

TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING Public Session

AGENDA February 20, 2020

Joseph Martino, Chair
Trustee Ward 1

Angela Kennedy, Vice Chair
Trustee Ward 11

Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Markus de Domenico
Trustee Ward 2

Daniel Di Giorgio
Trustee Ward 10

Taylor Dallin
Student Trustee

Norman Di Pasquale
Trustee Ward 9

Michael Del Grande
Trustee Ward 7

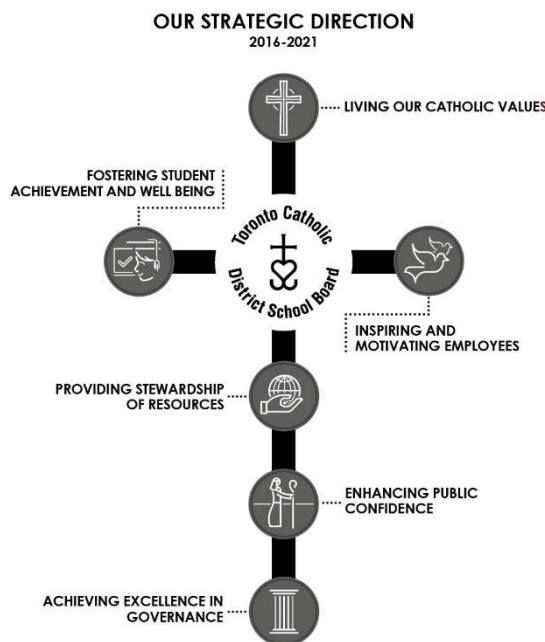
Ida Li Preti
Trustee Ward 3

Teresa Lubinski
Trustee Ward 4

Maria Rizzo
Trustee Ward 5

Garry Tanuan
Trustee Ward 8

Kathy Nguyen
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: Skeeter Hinds-Barnett, 416-222-8282 Ext. 2298

Assistant Recording Secretary: Sarah Pellegrini, 416-222-8282 Ext. 2207

Rory McGuckin
Director of Education

Joseph Martino
Chair of the Board



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

Joseph Martino, Chair

Angela Kennedy, Vice Chair

Thursday, February 20, 2020

7:00 P.M.

Pages

1. Call to Order
2. Memorials and Opening Prayer
St Agatha Catholic School (Ward 12, Trustee Nancy Crawford)
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) Held January 9, 2020
 - 9.b Special Board (Corporate Services) Held January 16, 2020

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16.b	Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting Held January 22, 2020 (To Be Distributed)	

- 16.c Approved Minutes of the Catholic Parent Involvement Committee (CPIC) - Nil
- 17. Matters referred/deferred from Committees/Board
- 18. Reports of Officials for the Information of the Board of Trustees
 - 18.a International Education Teacher Survey Report 61 - 83
- 19. Reports of Officials Requiring Action of the Board of Trustees
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- 21. Listing of Communications
- 22. Inquiries and Miscellaneous
- 23. Updating of Pending Lists
 - 23.a Master Pending List and Rolling Calendar 174 - 176
 - 23.b Annual Report 177 - 181
- 24. Closing Prayer
- 25. Adjournment

OUR MISSION

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

HELD THURSDAY, JANUARY 9, 2020

STUDENT ACHIEVEMENT

PRESENT:

Trustees:

G. Tanuan, Chair
T. Lubinski, Vice-Chair
N. Crawford
F. D'Amico
M. de Domenico
M. Del Grande
D. Di Giorgio
N. Di Pasquale
A. Kennedy
I. Li Preti
J. Martino
M. Rizzo

Staff:

R. McGuckin
D. Koenig
A. Della Mora
L. Noronha
P. Aguiar
M. Caccamo
S. Campbell
F. Cifelli
M. Eldridge
N. D'Avella

C. Fernandes
D. Friesen
J. Wujek
K. Malcolm
L. Maselli-Jackman
M. Meehan
J. Shanahan
S. Vlahos

S. Harris, Recording Secretary
S. Hinds-Barnett, Assistant Recording Secretary

External Guest: A. Robertson, Parliamentarian

1. Call to Order

Trustee de Domenico expressed condolences on behalf of the Board to Premier Ford on the loss of his mother, Mrs. Diane Ford – Trustee de Domenico.

Trustee Lubinski expressed requested a moment of silence for the 176 passengers, 63 of whom were Canadians, who lost their lives in the Ukrainian plane crash on January 8, 2020.

Trustee Tanuan prayed for the repose of the three siblings, former students of St. Rene Goupil Catholic School, who died tragically on January 1, 2020.

3. Roll Call and Apologies

Apologies were extended on behalf of Student Trustees Dallin and Nguyen.

5. Declarations of Interest

Trustees Del Grande and Kennedy declared an interest in Item 11a) Annual Report on the International Languages Elementary (ILE) Program for 2018-2019 as they have family members who are employees of the Board.

Trustees Del Grande and Kennedy did not participate in discussions regarding that Item nor vote.

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 Martino, seconded by Trustee Kennedy, that all Items discussed in PUBLIC and PRIVATE Sessions be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tantuan

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Kennedy, 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 Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR

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

HELD THURSDAY, JANUARY 16, 2020

Corporate Services

PRESENT:

Trustees:

M. Del Grande, Chair
N. Crawford, Vice Chair
F. D'Amico
N. Di Pasquale – via Teleconference
A. Kennedy
T. Lubinski
J. Martino
M. Rizzo

Staff:

R. McGuckin
D. Koenig
L. Noronha
A. Della Mora
S. Camacho
S. Campbell
P. De Cock
C. Fernandes
D. Friesen
M. Loberto
M. Meehan
S. Vlahos

S. Harris, Recording Secretary
S. Hinds-Barnett, Assistant Recording Secretary

External Guest: A. Robertson, Parliamentarian

4. Roll Call and Apologies

An apology was extended on behalf of Trustee Li Preti.

7. Declarations of Interest

Trustee Del Grande, Kennedy and Rizzo declared an interest in two Items in PRIVATE Session and did not vote nor participate in those discussions.

Trustees Kennedy, Del Grande and Rizzo declared an interest in PUBLIC Session regarding Item 15c) Update on Employee Paid Parking as they have family members who are employees of the Board.

Trustee Del Grande, Kennedy and Rizzo did not vote nor participate in the discussions regarding those Items.

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

MOVED by Trustee Del Grande, seconded by Trustee Martino, that the Items discussed in PUBLIC, PRIVATE and DOUBLE PRIVATE Sessions be approved.

Results of the Vote taken, as follows:

In favour

Trustees Crawford
D'Amico
Del Grande

Opposed

Di Pasquale
Rizzo

Kennedy
Lubinski
Martino

The Motion was declared

CARRIED

**(PUBLIC, PRIVATE and DOUBLE PRIVATE Sessions Minutes Distributed
at the February 13, 2020 Meeting)**

Trustee Martino left the meeting at 12 midnight.

MOVED by Trustee Kennedy, seconded by Trustee Del Grande, 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 Crawford
D'Amico
Del Grande
Di Pasquale
Kennedy
Lubinski
Rizzo

The Motion was declared

CARRIED

SECRETARY

CHAIR

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MINUTES OF THE REGULAR MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD PUBLIC SESSION

THURSDAY, JANUARY 23, 2020

Trustees:

J. Martino, Chair
A. Kennedy, Vice Chair
N. Crawford
F. D'Amico
M. de Domenico
D. Di Giorgio
N. Di Pasquale
I. Li Preti
T. Lubinski
J. Martino
M. Rizzo – via Teleconference
G. Tanuan

Staff:

R. McGuckin
D. Koenig
L. Noronha
A. Della Mora
P. Aguiar
M. Caccamo
S. Camacho
S. Campbell
F. Cifelli
P. De Cock
M. Eldridge
C. Fernandes

G. Iuliano Marrello
M. Loberto
K. Malcolm
L. Maselli Jackman
M. Meehan
J. Shanahan
S. Vlahos
J. Wujek

S. Harris, Recording Secretary
S. Hinds-Barnett, Assistant Recording Secretary

External Guest: A. Roberson, Parliamentarian

4. Roll Call and Apologies

Apologies were extended on behalf of Student Trustees Dallin and Nguyen.

5. Approval of the Agenda

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that Items 20a) Report on Ontario Catholic School Trustees' Association (OCSTA) Seminar regarding Code of Conduct and Conflict of Interest; and 20b) Report on OCSTA Seminar regarding Gender be added to the Agenda.

MOVED by Trustee Li Preti, seconded by Trustee de Domenico, that Item 11b) Delegation: Paolo De Buono regarding *A Diversity Klub ("DK") for my Elementary School* be added to the Agenda.

Results of the Vote taken regarding Item 11b), as follows:

In Favour

Trustees D'Amico
de Domenico

Opposed

Crawford
Del Grande

Di Giorgio
Di Pasquale
Li Preti

Kennedy
Lubinski
Martino
Tanuan

The Motion was declared

LOST

Results of the Vote taken regarding Items 20a) and 20b), as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Li Preti, that the Agenda, as amended to include Items 20a) and 20b) and the Addendum, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Tanuan

The Motion was declared

CARRIED

6. Reports from Private Session

MOVED by Trustee Kennedy, seconded by Trustee Lubinski, that all matters dealt with in PRIVATE and DOUBLE PRIVATE Sessions be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale

Kennedy
Li Preti
Lubinski
Martino
Tanuan

The Motion was declared

CARRIED

8. Declarations of Interest

Trustee Kennedy declared an interest in an Item in PRIVATE Session.

There were none.

9. Approval and Signing of Minutes of the Previous Meetings

MOVED by Trustee Kennedy, seconded by Trustee Di Giorgio, that Item 9a) be adopted as follows:

9a) Caucus held November 28, 2019 approved.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Lubinski
Martino
Tanuan

Opposed

Li Preti

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Di Giorgio, that Item 9b) be adopted as follows:

9b) Special Board (Student Achievement) held December 5, 2019 approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Di Pasquale, that Item 9c) be adopted as follows:

9c) Special Board held December 9, 2019 approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that Item 9d) be adopted as follows:

9d) Special Board (Corporate Services) held December 11, 2019 approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale

Kennedy
Li Preti
Lubinski
Martino
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Li Preti, seconded by Trustee de Domenico, that Item 9e) be adopted as follows:

9e) Regular Board held December 12, 2019 approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Di Pasquale, that Item 9f) be adopted as follows:

9f) Special Board held December 23, 2019 approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Tanuan

The Motion was declared

CARRIED

10. Presentations

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that Item 10a) be adopted as follows:

10a) Monthly Report from the Chair received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Tanuan, that Item 10b) be adopted as follows:

10b) Monthly Report from the Director received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy

Li Preti
Lubinski
Martino
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Li Preti, that Item 10c) be adopted as follows:

10c) Monthly Report from the Student Trustees received.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Martino
Tanuan

Opposed

Lubinski

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Di Giorgio, that Item 10d) be adopted as follows:

- 10d) Angel Foundation for Learning Annual Report** received and referred to staff for a report on how we can resolve the Cents Off program not transferring along with employees as they change positions.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Tanuan

The Motion was declared

CARRIED

11. Delegations

MOVED by Trustee Di Pasquale, seconded by Trustee Kennedy, that Item 11a) be adopted as follows:

- 11a) From Scotula Navaratnasingham regarding Tamil Heritage Month Proclamation** received and referred to staff for a report on the feasibility of proclaiming January Tamil Heritage Month.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Tanuan

The Motion was declared

CARRIED

12. Consideration of Motions for which Previous Notice Has Been Given

MOVED by Trustee Di Pasquale, seconded by Trustee Kennedy, that Item 12a) be adopted as follows:

12a) From Trustee Di Pasquale regarding Land Acknowledgement:

WHEREAS: Recognition of the Traditional Territories of Indigenous Peoples is a part of an acknowledgement that we are working and living on land that is their ancestral territory;

WHEREAS: Territorial land acknowledgement is a formal statement of recognition and is an extension of the Truth and Reconciliation Commission's recommendations and Calls to Action;

WHEREAS: Acknowledging the traditional territory at the commencement of our Board meetings reflects an awareness of and respect for the specific Indigenous Peoples' Land, Nation and Treaty; and

WHEREAS: In the Toronto Catholic District School Board (TCDSB), Policy SS.02 Opening and Closing Exercises, Section 10, states that our schools must include a land acknowledgement as part of the daily opening exercises.

THEREFORE BE IT RESOLVED THAT: The TCDSB add to Standing Committees and Regular Board opening exercises a land acknowledgment, acting as a recognition of the Traditional Territory on which the meeting is occurring.

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that this be referred to the By-Law Ad Hoc Committee.

Results of the Vote taken regarding Referral, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Tanuan

The Motion regarding Referral was declared

CARRIED

Trustee Di Pasquale left the horseshoe at 8:14 pm.

13. Consent and Review

The Chair reviewed the Order Paper and the following Items were held:

- 15a) Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting Held December 4, 2019 - Trustee Kennedy;
- 18a) Consideration for the Reallocation of Elementary Vice Principals - Trustee Di Giorgio;
- 19a) Education Development Charges Complaint - 55, 61-63 Charles Street East - Trustee Crawford; and
- 19b) From the Governance and Policy Committee: Catholic Parent Involvement Committee Policy P.04 - Trustee Tanuan

Trustee Di Giorgio left the horseshoe at 8:15 pm.

MOVED BY Trustee de Domenico, seconded by Trustee Lubinski, that the Items not held be received and that the Staff recommendations be approved.

ITEMS NOT HELD AS CAPTURED IN ABOVE MOTION

- 15b) Approved Minutes of the Catholic Parent Involvement Committee (CPIC) Inaugural Meeting Held November 11, 2019;**
- 15c) Approved Minutes of the Catholic Parent Involvement Committee (CPIC) Meeting Held December 16;**
- 16a) Approved Minutes of the Governance and Policy Committee Meeting held December 2, 2019;**
- 17a) Public Meeting room Audio/Visual Renovation Update; and**
- 19c) From the Governance and Policy Committee: Rescindment to Caretaker Deployment Policy H.S.03 2019** that the Board accept the recommendation of the Governance and Policy Committee and approve the rescindment of the Caretaker Deployment Policy (H.S.03).

15. Matters Recommended by Statutory Committees of the Board

MOVED by Trustee Kennedy, seconded by Trustee Crawford, that Item 15a) be adopted as follows:

- 15a) Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting Held December 4, 2019** received and that the letter of interest application from Deborah Nightingale to serve as a Local Association Representative on SEAC be accepted.

Trustee Rizzo joined the meeting via Teleconference at 8:16 pm.

Trustees de Domenico and Tanuan left the horseshoe at 8:19 pm

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Kennedy
Li Preti
Lubinski
Martino
Rizzo

The Motion was declared

CARRIED

Trustees Di Giorgio and Di Pasquale returned to the horseshoe at 8:18 pm.

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

MOVED by Trustee Di Giorgio that Item 18a) be adopted as follows:

- 18a) Consideration of the Reallocation of Elementary Vice-Principals** that the new 1.0 Vice-Principal allocation be placed at St. John the Evangelist School and that the .5 coming from St. Edward Catholic School be allocated to St. Martin de Porres Catholic School.

The Chair ruled the Motion out of order.

Trustee di Giorgio challenged the Chair's ruling.

Results of the Vote taken regarding the Chair's Ruling, as follows:

In Favour

Trustees Crawford
D'Amico
de Domenico
Di Pasquale
Kennedy
Li Preti
Martino
Rizzo

Opposed

Di Giorgio
Lubinski

The Chair's ruling was upheld.

MOVED by Trustee Di Giorgio, seconded by Trustee Crawford, that Item 18a) be received.

Trustees de Domenico and Tanuan returned to the horseshoe at 8:22 pm.

Trustees Del Grande and Tanuan left the horseshoe at 8:30 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo

The Motion was declared

CARRIED

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

MOVED by Trustee Crawford, seconded by Trustee Del Grande, that Item 19a) be adopted as follows:

19a) Education Development Charges Complaint - 55, 61-63 Charles Street East:

1. That the Board not pursue an appeal to the Local Planning Appeal Tribunal of the City of Toronto Council decision to refund \$179,300 of Education Development Charges (EDC) paid by MOD Developments for the project at 55, 61-63 Charles Street East; and
2. That the decision to not pursue an appeal of this matter is based on the unique facts of this case, and does not constitute a waiver of enforcing EDC payment obligations in any future case where the replacement exemption is raised by a developer.

Trustees Del Grande and Tanuan returned to the horseshoe at 8:31 pm.

Trustee de Domenico left the horseshoe at 8:31 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Di Pasquale, that Item 19b) be adopted as follows:

- 19b) From the Governance and Policy Committee: Catholic Parent Involvement Committee Policy P.04** that the Board accept the recommendation of the Governance and Policy Committee and approve the Catholic Parent Involvement Committee Policy (P.04) as amended and proposed in Appendix A, as well as Appendix B, of the report.

Trustee de Domenico returned to the horseshoe at 8:38 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

20. Reports from External Committees / Organizations

MOVED by Trustee Kennedy, seconded by Trustee Crawford, that Item 20a) be adopted as follows:

- 20a) Report on Ontario Catholic School Trustees' Association (OCSTA) Seminar regarding Code of Conduct and Conflict of Interest received.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande

Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that Item 20b) be adopted as follows:

20b) Report on OCSTA Seminar regarding Gender received.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Tanuan

Opposed

Rizzo

The Motion was declared

CARRIED

21. Listing of Communications

MOVED by Trustee Tanuan, seconded by Trustee Di Pasquale, that Item 21a) be adopted as follows:

21a) Nomination Forms for Election to OCSTA Board of Directors and Canadian Catholic School Trustees' Association (CCSTA) received.

Trustee Li Preti left the horseshoe at 8:52 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Del Grande left the meeting at 8:53 pm.

25. Adjournment

MOVED by Trustee Lubinski, seconded by Trustee Kennedy, that the meeting be adjourned.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Di Giorgio
Di Pasquale
Kennedy
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR



Chair's Monthly Report January - February 2020

**Following are highlights for the period of
January 23 – February 21**

February 5

- Along with the Director, delivered remarks at the Annual Toronto Catholic Principal and Vice Principal Association Luncheon at Sala Caboto



Director's Monthly Report January - February 2020

**Following are highlights for the period of
January 23 – February 21**

January 27

- Had the pleasure of participating in the Family Literacy Day school-wide book reading assembly at St. Francis de Sales Catholic Elementary School, promoting learning and reading as a family and community

January 29

- At James Cardinal McGuigan CSS, presented to York University Teacher Candidates about Catholic education at the TCDSB

January 30

- Delivered greetings to elementary students at the Intermediate Leaders in Training (ILITE) leadership event at St. Mother Teresa Catholic Academy

February 5

- Celebrated the TCDSB African Canadian Heritage Month Mass and Cultural Expose at Cardinal Carter Academy for the Arts
- Along with the Chair, delivered remarks at the Annual Toronto Catholic Principal and Vice Principal Association Luncheon

February 7

- Along with senior staff, had the pleasure of delivering remarks at the 25 Year Induction Ceremonies dedicated to CEC Staff

February 10

- Delivered greetings to Catholic teachers at the New Teacher Induction Program Orientation at the CEC

February 11

- Had the pleasure of presenting to Grade 6 students at Father Serra Catholic Elementary School as part of their civic advocacy assignment

February 12

- Participated in the National Hockey League Players' Association Hockey Experience with students and staff at St. Augustine Catholic Elementary School

February 19

- Along with Senior Staff and Trustees had the pleasure of participating in the Annual Toronto Marlies Health Action Day at the Coca-Cola Arena

February Student Trustee Board Report

Update from the Student Trustees:



- From February 20 to 23, the Student Trustees will be attending the OSTA-AECO Board Council Conference in Ottawa at the Westin. At this conference, they will be networking with other Student Trustees from across Ontario, participating in community service activities, listening to insightful guest speakers, and sharing their voices and input on issues relevant to education. As Operations Coordinator, Trustee Taylor Dallin will be leading several sessions that are tied in with OSTA-AECO's seven working groups. The Student Trustees plan on applying this professional development at the local level and continuing their provincial advocacy efforts.
- The Student Trustees are currently planning a CSLIT Executive Council teambuilding evening.
- The Student Trustees are continuing their work to coordinate a thrifted CSLIT merchandise initiative with the Executive Council that is tied in with CSLIT's five pillars of focus.

CSLIT:

Administrative Affairs

This past month, the Director of Administrative Affairs has assisted in carrying out multiple CSLIT initiatives such as booking guest speakers, coordinating Catholic Student Leadership sweater orders, and organizing school registration for Camp Olympia weekends. The Director of Administrative Affairs will be continuing to assist the Student Trustees in all CSLIT matters, and will be preparing necessary documents for the CSLIT's upcoming February General Assembly.

