | Regular Board |
| 22 | August (P) | Regular Board | <u>H.M. 19</u> Conflict Resolution Department | Associate Director Academic Services |
| 23 | September (A/P) | Student Achievement | Annual Safe Schools Report <u>S.S.12 Fresh Start</u> Policy Metric | Associate Director Academic Services |
| 24 | September (A) | Student Achievement | Community Advisory Committees Report | Associate Director Academic Services |
| 25 | September (P) | Student Achievement | <u>H.M. 40 Fair Practice in Hiring and Promotion</u> Policy Metric | Associate Director Academic Services |
| 26 | September (P) | Student Achievement | <u>T.07 Community Engagement</u> Policy Report <u>A.37 Communications</u> Policy Metric | Director of Education |
| 27 | October (A) | Student Achievement | Student Trustees: Voices that Challenge | Associate Director Academic Services |

REVISED LIST OF ANNUAL CALENDAR OF REPORTS & POLICY METRICS

| | | | | |
|-----------|---------------|---------------------|---|---|
| 28 | October (A) | Student Achievement | ECLIST Report - Elementary Leaders | Associate Director Academic Services |
| 29 | October (P) | Student Achievement | <u>S.10 Catholic School Parent Council Policy Metric</u> | Associate Director Academic Services |
| 30 | October (A) | Student Achievement | CPIC Annual Report including Financial Report | Associate Director Academic Services |
| 31 | October (A) | Student Achievement | International Languages Program Report | Associate Director Academic Services |
| 32 | October (A) | Student Achievement | Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO) · Grade 9 Assessment of Mathematics and OSSLT Assessment (EQAO) | Associate Director Academic Services |
| 33 | October (A/P) | Corporate Services | Preliminary Enrolment Reports Elementary and Secondary Schools and S.A.01 <u>Elementary Admission and Placement Policy Metric</u> | Associate Director Planning & Facilities |
| 34 | October (A) | Corporate Services | Trustee Honorarium Report | Executive SO Business Services |
| 35 | October (P) | Regular Board | <u>H.M.33 Acceptance of Hospitality or Gifts Policy Metric</u> | Director of Education |
| 36 | October (A) | Regular Board | Annual Report on the Multi Year Strategic Plan | Associate Director Planning & Facilities |
| 37 | October (A) | Regular Board | Ongoing Exit and Entry Surveys for all students either changing schools within the Board or entering or exiting the Board | Associate Director Planning & Facilities |
| 38 | October (A) | Special Board | Director's Performance Appraisal (over 3 consecutive Special Board Meetings) | Director of Education |
| 39 | November (A) | Student Achievement | Board Learning Improvement Plan (BLIP) | Associate Director Academic Services |

REVISED LIST OF ANNUAL CALENDAR OF REPORTS & POLICY METRICS

| | | | | |
|----|----------------|---------------------|--|---|
| 40 | November (A) | Student Achievement | K-12 Professional Development Plan for Student Achievement and Well-Being | Associate Director Academic Services |
| 41 | November (P) | Student Achievement | <u>S.22 Religious Accommodation Policy Report</u> <u>S.S.02 Opening or Closing Exercises Policy Report</u> | Associate Director Academic Services |
| 42 | November (P) | Student Achievement | <u>S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report</u> | Associate Director Academic Services |
| 43 | November (A) | Corporate Services | Legal Fees Report | Executive SO Business Services |
| 44 | November (Q) | Corporate Services | Financial Status Update #4 and Audited Financial Statements | Executive SO Business Services |
| 45 | November (A) | Regular Board | Annual Calendar of Meetings | Director of Education |
| 46 | December (A/P) | Student Achievement | Accountability Framework for Special Education and <u>S.P.01 Special Education Programs and Services Policy Metric</u> | Associate Director Academic Services |
| 47 | December (A) | Corporate Services | Budget Report: Revised Budget Annual Estimate | Executive SO Business Services |
| 48 | December (A) | Regular Board | Director's Annual Report | Director of Education |