Faith

The Faith Ambassador has accomplished all the necessary responsibilities for the month of February. This includes creating the opening and closing prayers for CSLIT; as well as E-CSLIT. In addition to this, hosting the monthly faith sub-committee meeting in preparation for the upcoming Faith Camp. The Faith Ambassador has arranged a volunteer opportunity for the sub-committee at the Red Door Family Shelter. This month the sub-committee will participate in The Coldest Night of The Year Walk in support of the homeless. The Faith

Ambassador wishes to volunteer again in the future and is looking for more ways to do so.

Social Affairs

The Director of Social Affairs has begun to coordinate the annual Gala alongside their sub-committee, which includes finding a suitable venue, caterer, as well as assessing other factors for this event. The Director of Social Affairs has reached out to the Director of Social Affairs of previous years to ensure the best steps be taken to plan larger events such as the gala and the barbecue, keeping in mind the interests of the Social Affairs sub-committee. The Director of Social Affairs continues to look forward to planning events further in the year such as an event in coordination with the Directors of Elementary Affairs, as well as an event to honour and promote the Indigenous culture pillar with the Director of Equity. Ultimately, the Director of Social Affairs continues to look into improving and planning events in the year to come, while keeping in account the interests of their subcommittee.

Social Justice

The Director of Social Justice has been working with the Director of Equity to host several events. In February, both hope to present a Black History Month presentation to CSLIT members. Future subcommittee meetings have been planned. The Director of Social Justice will discuss with their respective subcommittee to review the success of this event in the planning for further events, including the Inclusion and Belonging retreat alongside the Director of Equity, and a multicultural symposium. As well, the Director of Social Justice has been planning for related CSLIT events, such as assisting the Director of Social Affairs in the planning of the annual Gala.

Moving forward, the Director of Social Justice will continue to work alongside other members of Executive Council, the Student Trustees and with their subcommittee. They will plan and execute events with the purpose of promoting values of social justice within the TCDSB and the local community.

Equity

The month of February is a very important time to advocate for equity. Black history month is the focus of the equity subcommittee. We are working towards planning an event to celebrate the richness of black history, as well as the

future. Equity is working diligently to prepare exciting and engaging events to tackle social justice issues prevalent in the TCDSB. Stay tuned to CSLIT's Instagram account for more updates regarding such events.

Public Relations

In the month of January, the Public Relations Coordinators have promoted the sales of Catholic Student Leadership sweaters, the Faith Camp Survey, and the Space Place Planetarium Canada Survey. Public Relations has also attended the Elementary Catholic Student Leadership Impact Team General Assembly and is currently in the process of creating the blog post on catholicstudentleadership.com. The coordinators will continue to supervise the CSLIT social media accounts, attend leadership events, and write blog posts to promote Catholic Student Leadership.

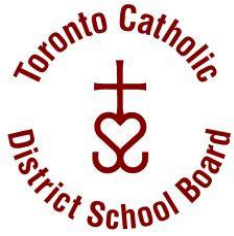
Elementary Affairs

The Elementary Catholic Student Leadership Impact Team held their fourth face to face meeting and first face to face meeting of the 2020. Attendance is at an all-time high. Sam Demma was the keynote speaker. Also on February 6th, ECSLIT was preceded by the elementary Camp Olympia student information meetings.

Angel Foundation for Learning

The Angel Foundation for Learning subcommittee has successfully run the annual raffle during the Christmas CSLIT Social and is distributing all prizes to winners. There is a meeting planned for the beginning of March once the first CSLIT meeting picks up at the end of the month.

Moving forward, AFL's goal is to have a subcommittee meeting to discuss plans for the rest of the school year. The next subcommittee meeting will be to talk about any new spring events. The focus is to continue our fundraising and working alongside the Social Affairs subcommittee. Hopes are to join the Faith Subcommittee in volunteering, as well as continue to meet deadlines for CSLIT and promote AFL at student run events.



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

**PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING
RECORDED**

For Board Use
Only

Delegation No. _____

☐ Public Session
☐ Private Session
☐ Three (3)
 Minutes

Name	Diana Chan	
Committee	Regular / Special Board	
Date of Presentation	2/20/2020	
Topic of Presentation	Loretto Abbey Relocation	
Topic or Issue	Support for NO Relocation and phased renovation on-site to keep the students in the community.	
Details	Overview of reasons for NO Relocation of Loretto Abbey students	
Action Requested	Support of the Trustees to vote NO relocation	
I am here as a delegate to speak only on my own behalf	No	
I am an official representative of the Catholic School Parent Committee(CSPC)	No	
I am an official representative of student government	No	
I am here as a spokesperson for another group or organization	Yes Loretto Abbey Community Group for NO Relocation	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	2/4/2020	



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

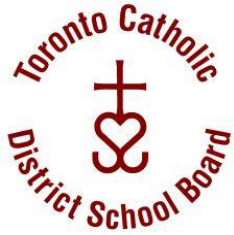
**PLEASE BE ADVISED THAT ALL STANDING
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RECORDED**

For Board Use
Only

Delegation No. _____

☐ Public Session
☐ Private Session
☐ Three (3)
Minutes

Name	Laura Tomasicchio
Committee	Regular / Special Board
Date of Presentation	2/20/2020
Topic of Presentation	Relocation of Loretto Abbey
Topic or Issue	Relocation of Loretto Abbey
Details	Relocation of Loretto Abbey and the impact on all students (including international students), programs, location of relocation, staffing, other viable options and planning that were offered).
Action Requested	Consideration of Board of Trustees to vote "NO" to relocate to Nelson A. Boylen and stay at Loretto Abbey for the "phase-in" option!
I am here as a delegate to speak only on my own behalf	No
I am an official representative of the Catholic School Parent Committee(CSPC)	
I am an official representative of student government	
I am here as a spokesperson for another group or organization	TCDSB
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes
Submittal Date	2/7/2020



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

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For Board Use
Only

Delegation No. _____

☐ Public Session
☐ Private Session
☐ Three (3)
 Minutes

Name	Gillian Vivona, OECTA-TSU President	
Committee	Regular / Special Board	
Date of Presentation	2/20/2020	
Topic of Presentation	Construction at Loretto Abbey	
Topic or Issue	Information regarding the decision to relocate Loretto Abbey during construction and renovation at the school.	
Details	No report has been provided to and Health & Safety Committees regarding any of the health and safety risks of relocation or staying on site during construction.	
Action Requested	That Trustees be fully informed in their decision regarding relocation.	
I am here as a delegate to speak only on my own behalf	No	
I am an official representative of the Catholic School Parent Committee(CSPC)	No	
I am an official representative of student government	No	
I am here as a spokesperson for another group or organization	Yes Toronto Secondary Unit	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	2/10/2020	



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

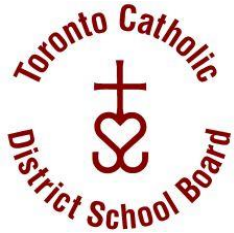
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Only

Delegation No. _____

☐ Public Session
☐ Private Session
☐ Three (3)
Minutes

Name	Carla Amodio	
Committee	Regular / Special Board	
Date of Presentation	2/20/2020	
Topic of Presentation	Loretto Abbey no relocation	
Topic or Issue	I would like to speak on behalf of my family and 2 daughters who attend Loretto Abbey regarding our support for the no relocation plan	
Details	I will outline how this process affects my family and ask trustees to vote in favour of the "NO relocation" plan for Loretto Abbey	
Action Requested	I would like to speak at the Feb. 20 meeting (or whenever they plan to vote on this issue, please advise if it is a different date)	
I am here as a delegate to speak only on my own behalf	Yes	
No Loretto Abbey		
I am an official representative of student government	No Loretto Abbey	
I am here as a spokesperson for another group or organization	No	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	2/4/2020	



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

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Only

Delegation No. _____

☐ Public Session
☐ Private Session
☐ Three (3)
 Minutes

Name	PHIL HORNAK	
Committee	Regular / Special Board	
Date of Presentation	2/20/2020	
Topic of Presentation	Loretto Abbey Relocation	
Topic or Issue	Community Association position for NO RELOCATION	
Details	I will speak to the community position, cost and implications of the proposed relocation to the students and families.	
Action Requested	Cease efforts to implement the relocation plan, approve the phased approach to boiler replacement and address the multiple issues identified as part of the Staff initial report. Health & Safety issues must be prioritized and addressed with a firm and defined schedule.	
I am here as a delegate to speak only on my own behalf	No TR>	
I am an official representative of the Catholic School Parent Committee(CSPC)	Yes Loretto Abbey Vice Chair	
I am an official representative of student government	No	
I am here as a spokesperson for another group or organization	No	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	2/14/2020	

OUR MISSION

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

OUR VISION

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



MINUTES OF THE REGULAR MEETING OF THE GOVERNANCE AND POLICY COMMITTEE PUBLIC SESSION

HELD TUESDAY, JANUARY 7, 2020

PRESENT:

Trustees:

N. Crawford, Chair
M. Del Grande, Vice-Chair
A. Kennedy
N. Di Pasquale

Non-Voting Trustees:

M. de Domenico – via Teleconference
I. Li Preti – via Teleconference

Staff:

R. McGuckin
C. Fernandes
J. Wujek
C. Caldwell

S. Harris, Recording Secretary
S. Hinds-Barnett, Assistant Recording Secretary

3. Roll Call and Apologies

Apologies were extended on behalf of Trustees Lubinski and Martino.

4. Approval of the Agenda

MOVED by Trustee Di Pasquale, seconded by Trustee Kennedy, that the Agenda, as amended to reorder Item 13b) Rescindment to Caretaker Deployment H.S.03 to Item 13a) and to include the Addendum, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The Motion was declared

CARRIED

5. Declarations of Interest

There were none.

6. Approval and Signing of the Minutes

MOVED by Trustee Kennedy, seconded by Trustee Di Pasquale, that the Minutes of the Meeting held December 2, 2019 be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The Motion was declared

CARRIED

7. Delegations

MOVED by Trustee Del Grande, seconded by Trustee Kennedy, that the Agenda be reopened to defer Item 7a) Gillian Vivona, representative of the Toronto Secondary Unit regarding Trustees Code of Conduct until the Delegate arrives, and that Item 13d) Update to Trustee Code of Conduct T.04 be deferred to the February 11, 2020 meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The Motion was declared

CARRIED

13. Staff Reports

MOVED by Trustee Kennedy, seconded by Trustee Del Grande, that Item 13b) be adopted as follows:

- 13b) Rescindment to Caretaker Deployment** that the Caretaker Deployment Policy (H.S.03) be rescinded.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The Motion was declared

CARRIED

12. Matters Referred or Deferred

MOVED by Trustee Del Grande, seconded by Trustee Di Pasquale, that Item 12a) be adopted as follows:

- 12a) Consideration of Motion from Trustee Del Grande regarding Review of Delegation Policy** that the motion be rescinded.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande	Crawford
Di Pasquale	
Kennedy	

The Motion was declared

CARRIED

13. Staff Reports

MOVED by Trustee Di Pasquale, seconded by Trustee Kennedy, that Item 13a) be adopted as follows:

13a) Catholic Parent Involvement Committee, Policy P. 04, Review Report:

1. That the revised Catholic Parent Involvement Committee, Policy P.04 (Appendix A of the report) be adopted; and
2. That Appendices A and B (Appendices B and C of the report) to the policy be approved.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Del Grande, that staff include a link of the Municipal Conflict of Interest Act as well as include it in the Cross References.

Trustee Crawford relinquished the Chair to Trustee Del Grande.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The AMENDMENT was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The Motion, as amended, was declared

CARRIED

Trustee Crawford reassumed the Chair.

MOVED by Trustee Kennedy, seconded by Trustee Di Pasquale, that Item 13c) be adopted as follows:

Trustee de Domenico connected via Teleconference at 9:00 pm.

13c) Update to Delegations Policy T.14 received and that staff consider the following amendments:

Regulation 9a), Page 93:

1. That *five (5) days* be replaced with *72 hours*;
 - b. That *advance notice* be replaced with *within 24 hours notice before the meeting*; and
 - c. That *Private information shall not be included* be replaced with *Personal or private information will be removed*;
2. That Regulation 13, first sentence, Page 93, be revised as follows:

Up to two delegations who have not registered by the deadline may speak in special circumstances for a maximum of three minutes if

approved by 2/3 of all the members of the Board *or Committee*, and *that they complete a registration form*;

Regulation 14, Page 94:

3. That *at the discretion of the Chair* be removed; and
4. That *majority present and eligible to vote* be replaced with *of all members of the Board or Committee*;

Trustee de Domenico disconnected via Teleconference at 9:13 pm.

5. That Regulation 16, Page 94, be revised to read:

Questions asked by Trustees are limited to clarifying questions *to the delegate only. No questions to Staff shall be permitted*;

Regulation 17, Page 94:

6. That *delegation* be replaced with *delegate*, and where applicable throughout the Policy;
7. That *will* be inserted before *present*, Regulation 17a);
8. That *must* be inserted before *maintain*, Regulation 17b);
9. That *shall* be inserted before *refrain*, Regulation 17c); and
10. That Staff come back with a response at the February 11, 2020 meeting regarding the addition of Regulation 17d) as follows:
Shall refrain from the usage of hate speech.

Regulations 19 a) and b):

11. That an introductory clause be included with words to the effect that *from time to time the Board may decide to move a PUBLIC delegation to PRIVATE Session*; and
12. That *or derogatory* be removed;

13. That Regulation 20, Page 95, be reworded as follows:

The Chair of the Meeting may expel or exclude a delegate from the meeting should they engage in conduct contrary to the TCDSB Code of Conduct or Respectful Workplace Guidelines, or fail to comply with this Policy;

14. That Staff review and consider adding additional information regarding the expectations whether or not a misrepresentation of facts is confirmed, Regulations 21 and 22, Page 95;

Trustee Crawford relinquished the Chair to Trustee Del Grande.

15. That *receive be* replaced with *obtain*, Regulation 5 Page 92:
16. That *if the matter is ward-specific* be added at the end of the sentence, Regulation 6, Page 92,:
17. That the two sentences in Regulation 8, Page 92 be separated, with the second sentence being Regulation 9;
18. That *its* be replaced with *the Committees*, Regulation 1, 2nd Line, Page 91;
19. That the following Regulations, Page 91, be reordered accordingly:
 - a. Regulation 1 to 3;
 - b. Regulation 3 to 1;
 - c. The paragraph starting with Delegations heard.....to Regulation 4; and
 - d. Regulation 4 to 5

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The Motion was declared

CARRIED

Trustee Crawford reassumed the Chair.

16. Updating of Pending List

MOVED by Trustee Di Pasquale, seconded by Trustee Del Grande, that Item 16a) be adopted as follows:

- 16a) Monthly Pending List** received and that Item 3, *Staff to look at options to improve efficiencies for Trustees, Staff and the public to gain greater Order Paper, Report and back-up material*, be removed.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Del Grande, that Item 16b) be adopted as follows:

16b) Annual Policy Priority Schedule received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The Motion was declared

CARRIED

17. Adjournment

MOVED by Trustee Di Pasquale, seconded by Trustee Del Grande, that the meeting be adjourned.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The Motion was declared

CARRIED

ITEM NOT DEALT WITH

- 7a) **Gillian Vivona, representative of the Toronto Secondary Unit regarding Trustees Code of Conduct** not dealt with as Item 13d) Update to Trustee Code of Conduct T.04 was deferred to the February 11, 2020 meeting.

SECRETARY

CHAIR

OUR MISSION

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MINUTES OF THE REGULAR MEETING OF THE AUDIT COMMITTEE OPEN (PUBLIC) SESSION

HELD WEDNESDAY, NOVEMBER 13, 2019

Trustees: A. Kennedy, Chair
M. Del Grande
D. Di Giorgio

Non-Voting Trustee: M. Rizzo

External Member: R. Singh

Staff: R. McGuckin
L. Noronha
M. Eldridge
S. Camacho
P. De Cock
D. Bilenduke
D. De Souza
C. Giambattista
G. Sequeira

S. Harris, Recording Secretary
S. Hinds-Barnett, Assistant Recording Secretary

External Auditor: P. Hatt, Toronto and Area Regional Internal Audit Team

3. Roll Call and Apologies

An apology was extended on behalf of Nancy Borges.

4. Approval of the Agenda

MOVED by Ryan Singh, seconded by Trustee Del Grande, that the Agenda, as amended to reorder Item 13f) Professional Services Fees for External

Consultants for Financial Advisory and Reporting Services prior to Item 13e) External Auditor's Non-Audit Work, be approved.

The Motion was declared

CARRIED

5. Declarations of Interest

There were none.

6. Approval & Signing of the Minutes of the Previous Meeting

MOVED by Trustee Del Grande, seconded by Trustee di Giorgio, that the Minutes of the Meeting held September 17, 2019 be approved.

The Motion was declared

CARRIED

MOVED by Ryan Singh, seconded by Trustee Di Giorgio, that Items 8a) and 13a) be adopted as follows:

8. Presentation

- 8a) Paula Hatt, representing the Toronto and Area Regional Internal Audit Team (RIAT) received; and**

13. Staff Reports

- 13a) Paula Hatt, representing the Toronto and Area RIAT received.**

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Ryan Singh, that Item 13b) be adopted as follows:

13b) Teacher Qualification & Experience Grant Process Change 2018-19 received.

MOVED in AMENDMENT by Trustee Del Grande that we do not recognize any unrealized income unless it is demonstrated that we have received funds to that effect.

The Chair ruled the AMENDMENT out of order.

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

The Motion was declared

CARRIED

Following PRIVATE Session, the meeting continued with Trustee Kennedy in the Chair.

The attendance list remained unchanged.

13. Staff Reports

13b) Teacher Qualification & Experience Grant Process Change 2018-19 (Continued) received.

The Motion was declared

CARRIED

Trustee Del Grande left the table at 9:20 pm.

MOVED by Ryan Singh, seconded by Trustee Di Giorgio, that Item 13c) be adopted as follows:

13c) Ministry of Education Centralized Procurement Update received.

The Motion was declared

CARRIED

Trustee Del Grande returned to the table at 9:21 pm.

MOVED by Ryan Singh, seconded by Trustee Di Giorgio, that Item 13d) be adopted as follows:

13d) 2018-19 Annual Report of the Audit Committee that the *Corporate Services Committee on December 11, 2019* be replaced with *Regular Board Meeting on November 21, 2019*, so that the recommendation reads:

That this 2018-19 Annual Report be adopted by the Audit Committee and submitted on its own behalf to the Board at its *Regular Board Meeting* (Private Session) on *November 21, 2019*, and subsequently, to the Ministry of Education in the required condensed format.

The Motion was declared

CARRIED

MOVED by Ryan Singh, seconded by Trustee Di Giorgio, that Item 13f) be adopted as follows:

- 13f) Professional Services Fees For External Consultants For Financial Advisory and Reporting Services** received.

The Motion was declared

CARRIED

MOVED by Ryan Singh, seconded by Trustee Del Grande, that Item 13e) be adopted as follows:

- 13e) External Auditor's Non-Audit Work** received and that *additional consulting work* be replaced with *any service provided* so that the recommendation reads:

1. The Audit Committee approve *any service provided* by the Board's external auditor of record that exceeds \$5,000 and that the Board's Purchasing Policy and Effective Financial Management policies be updated to reflect this change;

2. That this report and recommendation be forwarded to the December 2019 Corporate Services, Strategic Planning and Property Committee Meeting to be ratified by the Board; and
3. That on an annual basis, Staff reports to the Audit Committee all fees paid or payable to the external auditor of record, categorized by:
 - i) Audit and audit-related services; and
 - ii) “Permitted non-audit services” (as defined by the services listed under No. 3 of the Action Plan).

The Motion was declared

CARRIED

MOVED by Trustee Di Giorgio, seconded by Ryan Singh, that Item 13g) be adopted as follows:

- 13g) Audit Committee Annual Agenda/Checklist** received and that the checklist be amended to replace the *CFO role* with *Enterprise Risk Management*.

The Motion was declared

CARRIED

15. Inquiries and Miscellaneous

MOVED by Ryan Singh, seconded by Trustee Del Grande, that Item 15a) be adopted as follows:

15a) Proposed Audit Committee Meeting Dates (2020):

Wednesday, January 29;
Tuesday, March 24;
Wednesday, May 27
Wednesday, September 30; and
Tuesday, November 17 received.

The Motion was declared

CARRIED

18. Adjournment

MOVED by Trustee Di Giorgio, seconded by Trustee Del Grande, that the meeting be adjourned.

The Motion was declared

CARRIED

SECRETARY

CHAIR



REPORT TO

REGULAR BOARD

INTERNATIONAL STUDENTS– TEACHER SURVEY

For surely I know the plans I have for you, says the Lord, plans for your welfare and not for harm, to give you a future with hope.

Jeremiah 29:11

Created, Draft	First Tabling	Review
February 10, 2020	February 20, 2020	Click here to enter a date.

Peter Aguiar, Superintendent of Student Achievement and Wellbeing Area 7 & International Education

Alex Mazzucco – Program Coordinator – International and Continuing Education

INFORMATION REPORT

Vision:

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Mission:

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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

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This information report provides a summary and analysis of the International Students Teacher Survey, and actions that will be taken to address teacher concerns on how to better support our International Students.

The cumulative staff time required to prepare this report was 60 hours

B. PURPOSE

1. At the December 5, 2019 Student Achievement Meeting, the International Education Department presented an overview of International Education at the TCDSB (Appendix A).
2. At this meeting the following motion was passed:
 - That the international student team develop a feedback survey to be distributed during January 2020 to those teachers at the local level who work directly with international students providing them an opportunity to highlight elements of the program they feel are valuable or areas of improvement;
 - That the results be presented in a report to the Board at the February 20, 2019 Regular Board Meeting.

C. BACKGROUND

1. The TCDSB began accepting International Students in 2008.
2. There are approximately 1206 International Students currently enrolled in the TCDSB.
3. International Students are accepted at all of TCDSB – both secondary and elementary.
4. In secondary schools, international students are not placed in Grade 9 unless the school is undersubscribed, or they apply with an elementary cohort.
5. International students arrive from 28 countries and 6 continents.

6. The TCDSB is currently partnered with three Custodian/Homestay providers which service approximately 25% of our International Students. These three companies are expected to meet TCDSB standards for Custodian accountability and Homestay care. Parents are not obligated to choose a board-approved Custodian/Homestay provider. They may also rely on a family member or family friend to provide Custodian and/or Homestay services.
7. Revenue generated from International Students is primarily used to fund teaching staff.
8. The TCDSB's approach to International Student education aligns with the provincial approach as outlined in Ontario's Strategy for K-12 International Education.
9. A significant number of International Student are working toward gaining admittance to a post-secondary Canadian institution. For many International Students, enrolment in Ontario schools is seen as a pathway to citizenship.
10. International Students provide significant cultural, social and economic benefit to Canadian society.

D. ANALYSIS

The results of the International Student Teacher Survey can be found in Appendix B.

1. There were 243 staff members responded to the survey. Of these 199 have taught International Students.
2. Results reveal that respondents are not fully aware of the different supports available for international students, and the nature of these supports.
3. The majority of respondents are not aware of the existence of the Teacher Advisor Program (TAP) for International Students, however the majority of respondents who are aware find the program to be very or somewhat helpful.
4. The majority of respondents feel that Custodian support and Homestay support is helpful or somewhat helpful to the success of students. However,

the majority of respondents feel that the Custodian and Homestay are an extreme or moderate barrier to the success of international students. In particular, respondents indicate that it is difficult to contact the Custodian or Homestay.

5. The majority of respondents are not aware of eNotice – the newsletter for International Students, and as a result are not aware of many of the social supports and community events in place for these students.
6. The majority of respondents feel that a lack of English Language Skills is an extreme or moderate barrier to the success of International Students. As with all students who come from non-English speaking countries this is to be expected.
7. Respondents indicate that other extreme barriers to the success of international students are a lack of motivation, isolation and poor student attendance.
8. Respondents reported that additional resources are needed to support International Students. In particular respondents indicate that International Students could benefit from peer mentors/tutors, a dedicated staff member, proper course/level placement, additional ESL support, more social/mental health supports and more guidance counsellors.

Currently all schools with a significant International Student enrolment are allocated additional ESL teaching staff. In addition, the Teacher Advisor Program, where offered, provides added support in English Language acquisition.

9. Concerns about International Student being isolated and lacking motivation were also expressed. However, when comparing similar questions on the My School, My Voice Survey and the TCDSB International School Survey (both administered in Spring 2019), a greater percentage of International Students indicated that they liked their school. International Students felt the same as non-international students that their school encouraged contact among all students and that they were able to participate in extracurricular activities. Despite having similar results on both surveys in the interest teachers took in them and the positive feedback they received from their teachers, only 54% of International Students felt strongly that their teachers had high expectations

for them. In contrast 82.3% of non-international students felt strongly that their teachers had high expectations.

Question:	My School, My Voice (Spring, 2019)	International Student Survey (Spring, 2019)
How do you feel about school? (Love or Like school)	62.7%	78.7%
I am able to participate in extracurricular activities at my school. (Strongly Agree or Agree)	73.7%	71.3%
Teachers in my school have high expectations for me. (Strongly Agree or Agree)	82.3%	54.1%
Teachers in my school are interested in me as a person. (Strongly Agree or Agree)	60.1%	62.6%
Teachers in my school notice when I am doing a good job and let me know about it. (Strongly Agree or Agree)	73.6%	73.5%
My school encourages contact among students of different backgrounds and beliefs (race, religion, politics, etc.) *Very much, Quite a bit / Strongly Agree or Agree	69.9%	68.6%

10. Despite concerns raised that International Students are struggling to succeed and are absent more often, the data indicates the following:

	2017-18				2018-19			
	Student Average -Earned Credits	Average Absences	Average Credits Taken	Average Credits Earned	Student Average -Earned Credits	Average Absences	Average Credits Taken	Average Credits Earned
International Students	82.6%	15.39	6.67	6.04	82.35%	16.4	6.86	6.22
Non-International Students	79.9%	15.15	7.3	6.9	79.7%	14.87	7.5	7.1

- International Students are absent a little above average. This may be accounted for as a result of travel back home to see family during the holidays.
- On average, International Students take fewer credits because there are a greater proportion of these students in the senior grades. Students in Grade 11 or 12 do not typically take 8 full credits.
- International Students have a 91% success rate in the credits they attempt. Non-International Students have a 94% success rate in the credits they attempt. However, International Students on average are taking senior courses which are more demanding academically.
- In the credits earned, International Students have a mark average approximate 3% greater than non-International Students.

E. ACCOUNTABILITY/ACTION ITEMS

1. The International Education Department will create an online repository of support resources that can be accessed by teachers as needed. The repository will be updated as additional resources become available.
2. The International Education Department will create a teacher manual that will be posted on the online repository and emailed to teachers at the start of each semester. A draft copy is included in Appendix C. The manual will include:
 - a. A list of all resources available to support international students, and how these resources can be accessed.
 - b. A clear description of the various support structures and procedures of the International Student program (i.e. Custodian, Homestay, Orientation Centre, Teacher Advisor Program, etc.)
 - c. A list of answers to frequently asked questions. For example, “Who do I call when a student is struggling academically?” “Who do contact if a custodian is not responding?” “Who can I call in the International Education Department if I have a concern?”
3. As a result of inputting errors that occur when international student first register at their school, contact information for custodians and homestay is often incorrect or incomplete in our student information system. This makes

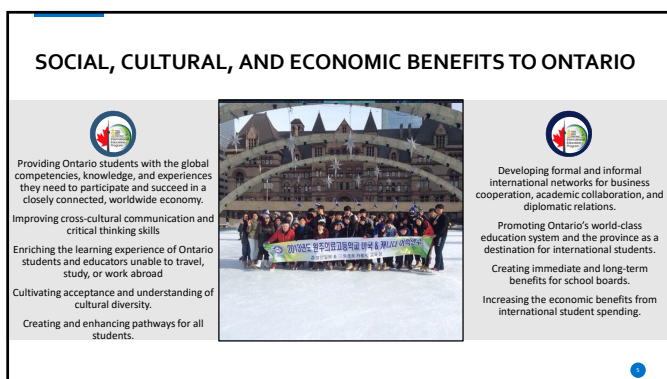
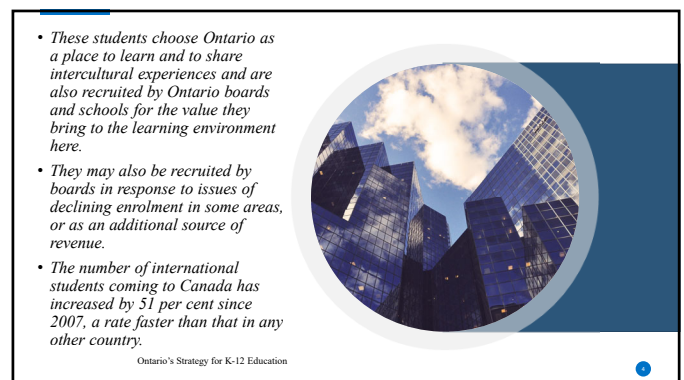
it difficult for teachers to properly contact the custodian and/or homestay with concerns.

- a. The International Education Department will centrally input all student information on initial registration to ensure accuracy.
 - b. The International Education Department will work with ICT/Trillium services to ensure that International Students are clearly identified and that the contact information is readily available to teachers on the Webmarks platform.
4. The International Education Department will further publicize the availability of the TAP and work with our secondary schools to promote the creation of TAP in all school. Participation in the TAP program will offer students additional support in the areas of language acquisition, isolation, mental health and socialization.
 5. The International Education Department will work to increase the number of approved Custodian/Homestay providers.
 6. During the initial application process, information will be provided to all parents of International Students clearly outlining the advantages of choosing a Custodian approved by the TCDSB, as well as a list of approved providers.
 7. During the initial application process, information will be provided to all parents of International Students on what standards they should expect from the Custodian/Homestay—whether or not they are approved by the TCDSB.
 8. The International Education Department will work with Catholic Student Leadership Impact Team (CSLIT) to recommend the creation of an International Student representative on local Student Advisory Councils.
 9. eNotice, the International Student newsletter, will be made available to all teachers in order to raise an awareness of what activities and supports are provided to our International Students.
 10. The International Education Department will work with other school boards and the TCDSB Chief of Mental Health to explore additional mental health resources to better support International Students.

11. Results of this survey will be shared in a presentation to the Secondary School Principals' Association.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



TCDSB INITIATIVES



STUDENT EXCHANGES

Short-term and long-term programs
Winter and summer programs



TEACHER EXCHANGES

Summer oversea ESL teaching
Presentation/Workshops
Conferences



SCHOOL TWINNING

Sister School Agreements
Visits from International Schools
Cultural Exchanges



SATURDAY MORNING

Second Language Learning Programs

QUICK FACTS

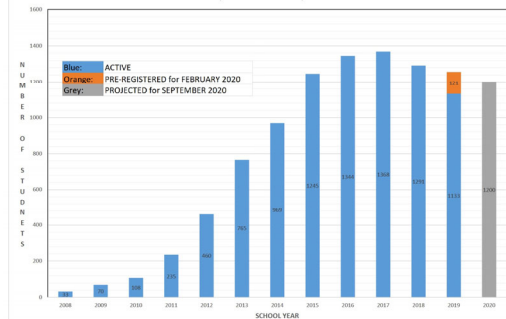
International Students in TCDSB Schools



- International Students are accepted at all of our schools – both secondary and elementary
- In secondary, International Students are not placed in Grade 9 unless the school is undersubscribed or they apply with a cohort.
- 1287 Secondary students (9-12)
- 153 Elementary students (K-8)
- Male 44% and Female 55%
- Students arriving from 28 countries, 6 continents



Yearly Enrollment of International Students
(As of October 31st)



FACTORS IMPACTING ENROLLMENT



DIRECTOR'S CAP IN GRADE 9

Introduced in 2017 to address the over and under subscription at our secondary schools.



ENROLLMENT LIMITS

Enrollment limits for international students in place for all secondary schools



MINISTRY RECOVERY

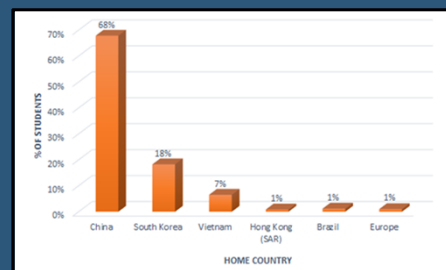
Starting in 2019-20 Ministry is recovering \$1,300 per pupil



POLITICS AND ECONOMICS

Politics and economics in foreign countries may impact student enrollment

GEOGRAPHICAL DISTRIBUTION OF INTERNATIONAL STUDENTS 2019/2020



OVERSIGHT OF INTERNATIONAL STUDENTS

Legal Custodian, Parent, and Legal Guardian

In Ontario, international students under the age of 12 must live with a parent or legal guardian.

A legal custodian must be appointed by the parent or legal guardian, if the student is between the ages of 12 – 18

A legal custodian is different from a legal guardian. A legal custodian is appointed temporarily by the parent or legal guardian of the international student, while a legal guardian is permanently appointed by a court order.



Role of Legal Custodian

A custodian represents the parent/legal guardian of an international student in Toronto. The custodian is selected and appointed by the parent/guardian. A custodian helps to manage and makes necessary arrangements for the care and support of the international student in lieu of the parent. In Ontario, a legal custodian must be over the age of majority and be a Canadian Citizen or have status.

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OVERSIGHT OF INTERNATIONAL STUDENTS

Homestay Parent

The homestay parent provides food and shelter to an international student. The homestay parent is usually not the custodian; however, a custodian may delegate responsibilities to the homestay parent.



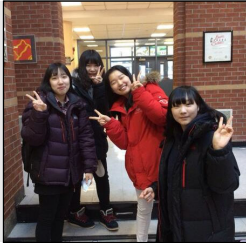
Custodian Information Services

Held throughout the year
Discuss roles and responsibilities
Discuss procedural steps for student registration
Review Homestay expectations and responsibilities

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STRATEGIES IMPLEMENTED TO SUPPORT THE INTERNATIONAL STUDENT PROGRAM

- The transferring of \$250 per pupil/per year
- Allocation of additional Student Success sections
- Review of school caps with Planning and Facilities Department
- Professional Development/Resource Support for staff
 - i.e. ESL workshops and frequently asked questions fact sheet



- Custodian In-services
- Development of Homestay Guidelines Student Success Guide
- Orientation for new students (twice a year)
- Email notifications/newsletters
- TAP - Teacher Advisor / Literacy Enrichment Program
- Professional development workshops for school staff based on system and local needs

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STRATEGIES IMPLEMENTED TO SUPPORT THE INTERNATIONAL STUDENT PROGRAM

Orientation Event for New International Students

In September - Welcome Celebration for new students

New students, their custodians and parents are invited

Introduction of the Department staff to the students

Share important information and dates pertaining to school meet fellow visa students



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STRATEGIES IMPLEMENTED TO SUPPORT THE INTERNATIONAL STUDENT PROGRAM

E-NOTIFICATIONS / NEWSLETTERS

email notifications are sent to the international students, their custodians, parents and recruiters on a regular basis



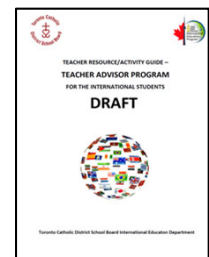
15

STRATEGIES IMPLEMENTED TO SUPPORT THE INTERNATIONAL STUDENT PROGRAM

TEACHER ADVISOR PROGRAM (TAP)

- once or twice a week for 10-15 weeks
- each session should last for 1.5 to 2 hours
- 20 hours of classroom instruction on language skills and transition to the Canadian education system and culture

- 10 hours of activities such as trips
- A resource guide is available for the teacher advisors



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HOW ARE WE DOING?

INTERNATIONAL STUDENT SURVEY

- In 2015-2016, the Educational Research Department and International Education Department Developed a student survey for TCDSB International Students
 - Questions were based on surveys developed by several independent academics, as well as circumstances specific to TCDSB, and questions from TCDSB student surveys
- Surveys prepared to be completed on paper forms - English, Chinese, Korean versions were available - responses were scanned

- Anonymous confidential results were gathered, and the main findings have been used to improve programing
- The survey has been administered since Spring 2016
- 998 surveys were completed in 2017
- **1091 surveys were completed in 2018**
- Results were analyzed and compared - Board-wide reports were prepared Fall 2018
- Department is currently reviewing survey administered April 2019. Also, individual school reports available for the 2018-2019 year (in schools with over 10 students) 20 schools**

INTERNATIONAL STUDENT SURVEY

INTERNATIONAL STUDENT SURVEY

DAILY LIFE: HOW HAPPY DO YOU FEEL?

- **75% are satisfied with studying and work**
- 65% are satisfied mastering English
- 68% are satisfied choosing courses
- **75% are satisfied making friends**

- 66% live in a homestay
- 25% had their homestay arranged by TCDSB approved company
- 40% arranged homestay on their own
- 75% believe the homestay meets the standards agreed upon
- **90% feel safe in homestay**
- 64% are satisfied with the meals
- **82% are satisfied with the relationship among homestay parents**

LIVING ARRANGEMENTS

INTERNATIONAL STUDENT SURVEY

SCHOOL: HOW DIFFICULT?

- 78% found it not difficult to adapt to Canadian teaching styles
- 70% found it not difficult getting accustomed to learning environment
- 71% found it not difficult getting involved in extracurricular activities

- 83% found it not difficult dealing with peer relationship
- **97% have been treated good/great by other students in school**
- 70% of students agree of having an overall positive experience with staff, students and school community
- **84% like/love their school!**

60.8% of Regular TCDSB Grade 10 & 12 students report liking or loving school on 2018 MSMV!!

INTERNATIONAL STUDENT SURVEY

SAFETY

- **83% feel safe at school**
- 75% feel safe walking to/from school
- 80% feel safe at home
- 72% feel safe in their community
- 77% know how to contact emergency services for help

- 38% believe they have a Canadian friend they consider close, However...
- 79% wish they know more Canadians
- 82% believe they have a good group of friends
- 20% have felt lonely in the last week
- 80% feel that they have things to be proud of
- **70% believe there is a teacher nearby who cares about them**
- 8% get into conflicts easily with people around them
- **85% have someone to turn to when they need to talk**

FRIENDS AND WELLBEING

THANK YOU!



International Students – Teacher Survey**Winter 2020**

Have you taught International Students in 2018-2019 or 2019-2020?	#	%
Yes	199	81.9%
No	44	18.1%
Total	243	100.0%

School:	#	%
Bishop Allen Academy	16	8.0%
Bishop Marrocco / Thomas Merton	6	3.0%
Blessed Cardinal Newman	12	6.0%
Brebeuf College	8	4.0%
Cardinal Carter Academy for the Arts	2	1.0%
Chaminade College	7	3.5%
Dante Alighieri Academy	4	2.0%
Father Henry Carr	2	1.0%
Father John Redmond	8	4.0%
Francis Libermann	9	4.5%
James Cardinal McGuigan	3	1.5%
Jean Vanier	7	3.5%
Loretto Abbey	7	3.5%
Loretto College	2	1.0%
Madonna	1	.5%
Marshall McLuhan	10	5.0%
Mary Ward	11	5.5%
Michael Power / St Joseph	23	11.6%
Monsignor Percy Johnson	2	1.0%
Neil McNeil	4	2.0%
Notre Dame	2	1.0%
Senator O'Connor	3	1.5%
St. Basil The Great College	6	3.0%
St. John Paul II	12	6.0%
St. Joseph's College	7	3.5%
St. Josephs Morrow Park	2	1.0%
St. Mary Catholic Academy	8	4.0%
St. Mother Teresa Catholic Academy	2	1.0%
St. Oscar Romero	3	1.5%

St. Patrick	10	5.0%
Total	199	100.0%

2. Please indicate your main department:	#	%
Business Studies	10	5.0%
Canadian and World Studies	18	9.0%
Career Education	5	2.5%
English	29	14.6%
English As a Second Language and English Literacy Development	12	6.0%
French As a Second Language	1	.5%
Guidance and The Arts	24	12.1%
Health and Physical Education	11	5.5%
Interdisciplinary Studies	2	1.0%
Mathematics	24	12.1%
Science	28	14.1%
Social Sciences and Humanities	15	7.5%
Student Success	2	1.0%
Technological Education	11	5.5%
No response	7	3.5%
Total	199	100.0%

3. Please indicate your role:	#	%
Teacher	157	78.9%
Department Head	31	15.6%
Occasional Teacher	4	2.0%
Principal/Vice-principal	4	2.0%
No response	3	1.5%
Total	199	100.0%

4. A) For each student support, please indicate how aware you are of the support:	Very aware	Moderately Aware	Slightly Aware	Not at all aware	No response
a) Orientation Centre	22.6%	16.1%	29.6%	29.6%	2.0%
b) Custodian	36.7%	29.1%	17.1%	15.1%	2.0%
c) Home-stay	40.2%	29.1%	17.1%	11.6%	2.0%
d) Student Newsletter	3.0%	6.0%	7.5%	80.4%	3.0%
e) Teacher Advisor Program (TAP)	14.6%	11.6%	13.6%	57.3%	3.0%

f) \$250 programming support amount	11.1%	5.0%	8.5%	71.9%	3.5%
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B) how valuable do you think the following supports are for International Students:	Very Helpful	Somewhat Helpful	Slightly Helpful	Not at all Helpful	Do not know	No response
a) Orientation Centre	26.1%	19.1%	10.6%	4.5%	33.2%	6.5%
b) Custodian	22.6%	27.6%	20.6%	11.1%	11.6%	6.5%
c) Home-stay	29.1%	25.6%	18.6%	9.5%	11.6%	5.5%
d) Student Newsletter	4.5%	8.5%	6.0%	9.0%	60.3%	11.6%
e) Teacher Advisor Program (TAP)	21.1%	9.0%	5.5%	4.5%	48.2%	11.6%
f) \$250 programming support amount	19.1%	7.5%	8.0%	3.0%	51.3%	11.1%

5. Please list any additional supports that would encourage the success of international students in the TCDSB:	#	%
Peer mentors/tutors	17	8.5%
Staff member at the school dedicated to these students	16	8.0%
Proper course/level placement	13	6.5%
More social/mental health supports are needed. More guidance counselors	13	6.5%
English comprehension assistance is needed when they come over	9	4.5%
Translators	8	4.0%
Better communication with custodians	7	3.5%
Increased ESL support for the students	7	3.5%
Vetted list of custodians and Home-stays.	5	2.5%
Student success resources	4	2.0%
School club for International students	3	1.5%
Additional dictionaries/translation software in every classroom	3	1.5%
Have a family doctor that all international students can access	3	1.5%
Ensure that custodians are in contact with students	3	1.5%
Try to get custodian and home-stay to be the same person	2	1.0%
Learning more about their work habits and learning skills from their home school	2	1.0%
More resources for students transition to life in Canada outside of the classroom	2	1.0%
Contact with parents in home country	2	1.0%
Orientation prior to September	2	1.0%
A way to identify learning difficulties	2	1.0%
Giving International students a voice in the school, having a rep on student council	2	1.0%
Being aware of the supports needed/available	2	1.0%
More PD for staff on how to meet international students needs	2	1.0%
Not aware of the supports	1	0.5%
Formal regulations on extra time/accommodations	1	0.5%

Encourage international students to interact with other students	1	0.5%
Making the students aware of the supports offered	1	0.5%
Program where international students explore the city and cultural opportunities with our Canadian students	1	0.5%

6. For each barrier, please indicate how significant the barrier is to the success of international students.	Extreme Barrier	Moderate Barrier	Somewhat of a Barrier	Not at all a Barrier	Do not know	No response
a) Lack of Custodian support	47.7%	26.1%	13.1%	3.0%	9.0%	1.0%
b) Lack of Home-stay support	55.8%	24.1%	10.1%	2.0%	7.5%	0.5%
c) Lack of time management	39.7%	31.7%	17.1%	7.5%	3.0%	1.0%
d) Lack of organization	31.7%	33.2%	22.1%	9.5%	2.0%	1.5%
e) Lack of motivation	49.7%	22.1%	13.6%	10.1%	1.0%	3.5%
f) Lack of academic skills prior to coming to Canada	37.2%	25.6%	20.1%	13.6%	2.5%	1.0%
g) Behavioral issues	20.1%	17.1%	24.1%	35.7%	2.0%	1.0%
h) Lack of English Language Skills	59.3%	23.1%	14.1%	1.0%	0.5%	2.0%
i) Isolation	52.3%	29.6%	12.1%	1.0%	2.0%	3.0%
j) Lack of contact with English Speaking Students	36.2%	41.7%	15.6%	2.0%	1.5%	3.0%
k) Inadequate resources to support International Students	58.8%	18.6%	11.6%	4.0%	6.0%	1.0%
l) Teacher inexperience or lack of training dealing with ESL students	31.7%	32.7%	22.1%	10.1%	2.5%	1.0%
m) Poor Student Attendance	59.3%	19.6%	13.6%	6.0%	0.5%	1.0%

7. Please list any additional barriers that get in the way of the success of the International students in the TCDSB:	#	%
Not enough ESL time/support to meet their needs from a language standpoint	22	11.1%
Lack of mental health/social support	12	6.0%
Lack of communication with custodian	9	4.5%
Lack of socializing with other students	4	2.0%
Attendance issues	4	2.0%
Lack/misuse of translators	3	1.5%
Can't reach parents abroad	3	1.5%
Lack of supervision by custodians	3	1.5%
Switching home-stay and possibly living on their own	2	1.0%
Some students are here to get away from parents and have fun	2	1.0%
Teachers need more training to properly support these students	2	1.0%
Homesick	2	1.0%
Lack of accommodations during assessments	2	1.0%
Home-stay is too far away from school	1	0.5%
Home-stay does not give them any structure or guidance	1	0.5%
Student and custodian do not understand how education system works	1	0.5%
Custodian steals from students	1	0.5%
International students are having trouble relating to Canadian students	1	0.5%

8. a) Please indicate how satisfied you are with your ability to communicate with Custodians of students in your school.	#	%
Very satisfied	6	3.0%
Satisfied	44	22.1%
Dissatisfied	71	35.7%
Very dissatisfied	49	24.6%
N/A	28	14.1%
No response	1	0.5%
Total	199	100.0%

8. b) If you are not satisfied with your communication with the Custodian, please indicate all the reasons why you are not satisfied:	#	%
Difficult to contact	109	54.8%
Not enough contact numbers provided	60	30.2%
An email address was not provided	51	25.6%
Person did not provide appropriate support	74	37.2%
Person could not communicate in English	42	21.1%
Other	30	15.1%

Q8 – Other (please specify) (n=30)	#	%
They never return calls or emails	7	23.3%
Not sure who the custodian is	4	13.3%
Contact information not working	3	10.0%
Custodian has too many students so they are not hands-on	3	10.0%
No custodian to contact	2	6.7%
Never needed to contact	2	6.7%
Can't contact them when they are out of country	2	6.7%
Students have to pay extra fees every time the custodian is required	1	3.3%
Custodian and home-stay should be same person	1	3.3%
Administrator reluctant to call	1	3.3%

9. a) Please indicate how satisfied you are with your ability to communicate with Home-stay parent of students in your school.	#	%
Very satisfied	5	2.5%
Satisfied	46	23.1%
Dissatisfied	55	27.6%
Very dissatisfied	49	24.6%
N/A	59	14.1%
No response	1	0.5%
Total	199	100.0%

9. b) If you are not satisfied with your communication with the Home-stay parent, please indicate all the reasons why you are not satisfied:	#	%
Difficult to contact	71	35.7%
Not enough contact numbers provided	49	24.6%
An email address was not provided	37	18.6%
Person did not provide appropriate support	46	23.1%
Person could not communicate in English	36	18.1%
Other	26	13.1%

International Student Programs

Definitions and Frequently Asked Questions

Definition of Parent/Guardian

A parent/guardian is the student's biological parent or a person that has been appointed by a court.

Definition of Legal Custodian

The custodian is an individual who has been designated by the parent/guardian to provide care for their minor child while he/she studies in Canada for a period of study. The custodian is responsible for the care and support (health and academic) of the student until they reach the age of majority (18) or return back to the care of their parents.

Definition of Delegate

An individual appointed to act for or represent the custodian when not available. The Custodian may appoint a delegate to perform all duties as assigned. The delegate cannot edit or change student demographic records. The International Education Department recommends that a delegate is appointed for each student.

Definition of Homestay

A Homestay is where an International Student resides. Students must have adult supervision (Homestay Parent), be provided with 3 + meals a day and should be involved as an active member of the family. The TCDSB does have Homestay providers that have been approved by the Materials Management Group and which are posted on the International Education website.

Frequently Asked Questions

1. Can legal Custodians be changed? Do they have a term?

To officially change a custodian, the two forms provided by Immigration Canada (IMM 5646E 2 pages), need to be completed and notarized. The updated forms must be provided to the day school and the day school will update Trillium and file a copy in the student's OSR. Custodianship forms do not have a term. The custodianship can only be ended if the custodian is replaced by the appointment of a new custodian, the student turns 18 or returns back to their home country. Please note that many custodians charge an annual fee. The TCDSB currently has 3 approved homestay and custodianship providers.

2. How do parents find a custodian?

Approved Homestay providers also have a list of approved custodians in the area of where the child will be living. Some parents decide to use a family member or friend that resides in Toronto. If parents decide to use a company not recommended by TCDSB, they do so at their own risk.

3. How do custodians know their responsibilities?

The International Education Department meets with every custodian and hosts mandatory information sessions to inform them of their duties and responsibilities. The custodian must update contact information and sign the Custodian Information Document indicating that they understand and will abide by the expectations.

4. Can the delegate change (update) documents for an individual student?

No. Only the custodian can change and/or update student records.

5. What if there is a concern with the homestay?

Concerns with homestay should be shared with the student's legal custodian. For severe concern with the homestay family, please consult your school administrative team and/or the International Education Department.

6. Can a Homestay be changed?

Yes. The parent and/or the custodian can change the Homestay location to best suit the needs of the student. The custodian is responsible to inspect the new Homestay prior to moving in. It is the custodian's responsibility to continually check the Homestay on a regular basis to ensure the standards recommended by TCDSB are being met.

7. If a custodian cannot be reached, what are my next steps?

Once the custodian cannot be reached, it is recommended that the delegate be contacted. If you continue to have difficulty in reaching someone, please inform your school administrator for assistance. Alternatively, the International Education Department can be contacted to assist at 416 222-8282 ext. 2135.

8. What if I'm having difficulty with a custodian or delegate not providing the requested support?

Please discuss with your administrative team if you feel the custodian is not meeting the standards set by the Board. The admin team will then consult with the International Education Department if needed.

9. What if there is a communication barrier between the school and the custodian?

TCDSB International Education Office recommends all custodians are able to communicate in English as well as the student's first language. The custodian is responsible for having a translator if he/she is unable to speak English. If it is required, the school can request translators centrally.

10. Do International students have emergency medical insurance?

Yes. All students are insured during the duration of their studies. Students and custodians are given a copy of the policy, and the main office has a backup copy found in the P: drive for each school. For inquiries, staff and students can contact the International Department.

11. Are there additional programs/supports for students?

Yes. The TCDSB offers the following:

A. Teacher Advisor Program An after-school program available to further support your students. It is a program for new international students. It consists of two components: classroom instruction and excursions/events. For the classroom instruction, students will have the opportunity to meet with their teacher advisor once or two times per week at their schools to have lessons that can enhance their English skills and life skills for about 10 weeks. In order to further facilitate bonding, sense of belongings and social engagement for these international students, teacher advisors can work with them to plan for trips and out of the classroom events.

B. Summer Orientation Program A three-week program focused on Language acquisition, cultural adaptation and academic preparedness. Students meet with post-secondary institutions to create a student success plan.

C. e-Notice An electronic announcement sent to students, their parents, custodians, recruiters at least on a monthly basis. It delivers important dates and relevant news to the International Education community.

D. Social events Organized and hosted centrally by the International Education Department throughout the academic year to provide students opportunities for team building as well as networking with local students.

12. What occurs at the Orientation Centre?

Students with their custodians attend a half day assessment. Academic records from home country are analyzed, student literacy and mathematical skills are assessed, levels are determined and shared with the homeschool.

13. What programs are in place for international students in need of social/emotional support?

Staff and students follow the same procedures as local students to initiate social work support. The custodian will provide signed authorization to allow the school based team to begin providing support.

14. Who do I contact when a student has social/emotional concerns?

Local support(s) at the school (SBSLT/Case Conference) are the initial starting point after discussing with your administration. International students have access to the same support(s) as local students. The International Education Department can be contacted to consult if needed.

DRAFT



REPORT TO

REGULAR BOARD

LORETTO ABBEY CATHOLIC SECONDARY SCHOOL RENEWAL WORK AND ACCOMMODATION PLAN (WARD 5)

*"I can do all things through HIM who strengthens me."
Philippians 4:13 (NRSVCE)*

Created, Draft	First Tabling	Review
February 11, 2020	February 20, 2020	
M. Iafrate, Senior Coordinator, Asset Renewal K. Elgharbawy, Senior Coordinator, Innovation and Service Delivery B. Leporati, Senior Coordinator, Planning Services S. Vlahos, Chief of Communications and Government Relations M. Loberto, Superintendent, Planning and Development D. Friesen, (Acting) Superintendent, Capital Development and Asset Renewal		
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

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report recommends approval of Option 2, a two-phase implementation of the heating system replacement at Loretto Abbey as detailed in this report, with students remaining on site during the academic year for the duration of the project.

The heating system replacement became urgent in November 2019, when Maintenance staff reported leaks in areas previously repaired. In order to carry out immediate replacement of the heating system, staff proposed vacating the building for the next academic year as the leading option heading in to consultation.

Based on school community feedback, two options were explored to expedite completion of the critical heating system replacement:

- Option 1 is to relocate students for 12 – 18 months to either the former Nelson Boylen Secondary School, or to the Tyndale building that the Board currently leases for St. Joseph Morrow Park (which will be moving into a new school in September 2020).
- Option 2 is to carry out the heating system replacement in two phases, working from May 15 – October 15 in 2020 and 2021, with no relocation of students. Work would include installation of ventilation, a Building Automation System, new water heating system and potentially air conditioning, as well as painting.

A school community consultation was held on January 30 and a school staff consultation on February 7, during which both options were presented and feedback was gathered. The majority of parents favoured Option 2. The majority of Abbey staff preferred relocation. Costing for both options has been estimated, with Option 2 carrying the least cost. Should the staff recommendation be approved then other renewal work required at the Abbey, listed in Appendix B, would be scheduled as part of the ongoing Renewal Plan following completion of the urgent heating system replacement.

The cumulative staff time required to prepare this report was 10 hours.

B. PURPOSE

This report addresses the approved Board motion in response to the 2020-2021 School Relocations Plan report presented at the January 16, 2020, Corporate Services Committee meeting that “*all options be explored for Loretto Abbey . . . and*

that a report on relocation come back at the February 13, 2020 Corporate Services Committee meeting or February 20, 2020 Board meeting.”

C. BACKGROUND

1. ***The heating system at Loretto Abbey is in poor condition and requires replacement.*** An evaluation of the mechanical and electrical services in the building carried out by an engineering consultant in 2014 noted that the school’s steam heating system was in poor shape, although the boilers had seven or more years left in typical life expectancy. The study also recommended conversion of the steam system to a hot water system to improve energy efficiency, provide for zone control and reduce maintenance. The replacement was deferred in anticipation of a potential addition that would have an impact on any new heating system installed and because the Convent side of the building was still occupied by the Sisters.
2. ***A project budget of \$4.3M was approved in the School Renewal Plan for the heating system replacement and addition of a ventilation system.*** \$800,000 was approved in the 2016-2018 Renewal Plan and a further \$3.5M was approved in the 2019-2020 School Renewal Plan, following early departure of the Sisters in late 2018. A request for funding for a proposed addition and renovations was ranked #4 on the Board’s Capital Priorities submission in the fall of 2019. Funding for the 2019 Capital Priorities submission has not yet been announced by the Ministry of Education.
3. ***The heating system replacement became urgent in November 2019, when Maintenance staff reported leaks in areas previously repaired.*** The system has deteriorated more quickly than normal due to minerals in the water, despite installation of a water softener. It was concluded that the heating system replacement should not be further delayed beyond the current heating season due to the risk of total failure and damage from further leaks. Given this newly heightened risk, phasing the project over three summers with boiler replacement in the 3rd summer, as outlined in the 2014 study, is not recommended.
4. ***In order to carry out immediate replacement of the heating system at Loretto Abbey, staff proposed vacating the building for the next academic year as the leading option heading in to consultation.*** The project could then be completed efficiently, without phasing, and ensure that the building was vacant for the anticipated “Type 3” asbestos abatement. The former Nelson

A. Boylen Secondary School, recently acquired from the TDSB, was identified in the 2020-2021 School Relocations Plan report presented to the Corporate Services Committee on January 16, 2020, as the most suitable relocation site.

5. ***Loretto Abbey has a deferred Maintenance backlog of approximately \$12M.*** Based on the last Ministry inspection in 2016, this is the estimated cost of replacement of building systems expected to be at or near life expectancy in the next 5 year period. If the school was vacated for a period of 14-18 months, other renewal work could be completed at the same time as the heating system replacement. Under the option to relocate, the Board had intended to retain a Project Manager to determine the scope of additional renewal works that would have been achievable during this period and develop a work plan and schedule.

D. EVIDENCE/RESEARCH/ANALYSIS

1. ***Appendix A outlines approved and pending renewal work at Loretto Abbey.*** Section 1 of the table lists work for which budgets have been approved by the Board in the Renewal Plan (\$4.3M for replacement of boiler system). Section 2 lists other system upgrades and replacements that have been identified in the Ministry of Education's building condition database, as recommended to be completed over the five year period following the inspection. This work totals approximately \$2.8M. Section 3 outlines additional work not included in the Ministry inspections that has been identified by staff. The total cost of these works is not yet estimated and will require further planning and assessment.
2. ***Savings would be expected if several renewal projects were combined and carried out in a vacated building.*** Staff estimate savings of approximately 10 to 15% in mobilization costs, competition for premium summer hours, efficiencies of scale and escalation for deferred projects.
3. ***Based on school community feedback, two options were explored to expedite completion of the critical heating system replacement.*** Option 1 is to relocate students off-site for the duration of the work. Option 2 was developed in further consultation with the engineer who completed the 2014 study and the Board's unit rate environmental consultant Maple Environmental Inc. The work can be phased over two heating seasons with some work carried out in

the Boiler Room only while the school is occupied, so that students can remain at the Loretto Abbey campus.

OPTION 1: RELOCATION (NOT RECOMMENDED)

4. ***Relocation options were explored upon notification of the urgent need to repair the boiler system.*** Two potential relocation options were presented to the Loretto Abbey community at the January 30, 2020 consultation meeting. Estimated costs of relocation for both sites are provided in *Appendix 'B'*.

(i) Nelson A. Boylen Relocation

The former Nelson A. Boylen is the closest (8.1 km) available TCDSB-owned facility that can accommodate all Loretto Abbey students with the addition of some portable classrooms.

Acquired from the TDSB for the purposes of constructing a new St. Fidelis, the building accommodates third party permit requests until another use becomes necessary or construction of the new school begins. Modifications would be required to prepare the facility for occupancy.

Transportation would be provided for the students through a combination of centralized school bus stops and provision of TTC tickets based on student preferences. Additional transportation could be provided for extra-curricular items such as after school sporting events.

(ii) Tyndale Relocation

The Board's current lease at Tyndale (8.9 km) was set to expire at end of the school year. From recent discussions with Tyndale, it is staff's understanding that while a new tenant was set to lease the space, this will not be moving forward.

The TCDSB option to extend the Board's lease only became available in the last two weeks. There is no need for renewal work to the facility, as it is currently an operating high school. This option requires a two (2) campus model with the new St. Joseph Morrow Park facility.

Staff would work with the two (2) administrations to make the most effective use of available space. Transportation could be provided between the two sites where necessary, a distance of less than 1 km. Portable classrooms may be required on the new St. JMP site to accommodate this option.

Transportation would be provided for the students through a combination of centralized school bus stops and provision of TTC tickets based on student preferences. Additional transportation could be provided for extra-curricular items such as after school sporting events.

OPTION 2: PHASED HEATING SYSTEM REPLACEMENT (RECOMMENDED)

5. ***With an aggressive schedule commencing May 15, 2020, the heating system replacement can be completed between two heating seasons*** (May – October in each year, 2020 and 2021), with the boiler replacement occurring in the first year. This phasing is possible, as advised by the environmental consultant, due to the use of the “Tootsie Roll” method of asbestos abatement, which is categorized as “Type 2” and therefore may be carried out while the building is occupied. Work areas must be completely isolated from occupied areas of the building and would occur only in the Boiler Room when the school is occupied, for removal of the existing boilers.
6. ***The schedule for the two-phase option with students remaining on site is as follows:***
 - May 15 – June 30, 2020 (work confined to Boiler Room):
 - Removal of existing steam boilers
 - Begin installation of new high-efficiency hot water boilers
 - July 1 – Aug. 31, 2020 (School Section, building is unoccupied):
 - Removal of existing piping and radiators in school section, including asbestos abatement
 - Installation of new piping, radiators, piping for A/C and ventilation ductwork in school section, installation of make-up air units, Building Automation System, new domestic hot water system, painting.
 - Sept. 1 – Oct. 1, 2020 (School, Boiler Room)
 - Completion of piping and boiler installation
 - Commissioning of system in school section
 - Temporarily connect convent section to new boilers using existing steam piping
 - July 1 – Aug. 31, 2021 (Convent Section)
 - Removal of existing piping and radiators in convent section, including asbestos abatement

- Installation of new piping, radiators, piping for A/C and ventilation ductwork in convent section, connection to Building Automation System, painting
 - Installation of A/C in classrooms, if approved in 2020-2021 Renewal Plan
 - Installation of equipment in the attic and on the roof
 - Final Commissioning of entire system
7. ***The award of a consulting services contract for the urgent work has been approved.*** On February 13, 2020, the Corporate Services Committee approved the award to SAB Engineering for a fee of 3.5% of the construction cost, for complete design and construction administration services for the two-phase heating system replacement project, including domestic hot water, ventilation and rough-in for classroom air conditioning.
8. ***The design work is proceeding regardless of the accommodation option approved for the work.*** The percentage-based fee facilitates some expansion of the scope of work, for example, to add full air conditioning and the necessary power upgrades, if approved by Board in the 2020-2021 Renewal Plan.

HEALTH AND SAFETY

9. ***A Designated Substance Survey will be carried out once the preliminary heating system design is completed.*** The removal of asbestos-containing materials is strictly regulated by O. Reg. 278/05, *Designated Substance - Asbestos on Construction Projects and in Buildings and Repair Operations*. A remediation plan and specifications will be prepared by the environmental consultant as required by the Regulation.
10. ***Asbestos removal will be carried out in strict conformance with O. Reg. 278/05 of the Occupational Health and Safety Act.*** The work will be monitored and inspected by the consultant and air testing will be carried out following completion of each stage of the remediation. Refer to Appendix C for further details.

E. METRICS AND ACCOUNTABILITY

1. *A brief comparative analysis (inclusive of estimated costs) of the Accommodation Options for the renewal work at Loretto Abbey, as detailed in Appendices A and B, is as follows:*

	Option 1		Option 2
	Relocate to Boylen \$M	Relocate to Tyndale \$M	Remain On Site* \$M
Estimated Cost of Heating/Boiler System	\$3.76	\$3.76	\$4.30
Site Preparation Costs	\$0.75	\$0.34	-
Student Transportation	\$0.75	\$0.85	-
Leasing Costs	-	\$1.53	-
Estimated Cost of Additional Renewal Works	\$2.83	\$2.83	\$3.18
Estimated Total Cost	\$8.09	\$9.31	\$7.48
Minimum Time Frame to Complete Heating/Boiler System	1 Yr	1 Yr	1.5 Yrs
Minimum Time Frame to Complete Additional Renewal	1 Yr	1 Yr	4-5 Yrs
Health and Safety of Students and Staff addressed	Yes	Yes	Yes

**Includes increased cost for completing works in a non-vacant building environment (estimated at 12.5%).*

2. *Should Option 2 be approved, a report to approve the award of a construction contract would be expected at the April 2020 Corporate Services Committee meeting.* The project budget would be finalized at that time based on the actual bid price. If a budget increase is required, approval to include the increased budget amount in the 2020-2021 Renewal Plan would be requested. Budget approval for air conditioning in classrooms would also be requested at the appropriate time.
3. *Should Option 2 be approved, equipment will be pre-ordered directly by the Board to ensure on-time delivery.* This expenditure will also require a report

to the Corporate Services Committee for approval. The first task of the consultant will be to prepare specifications for the equipment for tendering as soon as possible.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. ***January 30, 2020 – Loretto Abbey Community Meeting and Consultation.*** Approximately 265 community members including students, parents and Abbey staff participated in moderated discussions with a focus on three themes. Below are high-level summaries. For detailed commentary, please refer to ***Appendix D*** which includes the moderated questions and attendee responses.
 - a. Renewal project details – In addition to the heating system replacement, attendees identified their other top priorities for renewal work. While safety was cited as the priority, the most common priorities included air conditioning, ventilation, fire alarm and washrooms.
 - b. Relocation and transportation options – Attendees were split between TTC tickets and centralized pick-ups, dependent upon school location. If Boylen, centralized pick up was favoured. If Tyndale, TTC tickets was favoured. Overall, attendees opposed relocation, but if necessary, Tyndale was preferred.
 - c. Option to stay on site and phase the renewal work – Majority of members, preferred this option regardless of the impact on construction timelines. Concerns about air quality and impact on student health and safety were cited.

At the end of the moderated discussions, attendees were invited to the chapel for closing remarks and next steps. An overwhelming majority of attendees raised their hands in support of the option to stay on site and phase the renewal work. Staff have also received dozens of emails from the Abbey community indicating their preference to stay on site while renewal work is phased.

2. ***February 7, 2020 – Loretto Abbey Staff Meeting and Consultation.*** Loretto Abbey staff members (CUPE 1328, CUPE 1280 and TSU) provided input on concerns and preferences regarding the upcoming renewal work. Overall, 50 feedback forms were received with 86% in favour of relocation, 12 % in favour of remaining on site and 2% undecided. Of those in favour of

relocation, 64% preferred the Boylen site as a first choice while 18% preferred the Tyndale site. Feedback included: concerns regarding potential mold and/or asbestos exposure during construction; the need for a back-up plan if the work is prolonged beyond the expected time frame; and, the understanding that more work could be completed if they were located off site.

3. ***Removal of the existing boilers will commence on May 15, 2020.*** This is the date that the heating season ends and boilers are shut down. Removal of piping and radiators will start in the classrooms immediately after classes end in June. This is critical to ensure completion of installation of the new piping and radiators by the start of school in September. Work on the new boiler, Building Automation System, and air handling unit installation can continue into the fall if necessary, with completion required by the start of the heating season, October 15, 2020.
4. ***A back-up plan will be in place should radiator installation in all classrooms not be completed by September.*** Spaces in the convent large enough to serve as classrooms will be reviewed for use, on a rotating basis if necessary, as work is completed in sectioned-off areas of the school. Any work that would disrupt school operations would be carried out in the evening and/or on weekends.
5. ***The system will be fully commissioned after the second phase of the work in the fall of 2021.*** Heating will be operational in the winter of 2020-2021, but some spaces will be hotter than average while other spaces may be colder than average, particularly on the convent side of the building. The convent side would be using old piping and old radiators temporarily connected to the new boilers for the first winter.
6. ***Regardless of the option chosen, regular meetings will be held with the Loretto Abbey Building Committee through-out the project.*** Regular updates will be provided to the school community through the Building Committee and the Principal. Priorities and potential scheduling of the remainder of the renewal work needed in the building will also be reviewed with the Building Committee. The Building Committee will consist of the Principal, a parent rep (grades 9-11), incoming parent rep (grade 8), CSPC members, Local Trustee, Area Superintendent and Capital/Planning staff. It is anticipated that the membership will be finalized at the upcoming CSPC meeting on February 24. The Committee will convene every two months.
7. The Communications Department will continue to post updates on the project as they become available on the Loretto Abbey school webpage, update FAQs

and draft timely communications for the Principal to distribute to the school community.

G. STAFF RECOMMENDATION

That the Board approve Option 2, a two-phase implementation of the heating system replacement at Loretto Abbey as detailed in this report, with students remaining on site during the academic year for the duration of the project.

APPENDIX A: Loretto Abbey Renewal Work and Accommodation Plan

Table 1: Approved and Pending Renewal Work at Loretto Abbey

System	Description of Work	Estimated Costs
1. Approved Budget	Work Approved in Renewal Plan	\$4,300,000
Replacement of School Heating Plant	Replacement of all existing steam plant equipment, piping, tanks, radiators, etc. with high-efficiency hot water system. Will require asbestos remediation in the boiler room and throughout the school.	\$2,950,000
Building Automation System	New Building Automation System to provide thermostatic control for each classroom.	\$400,000
Ventilation Upgrades	Replacement of existing exhaust systems and addition of new ventilation system (none existing) in classrooms meet current Codes.	\$800,000
Domestic Water Heating System	Replacement of domestic water heating boiler and large storage tanks with smaller high efficiency DHW system.	\$150,000
Total Estimated		\$4,300,000
2.	Other Renewal Work Identified in Building Condition Database	
Plumbing Upgrades	Replacement of end-of-life plumbing fixtures.	\$100,000
Sanitary System upgrades	Replacement of the sump system and a significant portion of the sanitary distribution piping throughout the school.	\$500,000
Fire Alarm	Replacement of outdated fire alarm system to comply with NFPA Standards. Asbestos issues will be encountered in the upgrades.	\$400,000

2. Continued	Other Renewal Work Identified in Building Condition Database	
Elevator	Replacement of existing elevator machines, related equipment and controls.	\$200,000
PA System	The system has exceeded its lifecycle. Asbestos issues will be encountered in the upgrades.	\$320,000
Security System	Replacement of outdate panel	\$80,000
Exterior Window Renewal	Replacement of windows in areas not covered by previous replacement project with energy-efficient double-glazed windows.	\$877,500
Interior Finishes	Upgrades to interior finishes as required, including floors, walls and ceilings.	\$350,000
Total Estimated		\$2,827,500
3.	Work Not Identified in Building Condition Database	
Exterior Foundation Repairs	As required to address ongoing water infiltration issues.	TBD
Eaves trough Repairs/Replacement	Replacement of copper eaves trough and downspouts to address ongoing water infiltration issues.	TBD
Air Conditioning	New air conditioning system for classrooms, offices, meeting rooms, etc.	\$800,000
Electrical Systems	Replacement of electrical panels and wiring that have exceed their life expectancy.	\$350,000
Power Upgrade	For new air conditioning system	\$400,000
Lighting upgrades	Replacement of outdated lighting with LED fixtures in areas not previously upgraded.	TBD
Interior Alterations	Interior alterations to provide for improved instructional spaces.	TBD

Cost Categories	Relocation to NA Boylen	Relocation to Tyndale
Portable Needs	\$ 105,000.00	\$ 225,000.00
Construction Interior Renovations/Facility Improvements	\$ 550,000.00	
Lease Costs		\$ 1,528,000.00
IT/Telephony	\$ 10,000.00	\$ 15,000.00
Moving (Furniture, Set-Up and Relocation)	\$ 80,000.00	\$ 100,000.00
Transportation	\$ 750,000.00	\$ 850,000.00
TOTAL COST	\$ 1,495,000.00	\$ 2,718,000.00

Notes:

Costs are estimated based on previous relocation requirements. Moving costs account for moving to and from the relocation site. Portable costs include placement, electrical and removal. Lease costs for Tyndale include an average monthly operating cost of \$35,000/month prorated to \$420,000 for the year.

APPENDIX C: HEALTH & SAFETY

1. The repair and removal of asbestos-containing materials (ACM) is strictly regulated by O. Reg. 278/05: *Designated Substance - Asbestos on Construction Projects and in Buildings and Repair Operations*, under the *Occupational Health and Safety Act*. This regulation is enforced by the Ministry of Labour and building owners are subject to fines up to \$1.5 M for violations
2. O. Reg. 278/05 categorizes asbestos work into three types based on risk: Type 1 (minor work), Type 2 (moderate work) and Type 3 (major work, including the removal of more than 1 sq. m. of “friable” asbestos-containing material).
3. The Regulation outlines the safety precautions that building owners and contractors must take when renovating buildings with ACM such as ceiling tiles, stucco ceilings, vinyl floor tiles, drywall, pipe insulation and boiler insulation.
4. Type 3 asbestos work calls for the greatest number of safety precautions such as portable showers for the asbestos contractors, mandatory use of respirators and disposable coveralls, negative air, HEPA vacuums and mandatory air monitoring and testing prior to occupancy. The Board requires that the building be unoccupied by students for Type 3 removal due to the stringent requirements for isolation of the work area and ventilation control.
5. Most of the asbestos-abatement in TCDSB schools occurs during the summer prior to renewal projects such as lighting and PA system upgrades, installation of new drinking fountains, installation of new fire alarm systems, roofing projects, and new boiler and mechanical ventilation systems. Buildings are typically occupied by custodial and maintenance staff, but not students. There is no access to the school areas undergoing asbestos abatement to the building occupants.
6. In the event of an emergency, such as a broken water pipe above asbestos-containing ceiling tiles, asbestos work can be performed during the normal school hours as long as the work area (classroom / hallway) can be safely isolated and not accessible to students or staff.
7. In consultation with a mechanical engineer and an environmental consultant, it was determined that a method of applying a covering to pipe and boiler insulation can be used at Loretto Abbey. This is a “Type 2” method (O. Reg.

278/05, s. 12 (4)), also known as the “Tootsie Roll” method. Because the insulation is sealed to the piping and removed with the piping, it does not become “friable” and the same extent of isolation is not required as for “Type 3” removal. Only the boiler removal, which is in an isolated area of the school with a separate entrance, will be carried out while the school is occupied. Removal of piping and radiators will be carried out in the summer when the building is unoccupied by students. All work will be carried out in strict conformance with O.Reg 278/05 of the *Occupational Health and Safety Act*.

8. As required by the Regulation, a Designated Substances Survey will be carried out and a remediation plan and specifications will be prepared by the environmental consultant prior to tendering the project. Signage will also be posted where asbestos remediation is underway, as required. The work will be monitored by and inspected by the environmental consultant and air testing will be carried out prior to the school be re-occupied in September.

<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>6</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p> <p>Check for mold</p>	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p> <p>See the list it is quite extensive</p>	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p> <p>See the list it is quite extensive</p>	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p> <p>Pick Up Points</p>
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p> <p>Distance, School not functioning</p>	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p> <p>Too far to travel</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p> <p>walking distance; this is the school site we chose to send our child</p>	<p>Question 8: What do you see as the risks/disadvantages?</p> <p>noise from construction, congestion, distraction</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p> <p>Why were we not notified earlier about the change?</p>
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<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>8 parents 3 students (1 brother)</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p> <p>Cafeteria, gym</p>	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p> <p>Cafeteria and gym, mould on the wall</p>	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p> <p>Cafeteria and gym, mould on the wall</p>	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p> <p>Do not wish to relocate. Pick up point is best option if required.</p>
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p> <p>There will be a large decline in enrollment if they move to this site.</p>	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p> <p>There will be a large decline in enrollment if they move to this site.</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p> <p>Will provide students with consistency. - this is why they came here in the first place, to be at this location and no where else. This move will destroy the school heritage.</p>	<p>Question 8: What do you see as the risks/disadvantages?</p> <p>Asbestos and health concerns. disruption of classes.</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p> <p>"DO NOT RELOCATE!!!! DO NOT RELOCATE!!!! DO NOT RELOCATE!!!!" Anger over the way this was dealt with and how the community found out; students that have been accepted have not been informed of any possible.</p> <p>Understood that repairs still need to be done - get more staff and shifts in place to get the work completed.</p> <p>Parents will be angry if certain courses will not be offer to students due to lack of enrollment as a result of relocation. Split of grades and concerns is a concern.</p> <p>Parents feel that the option has already been made without consultation.</p>
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<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>4 parents, 1 student</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p> <p>Convent side should be updated for student use Update the gym Open the pool for swimming Track for students Air quality to be monitored regularly</p>	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p> <p>Open the pool for swimming Track for students Update windows Update security system</p>	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p> <p>Open the pool for swimming Track for students Update windows Update security system</p>	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p> <p>3/5 people say TTC tickets. 2/5 do not want to answer because do not like the options. Do not want to move.</p>
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p> <p>Not interested in this location But 2/5 would prefer over Tyndale in order to keep the school community together.</p>	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p> <p>Good option 3/5</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p> <p>Disadvantage: things will take longer to do the work over a longer time. Positive: The students remain in their school community. To do it in one year the school will be a better place.</p>	<p>Question 8: What do you see as the risks/disadvantages?</p> <p>Noise, disruption, pollution, dust , etc. Safety of the students with people working at the school. Longer period of renewal work Are the timelines going to be followed? What if they are not what is plan ?</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p> <ul style="list-style-type: none"> * Is there a plan for the extra work that is not critical such as the gym, the convent, the windows. *If we stay at the school what is the plan to do this work. *Disappointed with the notice given to parents. *Why didn't we know about this reallocation plan when the study was done? * Why only have 4 months to plan for our children's future? * If students transfer there will be a cost factor: uniform, distance *If students want to transfer will they have assistance to have another High School choice *Will the summer school transition program still be offered. *The disclosure of what was happening at Loretto should have happened before the grade 8 student chose their school
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<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>7 people - All parents</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p> <p>More Classroom Spaces, More socializing spaces, Security System upgrades (CCTV)</p>	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p> <p>More Classrooms and spaces for students to get together. Safety and security systems as well.</p>	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p> <p>More Classrooms and spaces for students to get together. Safety and security systems as well.</p>	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p> <p>Depends on location of students. Boylen Option - Centralized Pick up Points, Tyndale Option - TTC Tickets.</p>
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p> <p>Non-starter, not moving, not going to do it - everyone at the table would not consider a move. They would most likely move their kids out of the TCDSB altogether.</p>	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p> <p>Minimal disruption to students lives, to community, to parents. Advantages outweigh the disadvantages significantly.</p>	<p>Question 8: What do you see as the risks/disadvantages?</p> <p>Would be losing TCDSB students from Loretto Abbey. Work on the school must be safe for students otherwise it is a disadvantage.</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p> <p>What is occurring at the TCDSB Board meeting on February 13th? If the students stay on site at Loretto Abbey and the work runs over timelines and over the summer, what options or Contingency plans will happen? Will the building be ready? Will there be a delay in the work on the school? If the students stay on site at Loretto Abbey the worry is that the other renewal work will not be done besides the boiler. Is the design of staying at Loretto Abbey done or in progress? Is there going to be further community consultation apart from this session? What do the teachers at the school think of all of these options? Community Consultation should include all members of the community. The option to stay at the school is best for the entire community. All parents would like to stay on the site of Loretto Abbey!!!!</p>
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<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>Students, parents, neighbours,</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p> <p>new gym new proper cafeteria auditorium needs restoration</p>	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p> <p>moisture in the basement, cracks in foundation</p>	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p> <p>moisture in the basement, cracks in foundation</p>	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p> <p>Will TTC add extra buses directly to Nelson Boylen? Does community get involved in TTC bus rerouting decisions? Who pays for TTC adding extra bus service? Are the safety of kids taken into consideration by re routing buses Timelines on answer? How quickly can TTC provide updates ? Why hasn't TTC been consulted</p>
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p> <p>some parents like it travel distance and issue organizing for September and everything will not be complete on time enrollment would decline/ students would transfer out extra curricular activity will suffer</p>	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p> <p>not suitable for anyone distance issue separating the kids is an issue not big enough too far</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p> <p>school community remains in tact no uprooting children no disruption to the kids chapel kids know the school continuity new systems/computers won't be required special programs stay in tact sports programs local convenience after school activities</p>	<p>Question 8: What do you see as the risks/disadvantages?</p> <p>what are the risks? is safety being considered? everything done according to occupation health and safety no risk... mitigated... will there be disruption to students during exam time?</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p> <p>will the foundation be impacted by the proposed work? is there moisture issues? cracks in the foundation? waterproofing? Is this being considered? why wasn't Nelson Boylen considered for Dante students? its much closer</p>
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<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>5 parents</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p> <p>Cafeteria - tiles on the wall, upgrade Kitchen with pass, new gym.</p>	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p> <p>no other work.</p>	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p> <p>no other work.</p>	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p> <p>TTC Tickets</p>
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p> <p>Don't want it, building has been empty for 4 years, hard to get to - not off a TTC stop, huge inconvenience, want to keep the community together, potential loss of students and potential loss of programs</p>	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p> <p>Worse idea, don't want to divide the staff and students, potential loss of students and potential loss of programs</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p> <p>Kids well-being, not going to be worse than what they have put up with for the last few years, keep the student community together, no disruption to post-school activities (jobs) and extra circulars</p>	<p>Question 8: What do you see as the risks/disadvantages?</p> <p>can the timelines be met and guarantee the safety of students, doesn't need to be 2 years as long as it is done right and students are safe</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p> <p>Meetings about the building have ended 2.5 years ago The issues were said to have been completing just waiting on funding No discussion on relocation, now it's an emergency Most of the things on the list were said to have been done at some point what is involved with the air testing after the the asbestos removal? Are the people already lined up to do the repairs? In the odd event if the asbestos gets into the air, what is the contingency plan? Is the compressed plan going to include all of the other upgrades? Disappointed with the conduct of the elected official The transparency on this project has not been good</p>
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<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>4 parents</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p> <p>No</p>	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p> <p>New gym</p>	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p> <p>New gym</p>	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p> <p>#1 I won't send my child to Boylen. If it is Tyndale, I would prefer TTC tickets. If there is an after-school program, I would want a bus. #2 Tyndale location has not been upgraded for 30 years. I would prefer centralized pick-up points. #3 I would prefer the Boylen site. I prefer TTC tickets. #4 I prefer TTC tickets.</p>
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p> <p>#3/4The building is vacant now. It is newer shape than this building. Nice grounds. More convenient location. There are peripheral issues. No public transportation. Will be a 20 minute walk from bus.</p> <p>#2 The location is far from our location (would take 1 1/2 hours). We would have to hire a private driver.</p> <p>#1 We would not send our daughter to Boylen.</p>	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p> <p>#1. Split between 2 campuses is not ideal. Would it be by grades (separate Gr 9s). Transportation is still problematic (not on the subway line).</p> <p>#3 Building is in worse shape than Loretto Abbey. Can they confirm that Tyndale is in better shape?</p> <p>#2 Washrooms have not been upgraded for 30 years. The gym looks like it was in good shape. Grounds are gorgeous. Both sites are far from the Abbey. We researched and signed up for the Abbey because of the location. I don't know if I would have chosen the Abbey had we known about the relocation. My concern is that the time will take longer than quoted. Is there a guarantee that we are back in the stated time? We would NOT be willing to relocate for 2 years (especially for Grade 10s, 11s and 12s).</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p> <p>We continue on as we signed up for. No locations are better than the Abbey. Keeps girls together as a community. They have pride in their school. Relocation would decimate the student body.</p>	<p>Question 8: What do you see as the risks/disadvantages?</p> <p>Concern that once the work is started, they might have to leave because of what they found. Open up Pandora's box...they find things that would cause the school to relocate anyway.</p> <p>The noise.</p> <p>Health & safety concerns: air is not clean.</p> <p>Would the gym, extra space etc. be possible if the students remain on site?</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p> <p>Are they ready to go? Are permits in place? Concern that the delay would be caused if the permits are not in place. Seems like it's a last minute decision.</p> <ul style="list-style-type: none"> - Is funding blocked off for the renovation? - Are the bids in? Will take time for bids to be put in. - Can they start with retrofitting the convent with classrooms first and then move the students there once finished? Following that, they could work in sections on the Abbey. - If we do the phased approach, will we still get gym and extra instructional space? - Is it a critical need to start with the boiler? Is it a safety issue? - There are many examples of projects sitting empty because of permit delay. We hope that the dates given are conservative. Is there a contingency plan? - Is the current political situation a factor? - What time does the 18 months start for the relocation? I want to be back in September 2021. - What is the contingency plan/business continuity plan if we stay in place and then need to vacate? -What are the contingency plans for relocation to all 3 plans. - What are the dates for relocation (none given in the powerpoint)? - I really hope they can manage onsite.
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<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>12</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p> <p>None mentioned</p>	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p> <p>Want girls to stay but would like the other items mentioned after the boiler is replaced (Would have liked to see a grid with all options compared) want to know what work can take place at the same time, place portables in the back</p>	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p> <p>Want girls to stay but would like the other items mentioned after the boiler is replaced (Would have liked to see a grid with all options compared) want to know what work can take place at the same time, place portables in the back</p>	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p> <p>School Bus - Transportation cost saved by staying should be redirected to renewal; may consider a blended model</p>
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p> <p>no one is interested in Boylen</p>	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p> <p>Concern - students in two location - one family wants kids together</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p> <p>Girls get to stay; no disruption; don't lose kids to public system/private school</p>	<p>Question 8: What do you see as the risks/disadvantages?</p> <p>Delay because it takes longer; double shift doesn't sound feasible; asbestos removal - what if not done in time-what happens to the kids; safety may be an issue; extra bodies, disruptions</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p> <p>possible solution if work not quite done - parent suggestion - okay to temporarily have some kids go somewhere else; portables - may be a planning restriction but a consideration Notifying community - is this necessary - no because internal issues Asbestos abatement - asked about safety cheques</p>
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<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>12 parents 2 students</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p> <p>mould in classrooms cafeteria not functional; food brought</p>	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p> <p>would leasing be made to international students? - use of classrooms in other areas of the building - what is the plan for the future</p>	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p> <p>would leasing be made to international students? - use of classrooms in other areas of the building - what is the plan for the future</p>	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p> <p>Impacts: Grades 11/12 with spares coop and sport during the day</p>
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p> <p>either school will impact the students travel time (from 1 to 3 hours) option 1 not an option</p>	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p> <p>issue is the division of the students</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p> <p>If enrollment drops this may impact french immersion and AP programs -less stressful for families, students, staff - have benefit of chapel</p>	<p>Question 8: What do you see as the risks/disadvantages?</p> <p>what happens if the work is not finished on time? - are their concerns if students are remaining in the school while the work is being done? -no sidewalks, could pose a problem due to traffic congestion running a construction site simultaneous to a school (drop off and pick up) - will there be risk of asbestos after time?</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p> <p>Option 3 is the only option</p>
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<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>2 high school teachers (TCDSB), 1 project manager and a community member</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p> <p>Contingencies regarding exposure to possible health concerns (mold)</p>	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p> <p>Has any consideration been given to renovating the pool?</p>	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p> <p>Has any consideration been given to renovating the pool?</p>	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p> <p>The group suggested a hybrid approach where parents can either elect to opt for TTC tickets or ride the school bus. TTC strategies to help reduce walk time will play a role in the decision. A parent noted that the use of school buses would build comradery and reduce truancy.</p>
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p> <p>A lack of direct TTC bus access (distance from the school) is problematic. The fact that portables would be involved is a financial concern to the board. Necessary maintenance is also a concern.</p>	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p> <p>Distance remains a concern. Creates a dis-continuity to the community. Parents appreciate the effort to create alternative options.</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p> <p>Community continuity - familiarity of environment and positive impact on the teaching /learning environment. This site is what informed the decision to enrol at the school. Continuity of transportation arrangement to and from school. Ability to seamle</p>	<p>Question 8: What do you see as the risks/disadvantages?</p> <p>Safety control measures given the use of construction equipment/vehicles. Contractors meeting deadlines.</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p> <p>Parents insist on regular and timely updates re project status, asbestos abatement and air quality testing.</p>
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<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>10, one student, 8 parents.</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p> <p>Parents don't know any other renewal needs required as they do not have a technical expertise in the field. Safety is paramount, so whatever is most critical for the Students to remain safe.</p>	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p> <p>The gym, Junior cafeteria, washrooms, classrooms in need of renewal work.</p>	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p> <p>The gym, Junior cafeteria, washrooms, classrooms in need of renewal work.</p>	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p> <p>Vast preference is for centralized pick up points for the students. -Question for what is the cost of centralized bussing. -Is hybrid option available for kids that may have to go to work after school or have a spare and can't make the bus.</p>
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p> <p>Parents feel that any money spent on Boylen would be wasted as it is to be torn down in the near future. In addition it is too far to send the kids. Student said that it was a bad area. Parents are concerned if timeline would actually be one year. One parent is convinced that Boylen would have to be torn down before Loretto Abbey is ready. Parents are concerned about church space and how it would be created.</p>	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p> <p>Parent has issue with two campus system. It would break up the Loretto Community this is with separating the kids at the two campus's. Parent is concerned with the rivalries between the two schools. Issues with if siblings are at two different campus's. How would the students be distributed, would they still take part in school events, assembly's etc..... Student asked how would extra curricular activities work if grades are split between the two campus's. Parents would like to know why the new potential tenant for Tyndale fell through.... Parents and student are concerned about staff moving between both campuses. Parents prefer Tyndale over Boylen.</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p> <p>Why did it take so long to implement this phasing. The school community would be kept together. The community would be decimated. For the grade 11's, there is an advantage to graduate within the building that they have started at. Less stress for the s</p>	<p>Question 8: What do you see as the risks/disadvantages?</p> <p>Safety of the students during renovation.</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p> <p>What would the grade 9 orientation look like in July.</p>
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<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>7 parents (one parent/teacher) 1 student</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p> <p>None. (many newer parents)</p>	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p> <p>None at this time</p>	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p> <p>None at this time</p>	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p> <p>Will there be shuttles to Boylen site? Dedicated site to pick up and drop off. Busing is expensive (\$50,000)/year - where will this budget come from?</p>
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p> <p>Too much money for Boylen - reworking Boylen and adding portables, feels unnecessary. Perhaps Yorkdale as an option for pickup-dropoff. Any extra curricular activities, it would difficulty for pick up.</p>	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p> <p>Two locations, and not really a great option. From this group, this would be a worst option. Disjointed. Harder to create community. Tyndale is a more rundown site (the group feels). It is too difficult with two location sites.</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p> <p>If the school stays, not as much work can be done. Timing seems to be a question if the school went off property (will it only be one year). Could impact the enrollment of school, less courses, less faculty because of less courses. Would we lose the ext</p>	<p>Question 8: What do you see as the risks/disadvantages?</p> <p>Will there be a risk of asbestos? No risk - because the asbestos will be removed in the summer. The amount of work seems to be less if staying on the property. The disadvantages about not getting the work done, and only selected work completed.</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p> <p>More voice required from student body and the staff members. Their opinions matter because this would effect them the most.</p>
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<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>7 people</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p> <p>Security System - cameras inside and outside Cameras on the pathway - motion detectors</p>	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p> <p>Gymnasium - larger, bleachers if new space was added Pool? update, upgrade, rebuild swimming pool, Upgrade indoor track Cafeteria Space - relocation upper floor --> relocate to Sister Lounge? Convent space - what will be done with this? Science Labs - ar</p>	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p> <p>Gymnasium - larger, bleachers if new space was added Pool? update, upgrade, rebuild swimming pool, Upgrade indoor track Cafeteria Space - relocation upper floor --> relocate to Sister Lounge? Convent space - what will be done with this? Science Labs - ar</p>	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p> <p>TTC Tickets Centralized Pick Up TTC route re-established on Falstaff and/or begin from Wilson Station? schools buses from Abbey site</p>
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p> <p>maintenance issue to be completed prior to use -portables on site -location too far -just not our preferred site</p>	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p> <p>how will the Abbey students be integrated into the St. Joseph's new location? -how will school be divided between two sites -fear of loss of community site</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p> <p>Advantages -the girls stay together -no extra transportation -get to stay in the beautiful building -extracurricular activities may continue Disadvantages -timelines will exceed project expectation -asbestos abatement -- concern for safety --> consulted</p>	<p>Question 8: What do you see as the risks/disadvantages?</p> <p>-timelines -we don't get the upgrades in other areas</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p> <p>clarification of 1 year or 18 months - if we go with the Nelson A. Boylen option can we begin the project in May or asap - make sure the survey is sent to newly accepted grade 8 students in addition to the sign list by parents - our group really appreciated working in the smaller groups vs the large group - they felt they were heard, able to discuss their concerns and validated</p>
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<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>8 parents 1 future student</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p> <p>Cafeteria - students are not comfortable eating there currently - too hot and smells.</p>	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p> <p>Gym is small. Concerned about adding to timeline required to complete the work.</p>	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p> <p>Gym is small. Concerned about adding to timeline required to complete the work.</p>	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p> <p>If Boylen - school bus If Tyndale - TTC tickets combination of both - not certain of reliability of school buses</p>
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p> <p>We do not want NA Boylen Too far Not on subway - busses instead Chance to miss school bus transfers required Cross major intersections Safety - not running for bus Gr. 8 students chose LA for proximity to home will transfer students If boylen is the choice no church near boylen missing extra-curricular activities/work not enough time to drive to this location surrounding amenities are permitted and will need to be relocated/ school teams ie. hockey and field, pools and ice rinks that are within the area and while on teams right now leave during period 3 and 4, will create lots of disruption co-op programs are not in proximity of boylen</p>	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p> <p>Integration between grades, lack of connection between students how would grades be split up Would be disruptive but could also be a nice thing - collaboration greater good to get everything done remaining on site is still preferred can they get costing done for all options including transportation Transportation carbon footprint would like a cost breakdown of each option</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p> <p>Sense of community less disruption preferred choice mental health less stress for students and parents</p>	<p>Question 8: What do you see as the risks/disadvantages?</p> <p>no risks no disadvantages foreseen ensure project is done in responsible manner</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p>
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<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>5 parents 2 students</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p> <p>The addition. Students should be asked this question.</p>	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p> <p>we don't want to be distracted by this issue and want to say focused.</p>	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p> <p>we don't want to be distracted by this issue and want to say focused.</p>	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p> <p>would there be a change in the start and end time. concerns about siblings at different locations, I would consider sending my child to SJMP. Option for school bussing would be more inclusive (some students may not be independent and able to take TTC)</p>
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p> <p>not interested. lose the culture of your school. if it must come to pass the Boylen site is an inconvenience but it accommodates everyone at one location. you will likely lose students if you go to this site. you will lose people either way. you may lose people because of health concerns with the construction. would consider it</p>	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p> <p>students at Loretto were waiting to see what happens at St. Joe's. concerns about two campuses as it relates to siblings, mentorship. location is further from home for some families.</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p> <p>less disruption, friends stay together, milestone time, they chose their high school and want to stay with the group, asking them to disrupt their teen years with this move. keep them here and preserve that. commute is better for some families. what do th</p>	<p>Question 8: What do you see as the risks/disadvantages?</p> <p>asbestos, construction problems, could be intrusive and annoying, risk of having work completed before students move back in September (high risk) other upgrades won't occur because of funding and lowering on the list of capital projects</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p> <p>question: can you please identify if the funding for the original plan proposed (the addition) is locked in? or is the funding changing per option? if so original option that includes addition is preferred.</p>
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<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>5 people. 3 women and 2 men.</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p> <p>all if possible even if it takes more summers but remain in building.</p>	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p> <p>all if possible even if it takes more summers but remain in building.</p>	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p> <p>all if possible even if it takes more summers but remain in building.</p>	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p> <p>They should have both. Concern over where the centralized pick up spot would be. Combination of both is preferred.</p>
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p> <p>Not an area they want to send their kids. Neighbourhood is a safety concern. Too far for the people at the table. Comment above regarding Nelson A Boylen safety concern being false. Traffic patterns and congestion make it difficult.</p>	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p> <p>Concern over the two campus split. If you had any other choice, this is the best location. Similar design, the other campus is not far. Concern over conflict of both schools. is there a risk of the new girls changing schools. concern over loss of students that will want to go to the newer St. Joseph Morrow Park school. Already established as a school, so bus infrastructure is there. No need for modifications.</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p> <p>As long as its safe. If they can demonstrate they are being safe with the asbestos removal then it is the preferred option.</p>	<p>Question 8: What do you see as the risks/disadvantages?</p> <p>That it won't be done in time. If they find bigger issues, then what?</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p> <p>Preferred option is to stay on Is there a contingency plan if the asbestos goes into the air in the sections where the classroom spaces are if it goes beyond august 31. All renewal work should be completed while building is occupied, even if it significantly increases timeline of work. Are we ready to start or will this consultation process delay if we need to do more consultation?</p>
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<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>Ryan Regacho - Parent Michelle & Michael Camacho - Parents Sandra Brown - Parent Grade 9 Giovanna Romana - Parent Maureen Bellmore - Parent (Grade 9 & all students) John Nvarette - Parent</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p> <p>the water leaks that occur in classrooms. - the gym is pretty small - Boylen is very small and not a good option to relocate to. Concern about safety issues for the kids for Boylen due to transportation. there was homicide shooting and it is a concern.</p>	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p> <p>Stay focussed on being on campus and consider it as a project and get it done.</p>	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p> <p>Stay focussed on being on campus and consider it as a project and get it done.</p>	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p> <p>Parent 1 - I am opposed to any relocation. Parent 2 - If push comes to shove, I would opt for centralised pick up point. Parent 3 - Suggestion: Consider Express buses from York Mills and Wilson with a stop at the school.</p>
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p> <p>Boylen is very small and not a good option to relocate to.</p> <ul style="list-style-type: none"> - Concern about safety issues for the kids for Boylen due to transportation. There was homicide shooting and it is a concern. - Concern that this school is a ghost school and worried about what resources are going to be there? Do we have a science lab, no chapel, are there sports fields, will they be able to maintain it 	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p> <p>Tyndale and the new St. Joseph Morrow Park location are much better as a relocation site if absolutely necessary compare to the Boylen site. - Are there any issues with the present Tyndale site?</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p> <p>Less disruption. The benefits of staying is far more better. Retain the student population and it enables extra-curricular activities.</p>	<p>Question 8: What do you see as the risks/disadvantages?</p> <p>The risk is if something comes up suddenly, we won't be prepared and we will complicate the process as now where do we go? Example: So make sure you have a back up plan.</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p> <p>The third option is great but what are the contingency plans in place if things don't go as anticipated. How realistic are the timelines.</p> <ul style="list-style-type: none"> - What are the next steps and how are you going to communicate to both prospective parents and current parents? - Unfair for students; especially for students graduating in 2020 who may now have to go to another school. - A fear of starting fresh in Grade 12 as relationships have already been built with staff, students, friends, teachers.
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<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>6 Parents, 1 Student, 1 future student</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p> <p>interior finishes</p>	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p>	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p>	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p> <p>centralized pick-up points</p>
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p> <p>concerns that renovations for Nelson Boylen is finished for September Concerns that bus routes are not as direct and that there is not a current TTC route to the school.</p>	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p> <p>Concerns that if grades are split and reduces the opportunity for students to take courses in a different grade. Moving between two locations is an issue not an option because of location - too far from home. Have Madonna nearby. This was not a option for the group. Students would go elsewhere.</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p> <p>students are remaining here. Transportation is not a factor comfort of students</p>	<p>Question 8: What do you see as the risks/disadvantages?</p> <p>Sept to Oct - work is not complete, continuing health and safety, disruption to students and classes Increased costs to bring contractors back to site a second time. Not getting the rest of the work done that could be</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p>
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<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>13</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p>	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p>	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p>	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p> <p>centralized pickup - is this feasible for 900 kids?</p>
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p> <p>do not want this option - not feasible</p>	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p> <p>preferable over Boylen, but still not desirable - better quality because building has been in use -</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p> <p>work gets done while students are on summer vacation believe 99% of parents prefer to stay on site catholic school - chapel on site keep school community together</p>	<p>Question 8: What do you see as the risks/disadvantages?</p> <p>what if work is not completed, will have to complete work while school occupied takes longer air quality, health and safety</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p>
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<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>3 students, 6 parents</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p>	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p>	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p>	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p>
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p>	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p>	<p>Question 8: What do you see as the risks/disadvantages?</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p> <p>Will there be a TTC rep. to better explain how the TTC will be adding stops and how long it will take before stops are added to their regular route. Will it be ready for sept 2020?</p> <ul style="list-style-type: none"> - How many portables will be placed at NA Boylen? - How will the grades be split between Morrow Park and Tyndale? - Can there be a central pick up location located at Wilson station? - Can the TTC have more flexible pick up stops for students rather than 30 minute increments? <p>Will the contractors be working double shifts when the school is empty for a quicker return to the Loretto Abbey because it was mentioned that the contractors will be working double shifts?</p> <ul style="list-style-type: none"> - We worry about staying on site during the relocation because of potential structural issues? - With all the renewal work, can there be additional things done in the classrooms -like changing whiteboards vs chalk boards?
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<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>8</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p> <p>The list is comprehensive</p> <ul style="list-style-type: none"> - lockers Are still in good condition - can the pool be reopened and used for phys ed? - gym, the floor is in good condition but it is a small gym - some rooms closed, can they be reopened to be used? is this because of safety? - 	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p> <p>The gym, phys ed system over all</p> <ul style="list-style-type: none"> - no track outside - pool would be a good addition 	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p> <p>The gym, phys ed system over all</p> <ul style="list-style-type: none"> - no track outside - pool would be a good addition 	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p> <p>Boylen and Tyndale Are far apart, far from student populations will take more time to travel to</p> <ul style="list-style-type: none"> - like the idea of centralized pickup points however point was made that TTC allows for flexibility just in the centralized pickup bus is missed - Boylen requires more transit to get to and will be a long commute, need to get the TTC bus stop reinstated - what if the timing of construction takes longer than what was estimated? - skeptical of construction schedule as most if not all projects experience delays
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p> <p>too far for some, close for others - willing to test out the location but will transfer child if they do not end up liking it - student council president indicated word on the street is girls will leave if not staying at the Abbey, confirmed via instagram survey - crime is a Concern south of Fallstaff not so much north of Fallstaff however Concern about an all girls school in general in this area - Why spend money at Boylen for a temporary relocation and then tear it down for an elementary school</p>	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p> <p>same as Boylen from a distance perspective, a little easier to get to by transit and slightly closer - perception of neighborhood safety is better at Bayview/Cummer than Jane/Wilson - Parents living in the west end do not favor Tyndale as it will take longer to get to - requires a 2 campus model which is not ideal</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p> <p>like the phased option, keeps kids here, as long as it sticks to the construction schedule - the construction schedule is optimistic, there was much skepticism surrounding this point</p>	<p>Question 8: What do you see as the risks/disadvantages?</p> <p>longer repair time - concerns of potential asbestos cross contamination into the operational part of school</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p> <p>An informal instagram survey was taken by student council, it indicated approximately 400 students would go to alternate location while roughly 300 would enroll somewhere else - Half the group was for staying at the Abbey and the other half favored Boylen, distance was a major factor. - Some group members indicated it didn't matter because they are already sending their girl to the Abbey from far away for a reason and will continue to send them there because they are loyal to the school and school community.</p>
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<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>7 parents and 2 students</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p> <p>Nothing specific</p>	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p>	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p>	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p> <p>Centralized pick-up points is preferred. LA to be the pick-up spot. Combination of busing to a centralized pick-up and drop of location accessible to TTC.</p>
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p> <p>Too far. All the students will be together. Limited public transit. Perceived safety concerns. Possible over crowding. Will the site need to be prepared? Boylen has a long walk after the bus drop. Boylen is too small. A portion of the kids will have to be in portables wilchi is not a best scenario.</p>	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p> <p>Seems closer (easier access to the site). Are the classrooms near to each other as opposed to spread out? No additional cost to prepare.</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p> <p>Staying at the school, no travel, no distrupction to the students, no start-up costs, happy students and parents, retain student population and staff.</p>	<p>Question 8: What do you see as the risks/disadvantages?</p> <p>Potential distrupction if something goes wrong, any issues in the facilities because of construction, safety risks, unexpected closures during the project, unable to offer the Grade 9 pre course, delayed improvement of identified issues</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p>
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<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>16 people total: 3 current students, 1 prospective student, 12 parents (1 being TCDSB staff)</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p> <p>Again, group did not feel they have the expertise to respond to this question.</p>	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p> <p>Any work that is integral to the building's safety.</p>	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p> <p>Any work that is integral to the building's safety.</p>	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p> <p>One student expressed that centralized pick up spots would be the most ideal for students; one student commented that subway tickets are not accepted at all stations/transit and this would need to be considered - would presto cards be provided?</p>
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p> <p>Parent commented there is no left turn at Falstaff and Keele (not even buses can run that way), impacting student pickup and drop off; there is only one bus stop near the school; many concerns about impact on extra-curriculars: swim team practices at Douglas Snow and track and band have early/late practices, their days would be even longer; students in extra-curriculars not related to school but in the Loretto neighbourhood would likely have to quit due to impact on travel time; lots of concern for the amount of time students would spend commuting on transit each week.</p>	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p> <p>Students were concerned about staffing changes - what would happen to teachers teaching different sections of subjects if grades are split between sites? Would they travel between sites?; Would Loretto and SJMP operate as two separate schools in one building, or would students be integrated?; Students hoping to upper year classes were concerned this would not be an option with this model of two sites (i.e.: grade 10 student hoping to take grade 11 course); Would there be any impact on class periods (if teachers had to travel between sites)?</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p> <p>All (16) participants want this phased approach. Benefits cited include: keeping the community united, students can stay with their friends, students and teachers would not be split up, extra-curriculars (school and other) would not be impacted, no increa</p>	<p>Question 8: What do you see as the risks/disadvantages?</p> <p>Participants stated it is too early for them to understand the associated risks, but did question how the school would be sectioned off in order to accommodate renewal work. Parents wondered where grade 8 students would complete their summer course under this plan, as the building would need to be empty this summer, parent stated "I'd rather not have the summer course and stay here".</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p> <p>Group stated you will lose the school community by moving. The community is worried about mental health issues, the students are stressed, and a potential move and separation of friend groups is stressing them out even more; Students stated, "We have the opportunity to go to Lawrence Park, North Toronto, etc. but we want to be here... there's a real community here, you don't find that everywhere"; "Almost all of us would need to leave the Board - there is no Catholic school in the area" and that students are already applying to different schools; friend groups exist that have been formed since elementary school and students expressed concern over trying to make new friends at this point in their high school career would be difficult; Any school move would be difficult on all students, but even more unfair to grade 9s and grade 12s as it would impact their year and experience. Parents questioned how the the Board was able to find an additional school site in one week's time; parents questioned the timeline of construction on site. It was noted that grade 8 students became aware of a potential relocation one day after they received their acceptance to Loretto Abbey, and this was unfair and inappropriate.</p>
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<p>Please list the number of people in your discussion group, and where possible include demographics (i.e. student, staff, parent, community member, neighbour, etc.)</p> <p>10</p>	<p>Question 1: The heating system replacement is critical and must be done as soon as possible. In addition to this work, please list your top three priorities.</p> <p>lack of knowledge.</p>	<p>Question 2: Are there other renewal needs you think should be addressed that are not listed?</p> <p>sidewalks</p>	<p>Question 3: Is there any other renovation/renewal work you would like considered as part of this renewal project?</p> <p>sidewalks</p>	<p>Question 4: What is your preferred transportation option, if relocation is desired by the school community: centralized pick-up points or TTC tickets provided to student</p> <p>TTC tickets</p>
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<p>Question 5: What are your comments on the use of Nelson A Boylen as a relocation site?</p> <p>too far, close to home, bus distance, no to boylen</p>	<p>Question 6: What are your comments on the use of Tyndale as a relocation site?</p> <p>separation of grades, sharing space ST. Josephs, uniform, 5 said yes and 5 said no</p>	<p>Question 7: What do you see as the benefits/advantages of the proposed phasing option (discussed in the presentation) for replacement and steam-to-hot-water conversion of the heating system while remaining at the Abbey?</p> <p>safety</p>	<p>Question 8: What do you see as the risks/disadvantages?</p> <p>exposure and health, safety issues, timeline, disruption and delays</p>	<p>Please ask the table to share any additional comments or questions they may have. Please list as bullets below.</p> <p>How are they supposed to make an informed decision for their daughter to start fall 2020 now that she has been accepted/. How to vote withiut all details.</p>
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REPORT TO

REGULAR BOARD

RECOMMENDATION REPORT FOR THE PROCLAMATION OF JANUARY AS TAMIL HERITAGE MONTH

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

Created, Draft	First Tabling	Review
February 4, 2020	February 20, 2020	Click here to enter a date.

Nick D'Avella, Superintendent of Equity, Diversity, Indigenous Education, and Community Relations
Jody Huang, Community Relations Officer

RECOMMENDATION REPORT

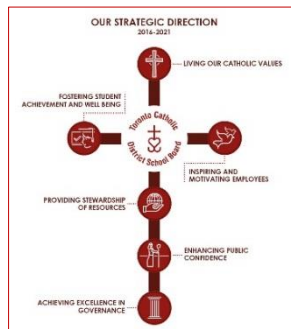
Vision:

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

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

At the January 23, 2020 meeting of the Regular Board, a member of the Tamil community delegated to the Board of Trustees to request that the Toronto Catholic District School Board (TCDSB) officially proclaim January as Tamil Heritage Month, in order to celebrate Tamil culture, promote Tamil history, and acknowledge the contributions of Tamil Canadians to society.

Trustees approved a motion of receipt and referral, directing staff to come back with a report in February in consideration of this request.

This report recommends that the Board of Trustees declare January as Tamil Heritage Month by official proclamation (Appendix A).

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

B. PURPOSE

1. At the January 23, 2020 meeting of the Regular Board, staff were directed to come back with a report in response to the delegate's request (Appendix B) that January be officially declared Tamil Heritage Month in the TCDSB.
2. This report fulfills the Board's direction.

C. BACKGROUND

1. The Tamil Canadian diaspora began in the 1940s and continues to grow today.
2. Presently, Tamil Canadians constitute one of the largest visible minorities in the Greater Toronto Area.
3. According to Statistics Canada, in 2016 Tamil became the third most spoken South Asian language in Canada.
4. Toronto has the largest Tamil population outside of the South Asian subcontinent with over 130,000 Tamil Canadians.

5. Thousands of TCDSB students and staff identify themselves as Tamil Canadians.
6. January is the month of the Tamil Harvest Festival, Thai Pongal. Thai Pongal is a thanksgiving festival.
7. Canadians of Tamil descent have contributed towards the growth and development of Canada's towns and cities through the arts, music, religion, education, medicine, and various service industries.
8. Tamil Canadians have contributed to Ontario's social, economic, political and cultural fabric. Tamil Heritage Month is an opportunity to remember, celebrate and educate future generations about the role that Tamil Canadians have played and continue to play in communities in Ontario and across Canada.
9. Within the TCDSB, Tamil is among the top ten languages, other than English, spoken at home.
10. In 2014, the Ontario government proclaimed January as Tamil Heritage Month and similarly, the Canadian House of Commons unanimously declared January as Tamil Heritage Month on October 5, 2016.

D. ACTION PLAN

1. Staff recommend that the TCDSB Board of Trustees officially proclaim January as Tamil Heritage Month to coincide with the Tamil Harvest Festival, Thai Pongal.
2. The Community Relations Department under the leadership of the Superintendent responsible for Equity, Diversity, Indigenous Education and Community Relations will coordinate with the Tamil Community to plan and support activities that promote Tamil history and culture within the TCDSB.
3. Information, educational and promotional materials (films, books, cultural and historical resources), provided by the Tamil community, will be made available to school administrators, students, parents and teachers via the Board portal.

E. METRICS AND ACCOUNTABILITY

1. The Community Relations Department and the Communications Department will monitor the uptake and engagement in schools that participate in Tamil Heritage Month celebrations through mainstream media coverage, social media metrics and any additional contributions, including photos and exhibits.
2. The Community Relations Department will monitor school community engagement in this initiative through school activities and programs that highlight the contributions of the Tamil community.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. 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, Communications Department's weekly wrap-up, E-news, and social media.
2. Strategic actions will focus on both mainstream and community-based media (with a focus on Tamil media), supported by communications modalities including, targeted pitches to community reporters.
3. The Community Relations Department will liaise with school staff to plan and implement activities highlighting the contributions of the Tamil community at the school level.

G. STAFF RECOMMENDATION

Staff recommend that the Board officially proclaim January as Tamil Heritage Month in the TCDSB.



Tamil Heritage Month Proclamation

Good Evening Trustees, Mr. McGuckin, Superintendents, Associate directors, and all who are present here this evening.

My name is Scotula Navaratnasingham, and currently I am a teacher at St. Michael's Choir School and was previously at Jean Vanier Catholic Secondary School, and play an integral role in the TCDSB Tamil Heritage Celebrations.

I stand before you today to ask that you make an official Proclamation for Tamil Heritage month for all of TCDSB.

Toronto has the largest Tamil population outside of the South Asian subcontinent with over 130,000 Tamils living here and thousands of TCDSB students and staff members identifying themselves as Tamil.

The Toronto District School Board has recognized and proclaimed Tamil Heritage month since 2014. In 2015, when I was a teacher at Jean Vanier, I founded our own Tamil Heritage Month assemblies because we had a high population of Tamil students and they wanted to educate their school community and celebrate their culture.

Annually I touch base with our community relations department and communications department to ensure that Tamil heritage month is recognized as part of the heritage celebrations at the board level.

This year, January 17th marked the 5th annual Tamil Heritage assembly and celebration that took place at Jean Vanier. And though Tamil Heritage month is recognized by TCDSB it has never been officially proclaimed unlike the African Canadian Heritage month in February, Celtic Canadian Heritage in March, Asian Heritage in May, Filipino and Italian in June, etc.

The Tamil Heritage Month Act, Bill 111 was proposed in 2012 and was passed by the Ontario government in 2014 to proclaim January as Tamil heritage month. A unanimous decision was made at the House of Commons on October 5th, 2016 declaring the month of January as Tamil Heritage Month under motion M-24 proposed by MP Gary Anandasangaree at the Federal level for all Canadians.

The motion states that Tamil Heritage month will "recognize the contributions that Tamil-Canadians have made to Canadian society, the richness of the Tamil language and culture, and the importance of educating and reflecting upon Tamil heritage for future generations by declaring January, every year, Tamil Heritage Month".

In the one page document that is available to you at your request through Corporate services, I have included links to the official documentation by the Federal Government.

Therefore, on behalf of all of our Tamil student and staff population, I am asking that as leaders in the Toronto Catholic Community, you help in respecting and affirming the diversity and interdependence of the world's peoples and cultures. As well as respecting and understanding the history, cultural heritage, and pluralism of the Tamil culture by proclaiming January as Tamil Heritage Month for all of TCDSB.

Thank you for your time.

Tamil Heritage Month in the Toronto Catholic District School Board

Proclamation

WHEREAS on October 5, 2016 the Canadian House of Commons unanimously declared January as Tamil Heritage Month; and

WHEREAS the Tamil Heritage Month Act, Bill 111, was passed by the Ontario government in 2014 to proclaim January as Tamil Heritage Month; and

WHEREAS the Toronto Catholic District School Board recognizes the vast contributions of Tamil Canadians to the enrichment, diversity and social fabric of Canada; and

WHEREAS through art, music, religion, education, medicine, and the service industry, Tamil Canadians were instrumental in the growth and development of Canada; and

WHEREAS Tamil Canadians continue to contribute to Canada's social, economic, political, and cultural mosaic; and

WHEREAS Toronto is home to more than 130,000 people of Tamil heritage and has the largest Tamil population outside of the South Asian subcontinent; and

AND WHEREAS the Toronto Catholic District School Board is home to students of diverse multicultural heritages, including those of Tamil descent; and

NOW THEREFORE, BE IT RESOLVED that the Toronto Catholic District School Board hereby proclaims January as Tamil Heritage Month.



REPORT TO

REGULAR BOARD

STRATEGIC RESERVE POLICY

"A generous man will himself be blessed, for he shares his food with the poor."

Proverbs 22:9

Created, Draft	First Tabling	Review
February 11, 2020	February 20, 2020	Click here to enter a date.

D. De Souza, Coordinator of Grant & Ministry Reporting

G. Sequeira, Coordinator of Budget Services

P. De Cock, Comptroller of Business Services & Finance

RECOMMENDATION REPORT

Vision:

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

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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

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

The Education Act, Section 233, allows School Boards to create “Reserves”. These special purpose type funds are restricted to a specific type of expenditure and can be funded by the Accumulated Surplus. The Toronto Catholic District School Board (TCDSB) already has several of these types of reserve accounts; however, the strategy to set these monies aside requires a formal Board Policy.

This new, formalized Strategic Reserve Policy, F.M. 09 will guide the TCDSB’s management of financial reserves to protect against unexpected financial events and plan for the funding of special initiatives and projects and ensure equitable distribution of available resources.

After review at the Governance and Policy Committee on February 11, 2020, this report recommends approval of a new TCDSB Strategic Review Policy, F.M. 09.

The cumulative staff time required to prepare this report was 20 hours.

B. PURPOSE

1. This report is on the Order Paper of Regular Board because the Governance and Policy Committee recommends the creation of a new policy to properly manage the Board’s Strategic Reserves.

C. BACKGROUND

1. **June 6, 2019** – At the Corporate Services, Strategic Planning and Property Committee, the 2018-19 Budget Book approved by the Board of Trustees contained recommendations around a reserve strategy. The Budget Book’s Volume V referenced the need for financial sustainability and recommended that the strategy begin to be formalized so that funds from the Accumulated Surplus could 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.
2. The 2019-20 Budget followed suit with the previous year’s budget and maintained the same reserve framework. At both the 2017-18 and 2018-19 year-end the reserve strategy recommendations from the 2018-19 budget were

implemented. As a result, the TCDSB currently has several reserves with healthy balances.

3. Reserve funds play a very important role in TCDSB finances and provide a strong indicator of TCDSB's overall financial health. For this reason, the management of reserve funds is vitally important, and therefore, the primary basis for this policy. The policy intends to establish consistent guidelines and standards, which will assist in the administration of reserve funds in a responsible, consistent, and equitable manner.
4. Historically, there has been a heavy focus on balancing the provincial funding with the planned operating expenditures for the year. Often a school board may encounter one-time increases or decreases in expenditures, which put the budget out of balance. School Boards may also face structural deficits arising from legislative or labour arbitration decisions that essentially place an ongoing structural cost burden that is greater than the funding received from the Province.
5. During the 2018-19 budget process, the TCDSB board approved the establishment of strategic reserves funded from accumulated surpluses, which may fund future projects, provide for operating contingencies, and provide funding for the support of equity initiatives, unexpected events and/or legislated liabilities.
6. **February 11, 2020** – the Governance and Policy Committee reviewed the new policy on Strategic Reserves and recommended that the policy be brought to Regular Board.
7. The draft Strategic Reserve Policy, F.M. 09 appears in **Appendix A**, and the associated Operational Procedures can be located in **Appendix B**.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The new policy F.M. 09 Strategic Reserves places reserve funds into three categories:
 - i. Strategic Reserve Funds;
 - ii. Operating Reserves Funds; and
 - iii. Obligatory Reserve Funds.

2. **Strategic Reserve Funds (Discretionary):** These reserve funds can be used to better plan for the implementation of projects over the long-term. These funds will be used for high priority projects critical to the success of the organization moving into the future. These are fiscally prudent investments given their broad impact on the organization. The Strategic Reserves currently approved and included in the draft Policy are as follows:
 - a. Information Technology Strategic System Reserve
 - b. Administrative Facility Reserve
 - c. Student Equity Strategic Reserve
 - d. Information Technology Infrastructure Reserve
 - e. Trustee Strategic Initiatives Reserve
 - f. Ward Based Playground Reserve
3. **Operating Reserve Funds (Discretionary):** An allocation of funds for which the Board of Trustees, or the Director of Education and Chief Financial Officer earmark, at their discretion, funding for a short-term future expenditure, liability or other purpose. Funding is typically determined during the budget estimates, revised estimates or year-end financial results. These reserves are funded from various sources including, but not limited to, allocated revenues, accumulated surpluses, and dedicated contributions, etc. They are typically operational in nature (e.g., carry-over of school block budgets, funding for a time-limited program etc.).
4. **Obligatory Reserve Funds (Non-Discretionary):** Obligatory Reserve funds are prescribed for specific purposes through the Education Act or act as a contingency to offset future in-year deficits. Mandated reserves exist for Education Development Charges (EDCs) and Proceeds of Disposition (POD). These reserves will operate with limits as prescribed in the operating procedures (Appendix B). The current Obligatory Reserves that are approved and included in the draft Policy are as follows:
 - a. Operating Contingency Reserve
 - b. Education Development Charges Reserve
 - c. Proceeds of Disposition Reserve
5. Distributions to the reserves on an annual basis will vary according to the reserve type. Specific directions regarding these distributions are detailed within each reserve fund's operating procedures.

E. METRICS AND ACCOUNTABILITY

1. The Board will see the status of the reserve funds at least twice a year as follows:
 - A year to date budget versus actual continuity schedule will be included as part of each year's budget process for the information of the Board (May/June).
 - Year-end audited financial statements will also include balances of reserves, both obligatory and discretionary reserve funds; inclusive of note disclosure and comparative figures (November).
2. Recommendations in this report will be monitored by the Associate Director of Facilities, Business and Community Development, and Chief Financial Officer.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. The policy as approved will be posted on the TCDSB policy register.

G. COMMITTEE RECOMMENDATION

That the Board accept the recommendation of the Governance and Policy Committee and approve the new policy on Strategic Reserves, F.M. 09 found in **Appendix A**, as well as the Operational Procedures found in **Appendix B**.



POLICY SECTION: Administration

Appendix A

SUB-SECTION:

POLICY NAME: Strategic Reserve Policy

POLICY NO: F.M.09

Date Approved:	Date of Next Review: February 2025	Dates of Amendments:
Cross References:		
Appendix: Strategic Reserve Policy Operational Procedures		

Purpose:

Reserve funds play a very important role in the Toronto Catholic District School Board's (TCDSB) financial strategies and provide a strong indicator of the school boards overall financial health and stability of the organization. Reserve funds provide financial flexibility and mitigate pressures, all of which impact the board's overall financial condition.

This policy is intended to establish consistent guidelines and standards, which will assist in the administration of reserve funds in a responsible, consistent, and equitable manner.

This Policy applies to all the departments of the Toronto Catholic District School Board.



POLICY SECTION: Administration

Appendix A

SUB-SECTION:

POLICY NAME: Strategic Reserve Policy

POLICY NO: F.M.09

Scope and Responsibility:

This policy applies to all internal stakeholders of the TCDSB community. The Director of Education is responsible for this policy.

The following general principles apply when managing reserve funds.

- 1) Alternate arrangements should be considered before creating a new reserve fund i.e., accommodation within existing reserve, scope expansion, alternate funding arrangements etc.
- 2) If an option exists, discretionary reserve funds are preferable to obligatory reserve funds due to their flexibility.
- 3) Reserves for different purposes shall be separated. Definitions should be specific, but flexibility can be accommodated by incorporating service groupings, like one-time funds, etc.
- 4) Obligatory reserve funds are defined through legislation. Reserves grouped by service, funding source, type, etc. will be developed as permitted.
- 5) Funds spent from the Reserve must be carried out in accordance with the original intent and consistent with the purpose identified in the documentation submitted to and approved by Board.
- 6) Spending cannot exceed the reserve or the intended budget allocation for that reserve, unless otherwise approved (e.g. Education Development Charges).



POLICY SECTION: Administration

Appendix A

SUB-SECTION:

POLICY NAME: Strategic Reserve Policy

POLICY NO: F.M.09

Alignment with MYSP:

Living Our Catholic Values

Enhancing Public Confidence

Fostering Student Achievement and Well-Being

Achieving Excellence in Governance

Providing Stewardship of Resources

Inspiring and Motivating Employees

Policy:

One of the key attributes of financial sustainability is appropriate reserve fund levels. Adequate reserve balances allow the Board to manage service needs, sustain infrastructure, provide flexibility, and mitigate risk and uncertainty. To assist the Board in managing reserve funds, where appropriate, guidance related to reserve level targets and minimum balance will be incorporated for each individual reserve. These are detailed in the policy's operating procedures. Balances exceeding target levels may be redirected at the discretion of the Chief Financial Officer.

Regulations:

1. RESERVE CLASSIFICATION

Reserve funds shall be classified into the following three categories:

a. Strategic Reserve Funds (Discretionary)

These reserve funds can be used to better plan for the implementation of projects over the long-term. These funds will be used for high priority projects critical to



POLICY SECTION: Administration

Appendix A

SUB-SECTION:

POLICY NAME: Strategic Reserve Policy

POLICY NO: F.M.09

the success of the organization moving into the future. These are fiscally prudent investments given their broad impact on the organization. The allocation of funding shall be primarily from in-year surpluses and will be in accordance with allocation formula found in the Operating Procedures

b. Operating Reserve Funds (Discretionary)

An allocation of funds for which the Board of Trustees, or the Director of Education and Chief Financial Officer earmark, at their discretion, funding for a short-term future expenditure, liability or other purpose. Funding is typically determined during the budget estimates, revised estimates or year-end financial results. These reserves are funded from various sources including, but not limited to, allocated revenues, accumulated surpluses, and dedicated contributions, etc. They are typically operational in nature (e.g. carry-over of school block budgets, funding for a time limited program etc.).

c. Obligatory Reserve Funds (Non-Discretionary)

Obligatory Reserve funds are prescribed for specific purposes through the Education Act or act as a contingency to offset future in-year deficits. Mandated reserves exist for Education Development Charges (EDCs) and Proceeds of Disposition (POD). These reserves will operate with limits as prescribed in the operating procedures.

2. RESERVE CONTRIBUTIONS

Distributions to the reserves will vary according to the reserve type. Specific directions regarding these distributions are detailed within each reserve fund's operating procedures.

- a. Strategic Reserve contributions result from specified board approved strategies, as set through this policy.



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Appendix A

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- b. Operating Reserve contributions are determined through the budget process, at year end by the Director of Education and Chief Financial Officer or as otherwise approved by the Board of Trustees.
- c. Obligatory Reserve fund contributions shall be made as prescribed by Federal, Provincial or other Statutes/Agreement.

3. RESERVE TRANSACTIONS

- a. All withdrawals/transfers shall be authorized through the budget process, under policy or by specific Board approval.
- b. Under no circumstances should a withdrawal/transfer place a reserve in a negative position, with the exception of the EDC reserve ~~per the Education Act.~~
- c. The Director of Education and Chief Financial Officer (CFO) shall have joint responsibility and accountability for all reserve transactions.

4. REPORTING

The Board shall see the status of the reserve funds at least twice a year as follows:

- a. A year to date budget versus actual continuity schedule will be included as part of each year's budget process for the information of the Board (May/June).
- b. Year-end audited financial statements will include balances of reserves, both obligatory and discretionary reserve funds; inclusive of note disclosure and comparative figures (November).



POLICY SECTION: Administration

Appendix A

SUB-SECTION:

POLICY NAME: Strategic Reserve Policy

POLICY NO: F.M.09

5. ADDING, REMOVING OR MODIFYING RESERVES

The process to address reserve modifications is as follows:

a. For Strategic Reserves

- i. A Strategic Reserve may be created, removed or modified by a Notice of Motion by a Trustee to reopen the Strategic Reserve policy during non-budget related meeting or by regular motion during a budget meeting. This would be followed-up by consideration through the Governance and Policy Committee and later ratification by Board per Board By-laws.
- ii. A Strategic Reserve may be created, removed or modified by staff bringing a revised policy to a Governance and Policy Committee with a recommendation to amend.

b. For Operating Reserves

- i. A request, including appropriate justification, support and financial evidence, shall be submitted to the CFO by other senior staff for review and process approval.
- ii. The CFO will review the request with the Director of Education (through Director's Council) and will approve or reject the request based on this policy, prudent fiscal management and operational need.
- iii. An Operating Reserve that is in accordance with this policy may also be created by a motion and approval of the Board of Trustees.



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c. For Obligatory Reserves

Should the Provincial Government mandate new reserves then the Director of Education and Chief Financial Officer will bring a policy amendment to Governance and Policy Committee at the earliest opportunity to include the new reserve(s).

Definitions:

Strategic Reserves

- **Information Technology Strategic System Reserve** - This reserve will be used for the long-term financial planning for the replacement and/or update of major enterprise-wide systems.
- **Administrative Facility Reserve** - This reserve restricts funding for the renewal activities of administrative buildings for which most Renewal and Capital grants from the Province do not provide funding.
- **Student Equity Strategic Reserve** - This reserve sets aside monies that can be applied towards various equity initiatives across the Board.
- **Information Technology Infrastructure Reserve Fund** - This fund will be used for the replacement of Information & Communication Technology hardware equipment.
- **Trustee Strategic Initiatives Reserve** - This fund will be used to fund Board of Trustee strategic initiatives.
- **Ward Based Playground Reserve** - This fund will be used to fund outdoor element improvements that are not currently funded by the Ministry. A ward based allocation will be implemented with schools applying for funds from the ward pool of funding.



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Operating Reserves

Operating reserves are typically used to “carry” funds from one fiscal year to the next with specific intent for the use of the funds and will therefore vary from year to year. They may be more operational in nature, rather than strategic, and can be initiated by senior staff for operational matters or by Trustees through motion when the need arises. Examples are as follows:

- **School Block Budget** - Unexpended and Committed school block budgets carried forward to the next school year.
- **Pastoral Plan**- Carryover of unexpended funding from year one to year two of the pastoral plan to purchase religious materials for the TCDSB community
- **Capital Planning Capacity** - Resources to undertake a range of capital planning related activities.
- **Catholic School Parent Councils** – Carryover of funds raised by parents for special projects and activities.
- **Human Resource Related Initiatives** - One-time funding for the hiring of contract staff for specific initiatives or needs.

Obligatory Reserves

- **Operating Contingency Reserve** - To mitigate future unforeseen costs and in-year deficits, the minimum amount should be 1% of operating budget, while the maximum amount held in this reserve is 2% of the operating budget. The Ministry of Education has indicated that 2% is the optimal contingency amount.
- **Education Development Charges (EDCs)** - EDCs may be imposed if a board will need to acquire new school sites to accommodate the students resulting from new residential development. The scheme provides an eligible school board with the option of collecting EDCs on new residential



POLICY SECTION: Administration

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SUB-SECTION:

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and non-residential development. The funds are used to acquire land for new schools in growth areas.

- **Proceeds of Disposition (POD)** – POD are generated when boards sell school facilities or properties that the board has declared surplus. POD must be used for the repair or replacement of components within a school unless otherwise agreed to by both the Board of Trustees and the Ministry of Education. School Boards must spend 80% of their POD to target key building components and systems, with the remaining up to 20% addressing other locally identified renewal needs.

Evaluation and Metrics

Staff will report on the status of Reserve Funds as part of each year's budget process and at the year-end audited financial statement.

Strategic Reserve (F.M.09)

OPERATIONAL PROCEDURES

This operational procedure supports the TCDSB's commitment to provide a framework for the strategic reserve policy. It provides the purpose, funding source and any time limitations associated with each reserve.

For all Strategic Reserves funded by in-year surpluses, it is assumed that should an in-year deficit occur, no contributions would be made to any Strategic Reserve in that fiscal year. To account for multi-year projects, or expected variations in year to year expenditures, transfers from operating budget accounts can be made to corresponding Strategic Reserves.

For all projects completed under budget, surplus funds would be returned to the Reserve Fund from which they were drawn.

Strategic Reserve Funds

Information Technology Strategic Systems Reserve

Purpose: This reserve will be used for the long-term financial planning or the replacement and /or update of major enterprise-wide systems.

Funding Source: 35% of in-year surplus funds shall be allocated to this reserve. Other one-time or ongoing contributions may also be made as approved by the Board of Trustees.

Time limit: Funds for approved projects using this funding source need to be used within five years. If funds for the project are not used within the five-year period, the remaining funds will be added back to Strategic Reserve Fund, unless otherwise approved by the Board of Trustees.

Administrative Facilities Reserve

Purpose: This reserve provides funding for the renewal activities of administrative buildings for which most Renewal and Capital grants from the Province do not provide funding.

Funding Source: 5% of in-year surplus funds shall be allocated to this reserve. Other one-time or ongoing contributions may also be made as approved by the Board of Trustees.

Time limit: Funds for approved projects using this funding source need to be used within two years. If funds for the project are not used within the two-year period, the remaining funds will be added back to the Administrative Facilities Reserve, unless otherwise approved by the Board of Trustees.

Student Equity Strategic Reserve

Purpose: This reserve sets aside monies that can be applied towards various equity initiatives across the system as approved by the Board of Trustees.

Funding Source: 5% of in-year surplus funds shall be allocated to this reserve. Other one-time or ongoing contributions may also be made as approved by the Board of Trustees.

Time limit: Funds for approved projects using this funding source need to be used within two years. If funds for the project are not used within the two-year period, the remaining funds will be added back to the Student Equity Strategic Reserve, unless otherwise approved by the Board of Trustees.

Information Technology Infrastructure Reserve

Purpose: This fund will be used for the replacement of Information and Communications Technology hardware equipment.

Funding Source: 5% of in-year surplus funds shall be allocated to this reserve. Other one-time or ongoing contributions may also be made as approved by the Board of Trustees.

Time limit: Funds for approved projects using this funding source need to be used within two years. If funds for the project are not used within the two-year period, the remaining funds will be added to Operating Contingency Reserve, unless otherwise approved by the Board of Trustees.

Trustee Strategic Initiatives Reserve

Purpose: This fund will be used to fund specific strategic initiatives at the discretion of the Board of Trustees.

Funding Source: Unexpended trustee budgeted funds from the current year. If the Board is in an in-year surplus position, any unexpended trustee individual budgets at year-end will be transferred to this reserve.

Time limit: Funds for approved projects using this funding source need to be used within two years. If funds for the project are not used within the two-year period, the remaining funds will be added back to Trustee Strategic Initiatives Reserve, unless otherwise approved by the Board of Trustees.

Ward Based Strategic Playground Reserve

Purpose: This reserve provides funding for outdoor improvements at school sites where such improvements cannot be funded by renewal grants received by the Ministry of Education. Funding will be allocated on an application basis based on a process and criteria as approved by the Board of Trustees.

Funding Source: One-time or ongoing contributions may also be made as approved by the Board of Trustees.

Time limit: Funds for approved projects using this funding source need to be used within two years. If funds for the project are not used within the two-year period, the remaining funds will be added back to Ward Based Strategic Playground Reserve, unless otherwise approved by the Board of Trustees.

Operating Reserve Funds

The Board of Trustees or the Director of Education and Chief Financial Officer may create operating reserve funds from time to time in order to “carry over” funds from one year to the next for specific purposes. The purpose, funding source and time limit below are provided for illustrative purposes. Each operating reserve will have its own specified purpose, funding source and time limitation. These will be approved by the Board of Trustees and/or the Director of Education and Chief Financial Officer. Where there is ambiguity in the purpose, funding source and time limitation on an operating reserve, delegated authority will be provided to the Chief Financial Officer to assign the same in a fiscally prudent manner.

General Description for Operating Reserves

Purpose: To carry forward operating funds from one fiscal year to the next for a specified program or expenditure.

Funding Source: Unexpended budgeted funds from the current fiscal year.

Time limit: Funds need to be used in the following fiscal/school year, unless otherwise specified by Collective Agreements, legislation or authorized by the Director of Education and Chief Financial Officer.

Obligatory Reserves Funds

Operating Contingency Reserve

Purpose: To mitigate future unforeseen costs and in-year deficits. The minimum target shall be 1% of operating budget, and the maximum amount held in this reserve will be 2% of operating budget.

Funding Source: 50% of in-year surplus funds shall be allocated to this reserve. Other one-time or ongoing contributions may also be made as approved by the Board of Trustees.

Time limit: No time limit. Funds will be maintained at 2% of operating budget.

Education Development Charges (EDCs)

Purpose: Funds will be used primarily to acquire new school sites to accommodate students resulting from new residential development, or any other expenditure that is in accordance with the Education Act.

Funding Source: Education Development Charges collected on new residential and non-residential development.

Time limit: No time limit. Funds will be reserved and expended as required.

Proceeds of Disposition (POD)

Purpose: This reserve primarily funds renewal activities, but may be used for other purposes with Ministerial approval in accordance with the Education Act.

Funding Source: Proceeds from sale of surplus school facilities or properties.

Time limit: No time limit. Funds will be reserved and expended as required.

Further Clarity on Procedures for Allocating an In-Year Surplus

- For all Strategic Reserves funded by in-year surpluses, it is assumed that should an in-year deficit occur, that no contributions would be made to any Strategic Reserve in that fiscal year.
- The first \$1.2 million of in-year surpluses shall be allocated to the Ward Based Strategic Playground Reserve.
- Subsequently, the formula based allocations of other Strategic Reserves and the Operating Contingency Reserve shall be allocated.
- Once the 2% maximum threshold of Operating Budget is reached for the Operating Contingency Reserve, then the 50% allocation shall be distributed to the remaining Strategic Reserves, which are currently funded from in-year surpluses on a percentage allocation, on a pro-rata basis.

MASTER PENDING LIST AND ROLLING CALENDAR TO FEBRUARY 20, 2020

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Apr-19 Corporate Services	Mar-20	Corporate Services	Report on meeting with staff, Trustee (s) and key members of the O'Connor Heritage House Committee to determine what kind of partnership would be feasible going forward (Senator O'Connor College School Estate Building (Ward 11))	Associate Director of Facilities, Business & Comm. Dev & CFO
2	Feb-20 Corporate Services	Apr-20	Corporate Services	Report indicating steps to be taken to mitigating the enrolment pressures of St. Andre Catholic School	Associate Director of Facilities, Business & Comm. Dev & CFO
3	Dec-19 Regular Board	TBC	Regular Board	Report regarding SEAC's Motion to Board: That an annual "Special Education Needs Students (SENS) Graduation" report be prepared for the Board and SEAC on Special Needs students starting with the 2018-19 year Grade 12 students with an IEP excluding gifted with the following: 1. Total number of students who enrolled and attended; 2. Number of students who graduated with an Ontario Secondary School Diploma (OSSD); 3. Number of students who graduated with an Ontario Secondary School Certificate (OSSC); 4. Number of students who graduated with a Certificate of Attendance;	Associate Director of Academic Affairs

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
4				<p>5. Number of students who enrolled in the next school year (fifth year, sixth year, seventh year);</p> <p>6. Number of students who did not return due to aging restrictions and did not graduate with an OSSD, OSSC or Certificate of Attendance;</p> <p>7. Number of students who did not graduate and did not return for other reasons than above but completed the school year; and</p> <p>8. Number of students who did not complete the school year.</p> <p>That the report be prepared annually and include the five most recent years of accumulated history listed by school year going forward. (i.e. in the first years, report will only have 2018-19 results, the second year will have 2018-19 and 2019-20, etc...) and Board-wide results for all students and, if possible, Provincial comparable (Consideration of Motion from Tyler Munro regarding Special Education Graduation Rate)</p>	
	Jan-20 Regular Board	Mar-20	Regular Board	Report regarding how we can resolve the Cents Off program not transferring along with employees as they change positions (Angel Foundation for Learning Annual Report, John Yan, Executive Director)	Associate Director of Facilities, Business & Comm. Dev & CFO

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
5	Sep-19 Student Achievement	May-20	Student Achievement	Report regarding how a case log of legal opinions given to the TCDSB, with respect to our Catholic denominational rights, can be put together and report back to Student Achievement Committee by October 2019 at the earliest (Recommendation from Catholic Education and Living our Catholic Values Sub-Committee Meeting June 11, 2019): Build a Repository of Cases, Research and Rulings for Precedents and References on Issues relating to our Catholic Faith and Morals Teaching, Doctrines and Pastoral Care (Approved March 1, 2018))	Associate Director of Academic Affairs
6	Jan-20 Student Achievement	TBC	Student Achievement	Report as soon as possible regarding Toronto Health Check Report (Presentation: Dr. Eileen de Villa, Medical Health Officer for Toronto)	Associate Director of Academic Affairs

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A = Annual Report

P = Policy Metric Report

Q = Quarter Report

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (P)	Corporate Services	<u>B.R.01 Rental of Surplus School Space & Properties</u> Policy Metric	A.D. Facilities, Business, Community Development
2	February (Q)	Corporate Services	Financial Status Update Report #1	A.D. Facilities, Business, Community Development
3	March (A)	Corporate Services	Budget Series Report: Financial Planning and Consultation Review	A.D. Facilities, Business, Community Development
4	March (A)	Corporate Services	Consensus Student Enrolment Projection	A.D. Facilities, Business, Community Development
5	March (A/P)	Corporate Services	Transportation Annual Report and <u>S.T.01 Transportation</u> Policy Metric	A.D. Facilities, Business, Community Development
6	April (A)	Corporate Services	Budget Series Report: Grants for Student Needs Update	A.D. Facilities, Business, Community Development
7	April (A)	Corporate Services	Annual Portable Plan and Other Accommodations Needs	A.D. Facilities, Business, Community Development
8	April (A)	Corporate Services	Annual Energy Conservation and Demand Management Plan Progress Update	A.D. Facilities, Business, Community Development
9	May (P)	Corporate Services	<u>A.18 Development Proposals, Amendments and Official Plans and Bylaws</u> Policy Metric	A.D. Facilities, Business, Community Development
10	May (Q)	Corporate Services	Financial Status Update Report #2	A.D. Facilities, Business, Community Development
11	May (A)	Corporate Services	Budget Series Report: Preliminary Budget Estimates for the Following Fiscal Year	A.D. Facilities, Business, Community Development
12	June (A)	Corporate Services	Budget Series Report: Recommended Budget Estimates for the Following Fiscal Year	A.D. Facilities, Business, Community Development

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13	June (A)	Corporate Services	Delegated Authority Report	A.D. Facilities, Business, Community Development
14	September (Q)	Corporate Services	Financial Status Update Report #3	A.D. Facilities, Business, Community Development
15	September (A)	Corporate Services	Capital Program Update	A.D. Facilities, Business, Community Development
16	September (A)	Corporate Services	Delegated Authority Update Report	A.D. Facilities, Business, Community Development
17	October (A)	Corporate Services	Trustee Honorarium Report	A.D. Facilities, Business, Community Development
18	October (A)	Corporate Services	Annual Asset Renewal Plan	A.D. Facilities, Business, Community Development
19	October (A)	Corporate Services	Preliminary Enrolment Report for Elementary and Secondary Schools and S.A.01 <u>Elementary Admission and Placement Policy Metric</u>	A.D. Facilities, Business, Community Development
20	November (A)	Corporate Services	Legal Fees Report	A.D. Facilities, Business, Community Development
21	November (A/Q)	Corporate Services	Audited Financial Statement and Financial Status Update #4	A.D. Facilities, Business, Community Development
22	December (A)	Corporate Services	Budget Series Report: Revised Budget Estimates for the Current Fiscal Year	A.D. Facilities, Business, Community Development
23	December (A)	Corporate Services	Annual Investment Report	A.D. Facilities, Business, Community Development
24	February (A)	Regular Board	School Year Calendar	Associate Director Academic Services
25	March (A)	Regular Board	Staffing Projections Report	Associate Director Academic Services

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26	August (P)	Regular Board	<u>T.19 Electronic Participation in Meetings of the Board, Committees of the Board, and Committee of the Whole Board Metric</u>	Director of Education
27	August (P)	Regular Board	<u>H.M. 19 Conflict Resolution Department</u>	Associate Director Academic Services
28	October (P)	Regular Board	<u>H.M.33 Acceptance of Hospitality or Gifts Policy Metric</u>	Director of Education
29	October (A)	Regular Board	Student Exit and Entry Survey Results	A.D. Facilities, Business, Community Development
30	November (A)	Regular Board	Annual Report on the Multi Year Strategic Plan	Director of Education
31	November (A)	Regular Board	Annual Calendar of Meetings	Director of Education
32	December (A)	Regular Board	Director's Annual Report	Director of Education
33	October (A)	Special Board	Director's Performance Appraisal (over 3 consecutive Special Board Meetings)	Director of Education
34	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
35	January (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
36	January (P)	Student Achievement	<u>A.35 Accessibility Standards Policy Metric</u>	Associate Director Academic Services
37	February (P)	Student Achievement	<u>S. 19 External Research Policy Metric</u>	Associate Director Academic Services
38	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
39	May (A)	Student Achievement	Staffing Status Report for Next School Year	A.D. Facilities, Business, Community Development

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40	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
41	June (P)	Student Achievement	<u>B.B.04 Smoke & Vapour Free Policy Metric</u>	Associate Director Academic Services
42	September (A/P)	Student Achievement	Annual Safe Schools Report and <u>S.S.12 Fresh Start Policy Metric</u>	Associate Director Academic Services
43	September (P)	Student Achievement	<u>H.M. 40 Fair Practice in Hiring and Promotion Policy Metric</u>	Associate Director Academic Services
44	September (P)	Student Achievement	<u>T.07 Community Engagement Policy Report and A.37 Communications Policy Metric and Community Advisory Committees Report</u>	Director of Education
45	October (A)	Student Achievement	Board Learning Improvement Plan Report	Associate Director Academic Services
46	October (A)	Student Achievement	Student Trustees: Voices that Challenge- CSLIT	Associate Director Academic Services
47	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
48	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO); the Grade 9 Assessment of Mathematics; and the OSSLT Assessment (EQAO)	Associate Director Academic Services
49	October (A)	Student Achievement	<u>S.22 Religious Accommodation Policy Report and S.S.02 Opening or Closing Exercises Policy Report</u>	Associate Director Academic Services
50	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services

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51	November (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
52	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report	Associate Director Academic Services
53	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools</u> Policy Report	Associate Director Academic Services
54	December (A/P)	Student Achievement	Accountability Framework for Special Education and <u>S.P.01 Special Education Programs and Services</u> Policy Metric	Associate Director Academic Services
55	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council</u> Policy Metric	Associate Director Academic Services